



College of Education and Human Development

Early Childhood Education Program
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<https://gse.gmu.edu/programs/earlychildhood/>

ECED 798.001 Internship in Kindergarten-Third Grade (3:3:0) Spring 2016 At Internship Site

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Course Description:

Enables candidates to participate full time in an internship in early childhood education. Links university course work to real world of working with diverse young learners and their families.

Prerequisite(s): ECED 511, ECED 514, and Admission to the Early Childhood Education Prekindergarten - Third Grade Licensure Graduate Certificate Program. All endorsement and standardized test requirements (Praxis core Academics Skills for Educators or qualifying substitution, Praxis II, and Virginia Communication and Literacy Assessment) must be met the semester prior to the internship

Professional Standards:

This course is aligned with the standards established by the Council for Exceptional Children (CEC), National Association for the Education of Young Children (NAEYC), and the Interstate Teacher Assessment and Support Consortium (InTASC).

Nature of Course Delivery

Candidates enroll in an internship in a K-3 classroom. The K-3 internship will take place over an 8 weeks period. At least 75 hours must involve direct teaching. During the internships, candidates are required to work the teacher contract hours. Virginia Licensure Regulations for School Personnel (2007) stipulate that interns “must be in classrooms full time.” For detailed information about internship applications, procedures, and policies, go to <http://cehd.gmu.edu/teacher/intpract/>. Candidates will attend six seminar meetings during the course of the 16 weeks internship.

Placements:

Interns will be placed by the Clinical Practice Specialist in all teaching internships unless an on-the-job internship has been approved. All teaching placements must be arranged through the Clinical Practice Specialist who works directly with the surrounding school districts to set up appropriate internships. The ECE program at Mason currently has relationships with a variety of internship sites.

Interns will be assigned to work at sites under the mentorship of a mentor teacher (MT) and a university supervisor (US).

GMU Policies and Resources for Students

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c. 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.
- d. 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/>].
- e. 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/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. 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 Commitment

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 [<http://cehd.gmu.edu/values/>].

For GSE Syllabi

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Collaboration

Collaboration is an important human activity that involves shared responsibility in promoting healthy, productive lives, and educational success. We commit ourselves to work toward these goals in genuine partnerships with individuals, families, community agencies, schools, businesses, foundations, and other groups at the local, regional, national, and international levels.

Ethical Leadership

In all professions represented by the college, leadership is an essential component denoting ability and willingness to help lead professional practice to higher levels. We commit ourselves

to practice ethical leadership through deliberate and systematic attention to the ethical principles that guide all leaders in a moral society.

Innovation

We have a history of creating dynamic, innovative programs, and we are dedicated to continue creating innovative approaches in all areas of our work. We commit ourselves to seeking new ways to advance knowledge, solve problems, improve our professional practice, and expand on our successes.

Research-Based Practice

The best practice in any discipline is based upon sound research and professional judgment. We commit ourselves to basing our instruction, scholarship, and policy recommendations on well-established principles that, wherever possible, emerge from research and reflection on its implications for professional practice.

Social Justice

Social justice embodies essential principles of equity and access to all opportunities in society, in accordance with democratic principles and respect for all persons and points of view. We commit ourselves to promoting equity, opportunity, and social justice through the college's operations and its missions related to teaching, research, and service.

Course Requirements:

General Requirements:

1. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is imperative that candidates keep up with the readings and participate in class.
2. Attendance in class and/or online is important to candidate's learning; therefore, candidates are expected to make every effort to attend class sessions and/or complete online modules within the designated timeframe. Absences, tardiness, leaving early, and not completing online modules in the designated timeframe may negatively affect course grades. If, due to an emergency, candidates will not be in class, they must call the instructor and leave a message or send an email before class. The following policy is from the university course catalog:

Candidates are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual candidate, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Candidates who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.

3. In line with Mason's policy that candidates should not be penalized because of observances of their religious holidays, candidates shall be given an opportunity to make up, within a reasonable time, any academic assignment that is missed due to individual participation in religious observances. It is the candidate's responsibility to inform the instructor of any intended absences for religious observations in advance of the class that will be missed. Notice should be provided in writing as soon as possible.

4. During face-to-face and live online meetings, cell phones, pagers, and other communicative devices are not allowed in this class. Candidates must keep them stowed away and out of sight. Laptops or tablets (e.g., iPads) may be permitted for the purpose of taking notes only. Engaging in activities not related to the course (e.g. gaming, email, chat, etc.) will result in a significant deduction in their participation grade.
5. It is expected that assignments will be turned in on time. However, it is recognized that candidates occasionally have serious problems that prevent work completion. If such a dilemma arises, candidates should speak to the instructor prior to the assignment due date (when possible). If the candidate does not communicate with the instructor, a late penalty will be applied.
6. Mason is an Honor Code university; please see the Office for Academic Integrity for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when responsible for a task, candidates will perform that task. When candidates rely on someone else's work in an aspect of the performance of that task, they will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind), candidates will ask for guidance and clarification.

Written Assignments:

All formal written assignments will be evaluated for content and presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If candidates are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library web guide at <http://infoguides.gmu.edu/content.php?pid=39979>. Candidates may consult the Writing Center for additional writing support.

Candidates will do the following:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.

Responsibilities:

Internships are regarded as a critical component of teacher education programs. The effectiveness of the internship experience depends upon the degree to which the whole team – **Candidate, Mentor Teacher, University Supervisor, and Course Instructors** – fulfill their responsibilities and establish a good working relationship. Open communication is extremely important. The program considers the intern to be “a work in progress.”

Candidates

The internship is a time to focus on the art of teaching and working with diverse young children and their families under the guidance and support of practicing professionals. Candidates must remain flexible in adapting to differences in school cultures, teaching styles, supervisor philosophies, and individual child/family needs.

Mentor Teacher (MT)

Mentor Teachers (MT) work in a variety of educational settings that serve culturally, linguistically, and ability diverse young children and their families. MTs have an important responsibility to be a mentor and instructor on issues specific to their workplace and the needs of the children and families that are served at that site. The candidate benefits greatly from being able to learn from courses and apply the knowledge in the field.









The program faculty believes that this integration of knowledge and classroom experience results in a better-prepared and more confident educator, who is able to work in a multitude of settings and with diverse young children and their families. The MT, with the assistance of the university supervisor (US), must be willing to act as a mentor by providing support and guidance for the intern.

University Supervisors (US)

The University Supervisor (US) serves as a link between the school and Mason, providing support and guidance to both the candidate and the mentor teacher (MT). University supervisors (US) play a critical role in facilitating communication and in providing feedback, assistance, and evaluation for candidates.

Evaluation:

The US will work with the MT and the candidate to evaluate the candidate's progress throughout the internship. Evaluation tools will include, but are not limited to, the following:

-  Weekly progress reports completed by the candidate and MT
-  Edthema video uploads by the candidate with feedback from US and/or MT
-  Formal observation reports (by the MT and the US)
-  Mid-point and final evaluation forms
-  *CAEP 4 Videotaped Lesson Implementation and Reflection Performance Based Assessment*
-  *CAEP 5 Lesson Planning Performance Based Assessment*
-  *CAEP 6 Teacher Collaboration Performance Based Assessment*
-  *Early Childhood Education / Early Childhood Special Education Preschool / Dual Early Childhood Education and Early Childhood Special Education Internship Documentation*

Internship Notebook

This is a program performance-based assessment.

The Internship Notebook contains information related to the internship and documentation that the intern has met aspects of the National Association for the Education of Young Children (NAEYC) standards. It is the program performance-based assessment for CAEP 4 Early Childhood K-3 Internship Documentation.

Lesson Plans

Candidates will submit weekly lesson plans to their MT for approval prior to teaching independently. More detailed daily lesson plans using a lesson plan format approved by the US will be filed in the internship notebook and will be readily accessible to the MT and US. Daily lesson plans will be provided to the MT and/or US prior to scheduled observations.

Reflective Journal

Candidates will maintain a reflective journal throughout the internship. The journal may be electronic, handwritten, or a combination of both. Candidates should make the journal available to the US either electronically before the visit or in a hard copy during visits.

Log of Hours

The Virginia application for teacher licensure requires reporting the amount of time spent in certain activities during the internship. The Mason state-approved licensure program may require more than the state's minimum requirements. Candidates are responsible for maintaining this record as part of the Internship Notebook. Candidates should record hours on the Log of Hours sheet each day. At the end of the internship, the log must be verified by the MT and reviewed by the US. It is the candidate's responsibility to ensure that the log is current and verified/reviewed.

Internship Policies:

Attendance

During the internship, student candidates are required to work the teacher contract hours. Virginia Licensure Regulations for School Personnel (2007) stipulate that candidates "must be in classrooms full time." Candidates should maintain the same schedule as the MT, with the contract day as the minimum but not the norm. Candidates should consult with ECE faculty to determine whether the Mason schedule or the school system holiday schedule will be followed. This will vary from semester to semester, depending on when scheduled breaks and holidays fall. **Candidates will take the school system spring break, not the Mason spring break.**

Absences

Candidates follow the site policy regarding notification of absences for illness. All other absences must be approved in advance by the MT and principal/director. The US must be notified of all absences within 24 hours. The log of hours should also show any absences. Time missed may need to be made up.

Substituting

Candidates **are not** permitted to substitute during their internships.

Professional and Legal Responsibilities

Candidates are legally responsible for exercising “reasonable care” for students’ welfare and for complying with federal, state, and local policy regulations. This is best accomplished through careful study of the teacher/employee handbook for the center, agency, or school where the intern is assigned. Special attention should be given to responsibilities and procedures for dealing with suspected child abuse.

Confidentiality of Records

School division and Mason policies regarding candidate records will be followed. A candidate’s evaluations may be shared with the MT, US, and responsible administrators until the US submits the candidate’s folder to the Office of Academic and Student Affairs (OASA). After that time, access will be in accordance with the Privacy Act. No materials will be released by OASA for employment purposes other than for verification of meeting licensure standards. In addition, all records of children and families that candidates may have access to during internships **MUST** be kept confidential.

Records Retention

Contents of cumulative folders will be retained for one year after completion of the internship. After that, the transcript and the Summary Form will be the only available record. Therefore, candidates should keep their own copies of evaluations, observations, logs, summaries, and other records.

Professional Recommendations

Most prospective employers expect applicants to submit recommendations in some form from their MT and US. If a negative recommendation is warranted, the candidate should be told.

Grading

The Graduate School of Education (GSE) has approved the following grading policy for ECED internships:

1. The grading scale will be S (Satisfactory), NC (No Credit), or IP (In Progress) in accordance with Mason policy for internships.
2. Degrees of Satisfactory performance by a candidate in Early Childhood Education will be documented on the Evaluation Profile by the MT and US.
3. The US shall determine the grade after consultation with MT. The US may also consult with the Academic Program Coordinator especially when the candidate may receive a No Credit or In Progress grade.
4. Candidates who receive a No Credit grade will not be recommended for teacher licensure unless they repeat all or part of the internship with satisfactory performance. This may require re-enrolling and paying tuition for additional credit hours in a subsequent semester or paying a fee for extended supervision.

5. Candidates 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 candidates upon completion of requirements – usually before the beginning of the next semester.
6. In some cases, a grade of No Credit may be accompanied by a recommendation that the candidate not be allowed to repeat the internship. In such cases, the candidate will be counseled out of the licensure program, but not necessarily out of the program.

Schedule:

A schedule of meetings and observations will be developed in collaboration with the candidate, US, and MT.

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

Every student registered for any Early Childhood Education course with a required performance-based assessment is required to submit this assessment, *CAEP 4 Video Analysis Assessment*, *CAEP 5 Planning*, and *CAEP 6 Collaborative Learning Team Assessment*, to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Inclusive Early Childhood Education
CAEP Assessment 4
Student Teaching/Internship Performance
Video Analysis Assessment Task

Early Childhood Education CAEP Assessment 4 Student Teaching / Internship Performance is the Video Analysis Assessment and is in ECED 790 Internship With Diverse Preschool Children or ECED 793 Internship in Preschool Early Childhood Special Education and ECED 791 Internship With Diverse Infants and Toddlers or ECED 795 Internship in Kindergarten-Third Grade. This assessment shows evidence of meeting CEC Standard Elements 3.1 and 4.4 and NAEYC Standard Elements 1c, 4c, 4d, 6c, and 6d. As part of a college-wide, common assessment initiative, identified InTASC Standard Elements are also assessed.

CEC Standards Assessed

CEC 3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach , and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.

CEC 4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

NAEYC Standards Assessed

NAEYC 1c Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

NAEYC 4c Using a broad repertoire of developmentally appropriate teaching /learning approaches

NAEYC 4d: Reflecting on own practice to promote positive outcomes for each child

NAEYC 6c Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.

NAEYC 6d Integrating knowledgeable, reflective, and critical perspectives on early education

As part of a college-wide, common assessment initiative, identified InTASC Standard Elements are also assessed.

InTASC 1(b), 2(a), 3(d), 4(c), 4(d), 8(a), 8(d), 8(i), 9(a) 9(b), 9(d), 9(e), 9(l)

Assessment Objectives

- The candidate will use knowledge of learning differences and assessment to develop an instructional plan including a plan for assessing the student progress.
- The candidate will implement this plan and video record his/her teaching,
- The candidate will use all three levels of critical reflection to analyze an instructional episode to make connections between situations they encounter and the broader social, political, and economic forces that influence those events.
- The candidate will review his/her teaching, and select and edit vignettes to use in critical reflection.
- The candidate will reflect upon a “critical incident” from a lesson and propose alternative ways of addressing the incident to impact future teaching.

Research Base

According to John Dewey (1933) reflection is an active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds supporting it and future conclusions to which it tends. Critical reflection delves even more deeply. Critical reflection allows candidates to make teaching decisions on the basis of a conscious awareness and careful consideration of the assumptions on which the decisions are based, and the technical, educational, and ethical consequences of those decisions. The end result of critical reflection for the individual is cognitive change (Yost et al., 2011).

Van Manen (1977) describes three hierarchical levels of reflection:

- **Technical reflection** – focuses on effective application of skills and knowledge in the classroom so reflection focuses on analyzing the effects of strategies used.
- **Practical reflection** – focuses on the assumptions underlying a specific practice and the consequences of that practice on student learning. It implies the assessment of the educational implications of actions and beliefs.
- **Critical reflection** – includes emphases from technical and practical reflection and goes deeper. It focuses on questioning moral and ethical dimensions of decisions related, directly or indirectly, to the classroom. Candidates make connections between situations they encounter and the broader social, political, and economic forces that influence those events.

Brookfield (1990) noted that a “critical incident” is a ‘vividly remembered event which is unplanned and unanticipated’ (pg 84). Reflecting upon a critical incident can affect change in

- your thinking,
- your practice,
- your attitudes, and
- your understanding.

A critical incident might be an interaction with a student; it might be part of a teaching episode; it could be a parent interaction or just a solitary “ah-ha” moment. Your analysis will focus on what you learn from reflecting on this event.

Video Analysis Assessment Task

This assignment requires you to reflect at all three levels of reflection. During your internship you will record yourself teaching a lesson for which you have developed a detailed lesson plan. **Prior to recording, be sure to obtain appropriate permissions from school system, school, and families as needed in your specific context.**

This assignment consists of three parts: (a) a **lesson plan**, (b) **the holistic reflection**, and (c) **critical incident video clip and analysis**.

You will submit:

- **A Lesson Plan for the Recorded Lesson**
Develop a lesson plan using the standard lesson plan format for your program and/or school placement. Make arrangements to videotape the lesson for use in analyzing a “critical incident.” Teach the lesson. (After reflecting on the lesson you will be asked to

identify a “critical incident” in the lesson and highlight that section of the lesson before submitting it for this assignment.)

- **Holistic Reflection of the Lesson**

After teaching the lesson, write a reflective statement about the teaching episode that includes each of the following levels of reflection: technical, practical, and critical.

- **Critical Incident Video Clip and Analysis**

After reflecting on the lesson, select a segment of the lesson video (~5-10 minutes in length) that contains a critical incident. Highlight the section of the lesson plan that you select as your critical incident.

The following should be used to guide your description and analysis of the critical teaching incident captured within your videotaped lesson:

- a. Provide a brief description of what is happening in the selected clip.
- b. Explain why this particular segment was selected.
- c. Briefly describe what went well and what aspects of the lesson you would like to revise.
- d. Propose alternative ways of handling the critical incident. You should draw upon your readings, knowledge of best practice, observations, and course work for support.
- e. Summarize what was learned and how it will impact your future teaching.

**Video Analysis Project
Rubric**

CRITERIA	Does Not Meet Standard 1	Approaches Standard 2	Meets Standard 3	Exceeds Standard 4
Lesson Plan and Teaching				
<p>The candidate creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enable each learner to advance and accelerate his/her learning.</p> <p><i>InTASC 1(b) CEC 3.1 NAEYC 1c</i></p>	<p>The candidate's instruction does not take into account individual learners' strengths, interests, and needs and does not enable learners to advance and accelerate his/her learning.</p>	<p>The candidate creates instruction that takes into account some students' strengths, interests, and needs and that enables some learners to advance and accelerate his/her learning.</p>	<p>The candidate creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.</p>	<p>The candidate creates student-centered instruction that is developmentally appropriate and takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.</p>
<p>The candidate designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.</p> <p><i>InTASC 2(a) NAEYC 4c</i></p>	<p>The candidate does not design, adapt, or deliver instruction to address each student's diverse learning strengths and needs and did not create opportunities for students to demonstrate their learning in different ways.</p>	<p>The candidate designs, adapts, and delivers instruction to address some student's diverse learning strengths and needs and creates few opportunities for some students to demonstrate their learning in different ways.</p>	<p>The candidate designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.</p>	<p>The candidate designs, adapts, and delivers student-centered instruction that addresses each student's diverse learning strengths and needs and creates multiple opportunities for students to demonstrate their learning in different ways.</p>

<p>The candidate manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learner's attention.</p> <p><i>InTASC 3(d)</i> <i>NAEYC 1c</i></p>	<p>The candidate does not plan ways to manage the learning environment to actively and/or equitably engage learners. The candidate does not show evidence of organizing, allocating, and coordinating the resources of time, space, and learner's attention.</p>	<p>The candidate plans ways to marginally manage the learning environment to actively and equitably engage some learners by organizing, allocating, and coordinating the resources of time, space, and learner's attention.</p>	<p>The candidate plans ways to effectively manage the learning environment to actively and equitably engage the majority of learners by organizing, allocating, and coordinating the resources of time, space, and learner's attention.</p>	<p>The candidate plans ways to effectively manage the learning environment to actively and equitably engage all learners by creatively organizing, allocating, and coordinating the resources of time, space, and learner's attention.</p>
<p>The candidate engages learners in applying methods of inquiry and standards of evidence used in the discipline.</p> <p><i>InTASC 4©</i> <i>NAEYC 4c</i></p>	<p>The candidate does not engage learners in applying methods of inquiry and standards of evidence used in the discipline.</p>	<p>The candidate engages learners in applying methods of inquiry but disregards the standards of evidence used in the discipline.</p>	<p>The candidate engages learners in applying methods of inquiry and the appropriate standards of evidence used in the discipline.</p>	<p>The candidate engages learners in applying multiple methods of inquiry and appropriate standards of evidence used in the discipline by implementing authentic tasks.</p>
<p>The candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.</p> <p><i>InTASC 4(d)</i> <i>CEC 3.1</i></p>	<p>The candidate does not stimulate learner reflection on prior content knowledge, does not link new concepts to familiar concepts, and does not make connections to learners' experiences.</p>	<p>The candidate stimulates learner reflection on prior content knowledge, but neither links new concepts to familiar concepts nor makes connections to learners' experiences.</p>	<p>The candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.</p>	<p>The candidate creatively stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences using student-centered instruction.</p>

<p>The candidate uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.</p> <p><i>InTASC 8(a)</i> <i>NAEYC 4c</i></p>	<p>The candidate does not adapt instruction to the needs of individuals and groups of learners.</p>	<p>The candidate adapts instruction to the needs of some individuals and groups of learners but seldom incorporates appropriate strategies or resources.</p>	<p>The candidate uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.</p>	<p>The candidate uses appropriate and creative strategies and resources within authentic tasks to adapt instruction to the needs of individuals and groups of learners.</p>
<p>The candidate continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.</p> <p><i>InTASC 8(b)</i> <i>CEC 4.4</i></p>	<p>The candidate does not provide evidence of monitoring student learning, and/or does not engage learners in assessing their progress, and/or does not provide evidence of adjusting instruction in response to student learning needs.</p>	<p>The candidate provides minimal evidence of monitoring student learning and engaging learners in assessing their progress, but the candidate rarely adjusts instruction in response to student learning needs.</p>	<p>The candidate provides consistent evidence of monitoring student learning, engaging learners in assessing their progress, and adjusts instruction in response to student learning needs.</p>	<p>The candidate provides substantial evidence of continuously monitoring student learning, engaging learners in assessing their progress, and innovatively adjusts instruction in response to student learning needs.</p>
<p>The candidate varies his/her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purpose of instruction and the needs of learners.</p> <p><i>InTASC 8(d)</i> <i>NAEYC 4d</i></p>	<p>The candidate does not varies his/her role in the instructional process (e.g. instructor, facilitator, coach, audience).</p>	<p>The candidate sometimes varies his/her role in the instructional process (e.g. instructor, facilitator, coach, audience) but it is in relation to neither the content nor the purpose of instruction nor the needs of learners.</p>	<p>The candidate varies his/her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purpose of instruction and the needs of learners.</p>	<p>The candidate consistently varies his/her role in engaging instructional processes (e.g. instructor, facilitator, coach, audience) in relation to the content and purpose of instruction and the needs of learners.</p>

<p>The candidate engages all learners in developing higher order questioning skills and metacognitive processes.</p> <p><i>InTASC 8(f)</i></p>	<p>The candidate does not engage learners in developing higher order questioning skills or metacognitive processes.</p>	<p>The candidate engages some learners in developing higher order questioning skills or metacognitive processes.</p>	<p>The candidate engages most learners in developing higher order questioning skills and metacognitive processes.</p>	<p>The candidate engages all learners in developing higher order questioning skills and metacognitive processes within authentic learning situations.</p>
<p>The candidate asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).</p> <p><i>InTASC 8(i)</i> CEC 3.1, 4.4 NAEYC 1c</p>	<p>The candidate does not ask questions to stimulate discussion.</p>	<p>The candidate asks questions to stimulate discussion but the purposes tend to be low level.</p>	<p>The candidate asks appropriate questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).</p>	<p>The candidate asks varied questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question) within authentic learning situations.</p>
Holistic Reflection				
<p>The candidate engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and</p>	<p>The candidate does not take responsibility for promoting the learners' growth and development in a reflective statement. The statement does not specifically the critical levels of reflections.</p>	<p>The candidate takes responsibility for promoting the learners' growth and development in a reflective statement, but does not address all of the levels of critical reflections.</p>	<p>The candidate takes responsibility for promoting the learners' growth and development in a reflective statement that includes all of the levels of critical reflection.</p>	<p>The candidate takes responsibility for promoting the learners' growth and development in a well-written and insightful reflective statement that includes all of the levels of critical</p>

system. <i>InTASC 9(b)</i> <i>NAEYC 4d, 6c</i>				reflection.
The candidate uses a variety of data to evaluate the outcomes of teaching and learning and adapts planning and practice. <i>InTASC 9(c)</i> <i>NAEYC 4d</i>	The candidate does not use a variety of data to evaluate the outcomes of teaching and learning and to adapt planning and practice.	The candidate uses a variety of data to evaluate the outcomes of teaching and learning but does not provide strategies to adapt planning and/or practice.	The candidate uses a variety of data to evaluate the outcomes of teaching and learning and to adapt planning and practice.	The candidate effectively uses a variety of data to evaluate the outcomes of teaching and learning and to appropriately adapt planning and practice.
The candidate uses ongoing analysis and reflection to improve planning and practice. <i>InTASC 9(l)</i> <i>NAEYC 4d</i>	There was no evidence that the candidate used ongoing analysis and/or reflection to improve planning and practice.	The candidate uses marginal analysis and reflection strategies to improve planning and practice.	The candidate uses ongoing analysis and reflection to improve planning and practice.	The candidate effectively uses ongoing analysis and deep reflection to improve planning and practice.
Critical Incident Video Clip and Analysis				
The candidate uses technology to support analysis, reflection, and problem-solving strategies for instruction. <i>InTASC 9(d)</i> <i>NAEYC 6c</i>	The candidate does not use technology to support analysis, reflection, and problem-solving strategies for instruction.	The candidate ineffectively uses technology to support analysis, reflection, or problem-solving strategies for instruction.	The candidate uses technology to support analysis, reflection, and problem-solving strategies for instruction.	The candidate effectively uses technology to support a thorough use of analysis, reflection, and problem-solving strategies for instruction.
The candidate engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging	There was no evidence that the candidate engages in ongoing learning opportunities to plan to improve teaching and learning.	There was minimal evidence that the candidate engages in ongoing learning opportunities to plan to improve teaching and learning.	There was evidence that the candidate effectively engages in ongoing learning opportunities to plan to improve teaching and learning.	There was extensive evidence that the candidate effectively engages in ongoing learning opportunities to plan to improve teaching and

curriculum and learning experiences. <i>InTASC 9(a)</i> <i>NAEYC 6c</i>				learning.
The candidate reflects on his/her personal biases and accesses resources to deepen his/her own understanding of a variety of individual differences to build relationships and create more relevant learning experiences. <i>InTASC 9(e)</i> <i>NAEYC 4d, 6d</i>	There is no evidence that the candidate reflects on his/her personal biases. The candidate did not access resources to deepen his/her own understanding of a variety of individual differences to build relationships and create more relevant learning experiences.	The candidate provides evidence that he/she reflects on his/her personal biases and accesses resources to deepen his/her own understanding of limited individual differences to build relationships and create relevant learning experiences.	The candidate provides evidence that he/she reflects on personal biases and accesses appropriate resources to deepen his/her own understanding of a variety of individual differences to build relationships and create more relevant learning experiences.	The candidate provides evidence that he/she effectively reflects on personal biases and accesses multiple resources to deepen his/her own understanding of a variety of individual differences to build relationships and create engaging , relevant learning experiences.

Inclusive Early Childhood Education
CAEP Assessment 5
Impact on Student Performance
Planning

Early Childhood Education CAEP Assessment 5 Impact on Student Performance is Teacher Candidate Instruction and Assessment Plan and is in ECED 514 Mathematics and Science for Diverse Young Learners, and ECED 790 Internship With Diverse Preschool Children or ECED 793 Internship in Preschool Early Childhood Education, and ECED 791 Internship With Diverse Infants and Toddlers or ECED 795 Internship in Kindergarten-Third Grade. This assessment shows evidence of meeting CED Standard Elements 2.3, 3.2, 3.3, 5.5, 5.6, 5.7, 6.2, and 6.6 and NAEYC Standard Elements 2a, 2c, 3c, 5a, 5b, and 5c. As part of a college-wide, common assessment initiative, identified InTASC Standard Elements are also assessed.

CEC Standard Assessed

CEC 2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

CEC 3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities

CEC 3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

CEC 5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.

CEC 5.6 Beginning special education professionals teach to mastery and promote generalization of learning.

CEC 5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

CEC 6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.

CEC 6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

NAEYC Standard Elements Assessed

NAEYC 2a Knowing about and understanding diverse family and community characteristics

NAEYC 2c Involving families and communities in young children's development and learning

NAEYC 3c Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.

NAEYC 5b Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

NAEYC 5a Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.

NAEYC 5c Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

As part of a college-wide, common assessment initiative, identified InTASC Standard Elements are also assessed. *InTASC* 4(d), 5(c), 6(b), 6(i), 6(e), 7(a), 7(b), 7(c), 7(d), 7(g)

Assessment Overview

The candidate will develop a research-supported lesson plan that effectively meets the needs of a specific population of students.

Rationale

It is important that teacher candidates demonstrate their ability to design an effective lesson plan with specific, performance-based learning objectives that meet the learning needs of their students. Lesson planning can be guided by four basic questions: (adapted from Spencer, 2003, p. 251).

1. Who am I teaching? The number of learners, their academic level and prior knowledge.
2. What am I teaching? The content or subject, the type of learning (knowledge, skills, behaviors).
3. How will I teach it? Teaching models, learning strategies, length of time available, materials, technology resources, differentiation/modifications, etc.
4. How will I know if the students understand? Informal and formal assessments, formative and summative, higher order questioning techniques, feedback from learners, etc.

You might also want to ask:

- What do students know already?
- Where have students come from and what are they going on to next?
- How can I build in sufficient flexibility cope with emergent needs?

A lesson plan must be developed for each teaching session. During the internship and when teaching new content or grade levels, your lesson plans will be detailed. As you gain pedagogical content knowledge and are proficient, your lesson planning becomes less detailed. Part of the planning process includes considering the following tasks:

- list content and key concepts, (research more if needed)
- define your aims and identify specific learning outcomes or objectives
- create assessments that are aligned to your specific objectives
- think about the structure of the lesson, pacing, and transitions
- identify adaptations/modifications/extensions needed to meet student needs
- determine “best practice” and learning strategies aligned to the learning outcomes
- identify learning resources and support materials

Assessment Procedures

Candidates will develop a lesson plan using the template attached. Review the rubric to guide the development of your lesson plan.

NOTE: Lesson plans will be evaluated based on adherence to the provided lesson plan format; consistency with instructional methods taught in the program; appropriate rationale provided; specification of objectives, as related to state and national standards; appropriate match between assessment of learning and learning objectives; coherence of writing and mechanics.

LESSON PLAN TEMPLATE

Name:		Date:	
School:		Subject/Grade level:	
Lesson Title:			
LESSON PLANNING		<i>Optional</i> Teaching Points/ Cues/Time	
Performance-based Objective(s):			
Local/State/National Standards:			
Materials:			
Technology:			
Accommodations:			
Extensions			

PLANNED INSTRUCTIONAL STRATEGIES	
Opening/Context Setting:	
Tasks/Methods/Strategies	
Comprehension Checks	
Closure	
ASSESSMENT	
Pre-Assessment	
Formative and/or Informal Assessments	
Summative Assessment	

Lesson Plan Rubric

Criteria	Does Not Meet Standard 1	Approaches Standard 2	Meets Standard 3	Exceeds Standard 4
LESSON PLANNING				
<p>The candidate identifies performance-based objectives and appropriate curriculum goals that are relevant to learners.</p> <p><i>InTASC 7(a)</i> <i>CEC 5.6, 5.7</i> <i>NAEYC 5b</i></p>	<p>The candidate does not identify performance-based objectives and appropriate curriculum goals that are relevant to learners.</p>	<p>The candidate identifies objectives and curriculum goals but they are not performance-based or appropriate for subject and/or grade level.</p>	<p>The candidate identifies performance-based objectives and appropriate curriculum goals and they are appropriate for subject and/or grade level.</p>	<p>The candidate identifies well-developed, performance-based objectives, appropriate curriculum goals that are appropriate for subject and/or grade level; correctly formulated; and addressed all domains.</p>
<p>The candidate identifies national/state/local standards that align with objectives and are appropriate for curriculum goals and are relevant to learners.</p> <p><i>InTASC 7(g)</i> <i>CEC 3.2, 5.6</i></p>	<p>The candidate does not identify national/state/local standards that align with the objectives or the standards are not appropriate for curriculum goals or are not relevant to learners.</p>	<p>The candidate identifies national/state/local standards but the standards are not aligned with the objectives and/or marginally relevant to learners.</p>	<p>The candidate identifies national/state/local standards that are aligned with the objectives and relevant to learners.</p>	<p>The candidate identifies national/state/local standards that are clearly aligned with the objectives and relevant to learners.</p>
<p>The candidate continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.</p> <p><i>InTASC 6(i)</i> <i>NAEYC 3c</i></p>	<p>The candidate does not identify appropriate technology to engage learners even though it was available.</p>	<p>The candidate identify technology to engage learners though it would be ineffective to teach the content and address learner needs.</p>	<p>The candidate identifies appropriate technology to engage learners more fully and assess and address learner needs.</p>	<p>The candidate identifies effective, creative and appropriate technology to engage learners more fully and assess and enhance student learning needs.</p>
<p>The candidate facilitates learners' use of current tools and resources to maximize content learning in varied contexts.</p> <p><i>InTASC 5(c)</i></p>	<p>The candidate's plans do not provide evidence of opportunities for learners' use of current tools (technology) nor resources to maximize content</p>	<p>The candidate's plans provide evidence of opportunities for learners' use of current tools and resources that are ineffective to maximize content learning in varied</p>	<p>The candidate's plans provide evidence of opportunities for learners' use of current tools and resources that are effective to maximize content learning in varied contexts.</p>	<p>The candidate's plans provide substantial evidence of multiple opportunities for learners' use of current tools and resources that are creative and effective to maximize</p>

<i>CEC 6.6</i> <i>NAEYC 3c, 5a</i>	learning in varied contexts.	contexts.		content learning in varied contexts.
The candidate plans how to achieve each student's learning goals, choosing accommodations to differentiate instruction for individuals and groups of learners. <i>InTASC 7(b)</i> <i>CEC 2.3, 3.2, 3.3</i>	The candidate's lesson plan does not provide evidence of accommodations to differentiate instruction for individuals and groups of learners.	The candidate's lesson plan provides evidence of an effort to meet student's learning goals, and attempts accommodations to differentiate instruction for individuals and groups of learners.	The candidate's lesson plan provides evidence of successfully meeting each student's learning goals, and successfully makes accommodations to differentiate instruction for individuals and groups of learners.	The candidate's lesson plan provides evidence of successfully meeting each student's learning goals, and successfully makes a variety of accommodations to differentiate instruction for individuals and groups of learners.
The candidate develops appropriate sequencing and pacing of learning experiences and provides multiple ways to demonstrate knowledge and skill. <i>InTASC 7(c)</i> <i>NAEYC 5c</i>	The candidate does not plan for appropriate sequencing and pacing of learning experiences. Tasks, methods, strategies are not stated.	The candidate plans for appropriate sequencing and pacing of learning experiences; but tasks, methods and strategies are not stated and/or not appropriate or effective for the lesson.	The candidate plans for appropriate sequencing and pacing of learning experiences; and all tasks, methods, and strategies are stated and/or are appropriate and effective for the lesson.	The candidate plans for appropriate sequencing and pacing of learning experiences; tasks, methods and strategies include a variety of creative, active learning, instructional strategies that address learner differences to maximize learning.
PLANNED INSTRUCTIONAL STRATEGIES				
The candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences. <i>InTASC 4(d)</i> <i>NAEYC 2a</i>	The candidate does not plan an opening activity that stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, nor makes connections to learners' experiences.	The candidate plans an opening activity that used learner prior content knowledge, but does not link new concepts to familiar concepts, or make connections to learners' experiences.	The candidate plans an opening activity that stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.	The candidate plans an opening activity that actively stimulates learner reflection on prior content knowledge, effectively links new concepts to familiar concepts, and creatively makes connections to learners' experiences.
The candidate engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process. <i>InTASC 6(e)</i> <i>CEC 5.6</i>	The candidate does not use assessment as closure to check for comprehension and student knowledge and skills.	The candidate uses assessment as closure to demonstrate knowledge and skills to check for comprehension but they are inappropriate and/or ineffective .	The candidate uses appropriate assessment strategies as closure to demonstrate knowledge and skills to check for understanding.	The candidate uses creative appropriate assessments for closure to demonstrate knowledge and skills to check for comprehension.

ASSESSMENTS				
<p>The candidate plans instruction based on pre-assessment data, prior learning knowledge and skill.</p> <p><i>InTASC 7(d)</i></p>	<p>The candidate does not plan instruction based on pre-assessment data, prior learning knowledge or skills.</p>	<p>The candidate plans instruction based on pre-assessment data, prior learning knowledge and skills but it was not effective.</p>	<p>The candidate plans instruction based on pre-assessment data, prior learning knowledge and skill. Pre-assessment strategy/method appropriate and effectively assess student prior knowledge.</p>	<p>The candidate plans instruction based on pre-assessment strategy/method that are creative and effective way to assess student prior knowledge and skills and to guide instruction.</p>
<p>The candidate designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</p> <p><i>InTASC 6(b)</i> <i>CEC 5.5</i> <i>NAEYC 3c, 5c</i></p>	<p>The candidate's lesson design does not include post-assessments strategies or methods.</p>	<p>The candidate's lesson design includes post-assessments strategies or methods but the strategies/methods were not effective.</p>	<p>The candidate's lesson design includes post-assessments that were appropriate to effectively assess student learning.</p>	<p>The candidate's post-assessment matches learning objectives and includes creative strategies to effectively assess student learning.</p>

Criteria CEC/NAEYC Standards	Does Not Meet Standard 1	Approaches Standard 2	Meets Standard 3	Exceeds Standard 4
<p><i>CEC 6.2</i> <i>Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.</i></p>	<p>The candidate does not demonstrate an understanding of foundational knowledge or current issues that influence professional practice.</p>	<p>The candidate demonstrates an understanding of foundational knowledge but ineffectively links this knowledge to current issues that influence professional practice.</p>	<p>The candidate demonstrates an understanding of foundational knowledge and effectively links this knowledge to current issues that influence professional practice.</p>	<p>The candidate demonstrates an understanding of foundational knowledge and effectively links this knowledge multiple current issue areas that influence professional practice.</p>
<p><i>NAEYC 2c</i> <i>Involving families and communities in young children's development and learning</i></p>	<p>The candidate does not demonstrate an understanding of how to involve families and communities in young children's development and learning.</p>	<p>The candidate demonstrates an understanding of how to involve families and communities in young children's development and learning but ineffectively links this knowledge to the lesson.</p>	<p>The candidate demonstrates an understanding of how to involve families and communities in young children's development and learning and effectively links this knowledge to the lesson.</p>	<p>The candidate demonstrates an understanding of how to involve families and communities in young children's development and learning and effectively links this knowledge to the lesson in multiple ways.</p>

Inclusive Early Childhood Education
CAEP Assessment 6
Teacher Collaboration
Collaborative Learning Team Assessment

Early Childhood Education CAEP Assessment 6 Collaborative Learning Team Assessment is in ECED 791 Internship With Diverse Infants and Toddlers, or ECED 795 Internship in Kindergarten-Third Grade. This assessment shows evidence of meeting CED Standard Elements 6.1, 6.4, 6.5, 7.1, 7.2, 7.3 and NAEYC Standard Elements 1c, 2b, 4c, 4d, 6a, 6b, 6c, 6d, and 6e. As part of a college-wide, common assessment initiative, identified InTASC Standard Elements are also assessed

CEC Standards Assessed

CEC 6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.

CEC 6.4 Beginning special education professionals understand the significance of life-long learning and participate in professional activities and learning communities.

CEC 6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.

CEC 7.1 Beginning special education professionals use the theory and elements of effective collaboration.

CEC 7.2 Beginning special education professionals serve as a collaborative resource to colleagues.

CEC 7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

NAEYC Standards Assessed

NAEYC 1c Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

NAEYC 2b Supporting and engaging families and communities through respectful, reciprocal relationships

NAEYC 4c Using a broad repertoire of developmentally appropriate teaching /learning approaches

NAEYC 4d: Reflecting on own practice to promote positive outcomes for each child

NAEYC 6a Identifying and involving oneself with the early childhood field

NAEYC 6b Knowing about and upholding ethical standards and other early childhood professional guidelines

NAEYC 6c Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource

NAEYC 6d Integrating knowledgeable, reflective, and critical perspectives on early education

NAEYC 6e Engaging in informed advocacy for young children and the early childhood profession

As part of a college-wide, common assessment initiative, identified InTASC Standard Elements are also assessed.

InTASC 6(c), 9(e), 10(a), 10(b), 10(f)

Assessment Objectives

- The candidate will collaborate with other teachers in a school context.
- The candidate will assess individual student and/or group learning progress and consider this data to make instructional decision.
- The candidate will develop and/or revise lesson plans, instructional delivery methods, and classroom management strategies with the goal of improving student learning progress.
- The candidate will collaboratively develop a teaching action plan that promotes an individual student's or a group of students' academic achievement.

Rationale

Today's teachers play a teacher leadership role, with each professional (novice and veteran) facilitating not only their own but also their colleagues' professional development—all focused on the achievement of the students they work together to educate. As a Teacher Candidate you will enter schools where collaboration with your colleagues in the service of your students is required. Professional collaborations and teacher leadership must begin and end with joint considerations of the evidence of student learning.

You will complete the Collaborative Learning Team Task during an internship or field experience placement to ensure that you have an active responsibility for instruction and student learning. This task can be completed in conjunction with other program requirements (e.g., a teacher research project or a teacher work sample assignment).

Assessment Task

To complete this task you will complete the following:

- Collaborate with a team of teacher colleagues, potentially including but not consisting solely of the mentor teacher, to discuss individual student or group learning progress
- With the learning team, consider assessment results and make responsive instructional decisions that promote an individual student's or a group of students' learning
- Provide input to the team to identify lesson plans or revisions to lesson plans, instructional delivery methods, or classroom management strategies affecting student learning progress
- Detail a teaching action plan that the team believes will promote the individual student's or group of students' academic achievement and that includes a description of the instructional activities and assessments to be used and how assessment results will be used to determine changes in student learning

Submission Directions

You will submit a completed template to demonstrate meeting the above objectives and completion of the above tasks to Blackboard.

Part 1: Collaboration

Documentation of collaborations with teacher colleagues regarding individual student or group learning progress. (Documentation can include: agenda, minutes, reflections, etc.)

Part 2. Assessment and Instruction**Documentation of initial assessment results and responsive instructional decisions.**

(Documentation will include the initial results from the assessment and the specific instructional decisions made in response to the assessment results.)

Part 3. Lesson Plan(s)/Revisions

Documentation of lesson plans or revisions, instructional delivery methods or classroom management strategies. (Documentation will be the detailed lesson plan(s) or revision with instructional delivery methods or classroom management strategies.)

Part 4. Teaching Action Plan

Include the teaching action plan that is a description of the alignment of specific instructional activities and assessments. (Documentation will describe an alignment of objectives, assessment outcomes and instructional strategies used.)

Collaborative Learning Team Assessment TEMPLATE

You will submit the following and attachments to demonstrate meeting the objectives for this assessment task.

Task	Documentation		
Part 1: Documentation of collaborations with teacher colleagues regarding individual student or group learning progress.	Documentation of collaborations		
	<i>List artifacts attached to this template:</i>		
Part 2. Documentation of initial assessment results and responsive instructional decisions.	Assessment results	Corresponding instructional decisions	
Part 3. Documentation of lesson plans or revisions, instructional delivery methods or classroom management strategies.	Attach lesson plan to this template.		
	<i>Briefly describe the content of the lesson and specific strategies and management techniques used for this lesson.</i>		
Part 4. Teaching action plan that includes a description of instructional activities and assessments.	Teaching action plan		
	Objectives	Instructional Activities	Assessment (list and state alignment)

**Collaborative Learning Team Task
Rubric**

Criteria	Does Not Meet Standard 1	Approaches Standard 2	Meets Standard 3	Exceeds Standard 4
Part 1. Collaboration				
The candidate works with school professionals to plan and facilitate learning to meet diverse needs of learners. <i>InTASC 10(b)</i> <i>CEC 7.1</i>	The candidate does not provide evidence of effectively collaboration with school professionals to plan and/or jointly facilitate learning to meet diverse needs of learners.	The candidate provides evidence that he/she collaborates only occasionally or less than effectively with school professionals to plan and jointly facilitate learning to meet diverse needs of learners.	The candidate provides evidence that he/she collaborates with school professionals to effectively plan and jointly facilitate learning to meet diverse needs of learners but did not take advantage of all opportunities.	The candidate provides evidence that he/she collaborates regularly and effectively with a variety of school professionals to plan and jointly facilitate learning to meet diverse needs of learners.
The candidate engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice. <i>InTASC 10(f)</i> <i>CEC 6.5, 7.2</i> <i>NAEYC 6a, 6c</i>	The candidate does not provide evidence of collaboration with school professionals to engage in professional learning that advances practice.	The candidate provides evidence that he/she only occasionally or less than effectively collaborates with school professionals to engage in professional learning that advances practice.	The candidate provides evidence that he/she effectively collaborates with school professionals to effectively and jointly engage in professional learning that advances practice.	The candidate provides evidence that he/she collaborates regularly and effectively with a variety of school professionals to effectively and jointly engage in professional learning that advances practice.
Part 2. Assessments and Instruction				
Independently and in collaboration with colleagues, the candidate uses data (e.g., systematic observation, information about learners, research) to	The candidate does not show evidence of collaboration with colleagues in the use of data to evaluate outcomes of teaching and learning or to adapt planning and practice.	The candidate independently or in collaboration with colleagues uses data to evaluate outcomes of teaching and learning but inaccurately or ineffectively adapts planning	The candidate independently and in collaboration with colleagues uses data to effectively evaluate outcomes of teaching and learning and adapts planning and practice.	The candidate independently and in collaboration with colleagues uses a variety of data to accurately evaluate outcomes of teaching and learning and effectively adapts planning and

<p>evaluate outcomes of teaching and learning to adapt planning and practice.</p> <p><i>InTASC 9(c)</i> <i>CEC 6.1, 6.4</i></p>		and practice.		practice for all learners.
Part 3. Lesson Plan				
<p>The candidate understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.</p> <p><i>InTASC 7(j)</i> <i>NAEYC 1c, 4c</i></p>	<p>The candidate exhibits a limited or no understanding of the strengths and needs of individual learners nor how to plan instruction that is responsive to strengths and needs.</p>	<p>The candidate exhibits a limited understanding of the strengths and needs of individual learners and/or how to plan instruction that is responsive to these strengths and needs.</p>	<p>The candidate exhibits an understanding the strengths and needs of individual learners and how to plan effective instruction that is responsive to these strengths and needs.</p>	<p>The candidate exhibits a deep understanding the strengths and needs of diverse learners and how to plan effective instruction that is responsive to these strengths and needs.</p>
<p>The candidate balances the use of formative and summative assessment as appropriate to support, verify, and document learning.</p> <p><i>InTASC 6(a)</i></p>	<p>The candidate does not provide evidence of the use of formative and summative assessment as appropriate to support, verify, and document learning.</p>	<p>The candidate provides limited evidence of the use of formative and/or summative assessment as appropriate to support, verify, and document learning.</p>	<p>The candidate provides adequate evidence of the balanced use of formative and summative assessment as appropriate to support, verify, and document learning.</p>	<p>The candidate provides extensive evidence of the balanced use of multiple formative and summative assessments as appropriate to support, verify, and document learning.</p>
<p>The candidate designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</p> <p><i>InTASC 6(b)</i></p>	<p>The candidate provides no evidence that he/she designs assessments that match learning objectives with assessment methods or minimizes sources of bias that can distort assessment results.</p>	<p>The candidate provides little evidence that he/she designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</p>	<p>The candidate provides evidence that he/she designs effective assessments that closely match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</p>	<p>The candidate provides multiple pieces of evidence that he/she designs effective assessments that align learning objectives with a variety of assessment methods and minimizes sources of bias that can distort assessment results.</p>

<p>The candidate works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.</p> <p><i>InTASC 6(c)</i> <i>CEC 7.3</i></p>	<p>The candidate does not work independently and collaboratively to examine test and other performance data to understand some learner's progress and to guide planning.</p>	<p>The candidate works independently and/or collaboratively to examine limited test and other performance data to understand some learner's progress and to guide planning.</p>	<p>The candidate works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.</p>	<p>The candidate works independently and collaboratively to examine multiple sources of test and other performance data to understand every learner's progress and to guide planning to meet diverse student needs.</p>
<p>Part 4 Teaching Action Plan</p>				
<p>The candidate reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.</p> <p><i>InTASC 9(e)</i> <i>NAEYC 2b, 4d, 6d</i></p>	<p>The candidate describes rather than reflects on personal biases and does not access resources to deepen understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.</p>	<p>The candidate describes rather than reflects on personal biases and accesses some resources to deepen understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.</p>	<p>The candidate reflects on some personal biases and accesses a range of resources to deepen understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.</p>	<p>The candidate reflects candidly on a variety of personal biases and accesses a broad range of resources to deepen understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.</p>
<p>Continued on next page</p>				

<p>The candidate takes an active role on the instructional team giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.</p> <p><i>InTASC 10(a) NAEYC 6b, 6e</i></p>	<p>The candidate does not work with the instructional team, receives limited feedback on practice, examining minimal learner work, rarely analyzing data, and sharing little responsibility for decision making and accountability for student's learning.</p>	<p>The candidate occasionally and/or passively works with the instructional team, receiving limited feedback on practice, examining some learner work, analyzing data from a single source, and sharing little or no responsibility for some decision making and accountability for each student's learning.</p>	<p>The candidate takes an active role on the instructional team, receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.</p>	<p>The candidate takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's diverse learning needs.</p>
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