

Arkansas State University  
College of Education and Behavioral Science  
Department of Teacher Education  
ELED 4216 Teaching Internship II – Grades K-3  
Spring 2017

**Instructor(s):** TBA

**Textbook(s)/Readings:**

Primary Texts Arkansas State University, Teacher Education Handbook, current edition.  
Arkansas State University, Teacher Intern Handbook, current edition  
Teacher Education Program Required Purchase: College LiveText EDU Solutions w/United Streaming ISBN: 0971833125

**Course Description:** This course is a culmination of the K-6 Elementary Education Program. The course involves application of knowledge, skills, and dispositions previously learned.

**Program Outcomes:**

**1.0 Development, Learning, and Motivation**--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

**2.1 Reading, Writing, and Oral Language**—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;

**2.2 Science**—Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science;

**2.3 Mathematics**—Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation;

**2.4 Social studies**—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;

**2.5 The arts**—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;

**2.6 Health education**—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health;

**2.7 Physical education**—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

**3.1 Integrating and applying knowledge for instruction**—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;

**3.2 Adaptation to diverse students**—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;

**3.3 Development of critical thinking and problem solving**—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving;

**3.4 Active engagement in learning**—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments;

**3.5 Communication to foster collaboration**—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

**4.0 Assessment for instruction**—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

**5.1 Professional growth, reflection, and evaluation**—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

**5.2 Collaboration with families, colleagues, and community agencies**—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

#### Course Level Student Learning Outcomes

	TESS Linkage	ATS linkage
Teacher interns will become more skilled at building family relations and promoting individual children's learning and development.	1e, 1f, 3c, 3d, 4c	4a,b,c,d,f,g,h,k,l,m,n,o,p,r, 5a,b,c,d,e,g,h,j,k,l,m,n,o,p,r,s, 8a,b,d,e,f,g,h,i,j,k,l,m,n,o,p,r
Teacher interns will demonstrate knowledge of planning and preparation; instruction; professional responsibilities; and classroom environment.	1a, 1b, 1c, 1d, 1e, 1f, 3a, 3b, 3c, 3d, 3e, 4b, 4c, 4e	1a,b,c,d,e,f,g,h,i,j,k, 2a,b,c,d,e,f,g,h,j,k,l,m,n,o, 3a,c,d,f,g,h,k,j,k,l,m,m.o,p,q,r, 4a,b,c,d,f,g,h,j,l,m,n,o,p r,, 6a,b,c,d,e,f,g,h,i,k,l,m,n,o,p,r,s,t, u,v
Teacher interns will demonstrate knowledge of planning preparation and instruction.	1, 3	4a,b,c,d,f,g,h,k,l,m,n,o,p,r, 5a,b,c,d,e,g,h,j,k,l,m,n,o,p,r,s, 7a,b,c,d,g,h,i,j,k,l,n,o,q, 8a,b,d,e,f,g,h,i,j,k,l,m,n,o,p,r,

Course Assessment and Performance Measures
Action Plan
Classroom Teaching, Planning, Evaluating
Integrated Instruction Plan (IIP)
Advocacy Rationale
Parent Newsletter
Self-Reflections (Intern Handbook pages 29 – 32)

The above are described more thoroughly below. These assessments are used both as part of your formative and summative evaluation of teaching as well as artifacts in your Intern Portfolio. Final grades will be based on the Summative Evaluation of Teaching Performance for Teacher Interns as outlined in the current *Teacher Intern Handbook* and reflective of the requirements contained in this course syllabus. The grading system is inclusive of 20% of the grade based on the development of the LiveText portfolio.

#### Course Requirements:

1. The teacher intern will assume professional responsibilities by:
  - a. Following the Code of Ethics for Arkansas Educators.
  - b. Participating in school-related activities including faculty meetings, PTA meetings, parent/teacher conferences, in-service training, and community activities.
  - c. Communicating effectively, **orally and written**, with the clinical supervisor, university supervisor, school staff, students and parents.
  - d. Becoming actively involved in classroom activities early in the internship experience.

2. The teacher intern will observe, plan, and utilize materials and activities in collaboration with the clinical supervisor and university supervisor, and work as a team to establish and maintain positive, collaborative relationships with a professional team.

3. The teacher intern will maintain the following:

- Internship College LiveText Portfolio posted on College LiveText
- ACEI-SPA assignments and assessments to be posted to College LiveText.

#### 4. Action Plan

To give teacher interns an opportunity to become more skilled at building family relations and promoting individual children's learning and development, an Action Plan is required.

The teacher intern will create developmentally appropriate and culturally relevant activities that will be implemented in the classroom and home interventions to be shared with the parents and family.

(Note: Specifics about the family-This assignment will begin with the identification of appropriate child/family in collaboration with the clinical supervisor. The identified child's needs may range from at-risk for developmental delay to elevated performance levels. The teacher intern will contact parents either in person, writing, mail, e-mail, or phone to discuss the strengths and needs of the child. A written summary of the Action Plan must be placed in the Internship LiveText portfolio and should include: (Appendix A – Action Plan)

- See rubric for specific criteria (Appendix A – Action Plan)

5. The teacher intern should teach a minimum of three full weeks acting as the teacher-in-charge with responsibilities similar to those of the regular classroom teacher: planning, implementing, and evaluating instruction using multiple appropriate and effective assessments for all children in accordance with the school curriculum and developmental appropriateness. The teacher intern will satisfy this requirement by working closely with the clinical supervisor and the university supervisor.

#### 6. Integrated Instruction Plan

The IIP will consist of ten lessons during the intern's three-week period of full teaching. These plans may be based on a subject, topic, or content area and may be divided into 2 one-week IIP's or 1 two-week IIP (See Rubric for specific criteria (see Appendix B - IIP)). Selected items found on the IIP checklist (Appendix B2) must be included in the IIP.

The IIP must implement two or more content areas and include Common Core and Arkansas Frameworks as applicable.

The complete IIP must be submitted to the university supervisor and clinical supervisor a minimum of one week prior to implementation of the IIP. Failure to do so will result in postponement of teaching the IIP, and execution of an improvement plan. (Appendix B3 will help you organize and structure your Plan.) The IIP must be word processed and follow the IIP Lesson Plan Format (See Appendix B3).

#### 7. Advocacy Rationale

To support the IIP, the teacher intern will participate in informed advocacy for children and for the profession as appropriate practices are highlighted. This project consists of a written rationale for 2 self-selected appropriate activities from each IIP. Once the activities are selected, the teacher intern will write a rationale for inclusion of these activities and how they are representative of best practice/developmentally appropriate. The rationales will be geared toward two audiences. One rationale should be aimed at parents/guardians to help them understand why the activity was included in the classroom and its significance. The second rationale will be geared toward administrators to help them see the importance and significance of the activity. The rationales should include:

- See Appendix C1 –for rubric.
- See Appendix C2 for detailed instructions.
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8. When the teacher intern is responsible for classroom activities, he/she should prepare in advance the lesson plans, materials, activities, and the environment. Items of interest should be included in appropriate places and the environment arranged to ensure ease of management. **Lesson plans are required.** InTASC Lesson Plan format is utilized for all IIP lesson plans and for other plans as required by the University Supervisor. Abbreviated lesson plan formats may be approved by the University Supervisor (See Appendix E). As stated in the **ASU Teacher Internship Handbook**, "All lessons taught prior to ½ day and full-day teaching must be first approved by the Clinical Supervisor then sent to the University Supervisor 48 hours in advance." The University Supervisor must approval all plans 48 hours prior to teaching time.

NOTE: InTASC format should be used for the 10 IIP lesson plans and for the four evaluated lessons. All other lesson plans should be written using the abbreviated lesson plan format (Appendix E).

9. Teacher interns are required to compose one newsletter for parents regarding current activities, events, etc. The newsletter should reflect the teacher intern's attempts toward advocacy with regard to use of the scientific inquiry method, developmentally appropriate experiences, and the development of higher level thinking skills in young children. The newsletter must be proofed and approved by the clinical supervisor and/or building principal. A copy should be included in the Internship LiveText Portfolio.

10. The teacher intern will actively participate in all ASU Teacher Intern seminar sessions.

### **Grading Scale**

100-92% A 91-83% B 82-74 C 73-65% D 64% and less F

**Diversity** The teacher intern will participate in communicating with the school and community culture, and plan and implement developmentally appropriate curriculum experiences based on the needs of all learners which reflects the unique values and diversity of the school, home, and community setting.

**Technology** Intern candidates are expected to use technology throughout the internship, including:

- Using word processing for planning purposes
- Use of the Internet with regard to student research of appropriate and pre-selected websites
- The development of integrated instructional plans using the internet as a research source and tools
- Use of current technology available to the intern in the internship setting

### **Special Considerations and/or features of the Course**

ASU Teacher Intern Seminars are conducted on campus.

### **University and Course Policies:**

#### **Procedures to Accommodate Students with Disabilities**

“Students who require academic adjustments in the classroom or by way of the web due to a disability must first register with ASU Disability Services. Following registration and within the first two weeks of class, please contact me to discuss appropriate academic accommodations, technology requirements, software and hardware specifics and requirements. Appropriate arrangements can be made to ensure equal access to this course..” (Disability Services website.)

#### **Inclement Weather Policy**

Follow the policy and calendar of your public schools; for seminar days the A-State inclement weather policy is in effect.

See: <http://www.astate.edu/a/student-conduct/files/Student%20Handbook%201617.pdf>

#### **Academic Misconduct Policy:**

Academic Integrity Policy in the Student Handbook at <http://www.astate.edu/a/student-conduct/student-standards/handbook-home.dot>

#### **Attendance Policy**

Teacher Intern Handbook - current edition

#### **Course Outline (an example outline with more detail is provided in Appendix )**

Week 1: Observe and assist teacher  
 Week 2: Begin teaching few lessons  
 Week 3: Teach ½ of the day  
 Week 4: Teach ½ of the day  
 Week 5: Teach all day  
 Week 6: Teach all day  
 Week 7: Teach all day  
 Week 8: Teach ½ of the day (Summative Evaluation completed)

## INTASC Lesson Plan (based on AR Teaching Standards)

Teacher Candidate: \_\_\_\_\_ Grade: \_\_\_\_\_

Subject(s): \_\_\_\_\_

Topic(s): \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_ to \_\_\_\_\_

Circle the Bloom's Domains that apply:    *Cognitive*                      *Affective*                      *Psychomotor*

Common Core Standards and/or Arkansas Frameworks (complete SLE's):

INTASC/Arkansas Teaching Standards (2011)	
<b>The Learner and Learning</b>	
<b>Standard #1: Learner Development.</b> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	
<b>Standard #2: Learning Differences.</b> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	
<b>Standard #3: Learning Environments.</b> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	
<b>Content</b>	
<b>Standard #4: Content Knowledge.</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	
<b>Standard #5: Application of Content.</b> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	
<b>Instructional Practice</b>	
<b>Standard #6: Assessment.</b> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	
<b>Standard #7: Planning for Instruction.</b> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	
<b>Standard #8: Instructional Strategies.</b> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	
<b>Professional Responsibility</b>	
<b>Standard #9: Professional Learning and Ethical Practice.</b> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	
<b>Standard #10: Leadership and Collaboration.</b> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	

**Learning Goals/Objectives—Stds 4-8** (What do you intend for students to learn? Hint—use Bloom's Taxonomy verbs in your objective writing to detail levels of thinking; how will you share these objectives with students?):

**Considering Prior Knowledge—Stds 1-5, 7** (What prior knowledge of this concept/topic/skill do the students have? Knowing this will help you effectively use existing schema or to develop background knowledge)

**Teaching Methods—Stds 4, 6, 7-8** (Decide on the model(s) or strategy(ies) you are using, write it/them down, and write why you chose it/them: *If you are using a pre-existing lesson plan, please adapt it by adding/deleting/adjusting the identified strategy as needed for your student audience. Explain or elaborate your chosen models/strategies here.*

## LESSON DESCRIPTION/ACTIVITIES—Stds 1-8

**Set:**(Short introduction, attention grabber, concrete prop, catchy)

**Teach:**(Lesson focus, teach the skill/concept, examples, model application)

**Guided Practice:**(Guide practice of concept/skill, lead, model)

**Independent Practice:**(Students work independently, same skill-different activity)

**Closure:** (*Connect to future learning, encourage further questioning, reflect on discoveries, place new knowledge in authentic context, check for understanding*)

**Materials, Resources and Technology** (List the instructional materials you will use, including books, handouts, websites, & texts. Use of technology is encouraged, so be sure and list everything you need to integrate it such as flash drives, laptop, projector, flipcam, etc):

**Assessment - stds 6**(How and when do you plan to assess student learning on the content of this lesson? Be sure your assessments align with the objective(s). *Rubric, checklist, exit slip, quiz, discussion, anecdotal records, peer assessment, self-assessment, written feedback on student work, test [type & purpose], written response, group analysis*)

**Informal**  
[formative]

**\*and/or** (*both are not required*)

**Formal**  
[summative]

**Extension:** (Additional activity ideas for early finishers that align with lesson objectives)

**Modifications or Accommodations (std 2)** for Special Needs students if present (describe IEP requirements) or for Diverse Audiences (What aspects of culturally responsive pedagogy, multicultural education, or adaptations for English language learners did you address in this lesson)? *Kinesthetic learning activities, visuals, auditory learning activities, contextualizing, peer assistance, scaffolding, comprehensible input, active involvement, interactive goal-setting, authentic assessments.*

*Plan for specific needs of students in your classroom; include the context specific to the planned lesson. Modifications could be cognitive, affective, physical and/or behavioral.*

# InTASC Lesson Plan Grading Rubric    Name \_\_\_\_\_

	<u>Points Possible</u>	<u>Points Received</u>
Blooms	5	_____
Framework/Standard	5	_____
Goal/Objective	10	_____
Prior Knowledge	5	_____
Teaching Methods	5	_____
Lesson Intro. (Set)	10	_____
Lesson Instruction (Teach)	10	_____
Lesson Guided Practice	10	_____
Lesson Independent Practice	10	_____
Closure	5	_____
Materials, Resources, Tech.	5	_____
Assessment (Formal/Informal)	10	_____
Extension	5	_____
Modifications	5	_____
Total Points	100	_____



## APPENDIX A

### Action Plan Assignment (K – 3)

To give Interns an opportunity to become more skilled at building family relations and promoting individual children's learning and development, an Action Plan Project is required. The intern will have an opportunity to build or facilitate respectful relationships empowering families to become actively involved in the child's growth, development, and educational programs. The Action Plan includes pre and post assessments, two-way parent communication, classroom, and home interventions. The Action Plan may focus on specific student learning expectations, developmental domains, or frameworks/standards unique to the needs of the child. The Intern will create activities which are representative of best practice and culturally relevant; these activities will be implemented in the classroom and shared with the parents and family as home interventions.

This assignment will begin with the identification of appropriate child/family in collaboration with the clinical supervisor. The identified child's needs may range from at-risk for developmental delay to elevated performance levels. The intern will contact parents either in person, writing, mail, e-mail/other electronic communication, or phone to discuss the strengths and needs of the child. Effective on-going communication with parents is essential to the overall success of this project; therefore, a contact log will be maintained and all correspondence will be collected. The intern will provide an explanation regarding the action plan, inclusive of the classroom and home intervention strategies and correspond at the parents' communication level.

A written summary of the Action Plan must be placed in the Internship Portfolio and should include:

- Pre and post assessment data including on-going performance based assessment conducted within the natural environment; Students must use the same assessment for pre and post. School data previously gathered by the classroom teacher or school can supplement this assessment, but should not replace authentic data collected by the student.
  - Students must use an assessment from this link for a mathematics checklist for K – 3 and another up to 5<sup>th</sup> grade or checklists for other subjects; Additional literacy assessments are attached which may be more appropriate based on the developmental needs of the child.  
<https://ncsec.k12.sd.us/Skill-Based%20Assessment.htm>
  - Pre and Post assessments must be included with this completed assignment.
- Parent contact log with dates consisting of documentation of frequent, two-way communication at parent's level
- Strengths and need of the child identified and described through a developmental profile and used to support the development of the written reflection
- Goals for developmental outcomes or student's learning expectations are based on pre-assessment
- At least 5 classroom activities representative of best practice to achieve intended outcomes
- At least 7 appropriate home intervention strategies to facilitate intended outcomes Further recommendations based on post-assessment data
- Two or more professional resources referenced; include these on a separate page and use APA formatting (see [www.apastyle.org](http://www.apastyle.org) for assistance)
- Written reflection on the plan itself and the outcome of the plan
- See rubric and check sheet for specific criteria.

## • Sight Word, Decoding, • and Spelling Behaviors

Name _____	Dates Checked (- ? +)
Identifies word wall words automatically when reading	_____
Spells word wall words correctly in first-draft writing	_____
Uses letter patterns, picture and sentence cues to decode	_____
Beginning letters of word ( <i>br, sh, f</i> )	
Rhyming pattern ( <i>at, ight, ain</i> )	
Endings ( <i>s, ed, ing</i> )	
Prefixes ( <i>un, inter</i> ), suffixes ( <i>able, tion</i> ) for big words	
Combines letter cues, picture cues, and sentence cues	
Uses letter patterns to spell words	_____
Beginning letters of word ( <i>br, sh, f</i> )	
Rhyming pattern ( <i>at, ight, ain</i> )	
Endings ( <i>s, ed, ing, er, est</i> )	
Prefixes ( <i>un, inter</i> ), suffixes ( <i>able, tion</i> ) for big words	
Self-monitors	_____
Self-corrects when meaning is distorted	
Self-corrects when nonsense word is produced	
Rereads to correct phrasing	
Rereads for fluency	
Reads fluently	_____
With phrasing	
Attending to punctuation	
With expression	
Writes fluently	_____
Words are written quickly	
Handwriting is not slow and laborious	
Focuses on meaning	

Identifying Good Literacy Behaviors and Documenting Student Progress

Cunningham, P.M., & Allington, R.L. (2011). *Classrooms that work: They can all read and write* (5th ed.). Boston, MA: Pearson.

## • Emergent Literacy Behaviors •

Name _____	Dates Checked (– ? +)
"Pretend reads" favorite books, poems, songs, and chants	_____
"Writes" and can "read back" what was written	_____
Tracks print	_____
Left page first	
Top to bottom	
Left to right	
Return sweep	
Points to each word	
Knows reading jargon	_____
Identifies one letter, one word, and one sentence	
Identifies first word, first and last letter in a word	
Reads and writes some concrete words	_____
Own name and names of friends, pets, family	
Favorite words from books, poems, and chants	
Demonstrates phonemic awareness	_____
Counts words	
Claps syllables	
Stretches out words as attempts to spell	
Blends and segments words	
Identifies rhymes	
Demonstrates alphabet awareness	_____
Names some letters	
Knows some words that begin with certain letters	
Knows some common letter sounds	

how automatically they identify the word wall words; and how they use patterns, context, and other cues to figure out unknown words. When your students are reading in partners or trios, circulate to the different groups and ask them to read a page to you. Notice how they are using what you are teaching them about words as they actually read text. Another opportunity to observe their sight word, word identification, and fluency behaviors is when you meet with small groups.

chapter 10 / Assessment

Cunningham, P.M., & Allington, R.L. (2010). *Classrooms that Work: They Can all read and write*. (5th ed.). Boston, MA.

## Action Plan Template

**Description/rationale of why the specific child was chosen for the Action Plan:**

**Descriptions of pre-assessments given and the rationale as to why the specific assessments were chosen:**

**Child's developmental profile you must include all domains:**

**Written description of the child's level of learning and development based on all available data. Include strengths and needs of the child identified and described through the developmental profile and assessments:**

**Written statement that clarifies consideration of the child's cultural context and how that knowledge has impacted the development of the intervention and specific activities:**

**Documentation of ongoing parent/caregiver contact (3 or more attempts):** (Parent contact log with dates consisting of documentation of frequent, two-way communication at parents' level):

Attempt 1:

Attempt 2:

Attempt 3:

Attempt 4:

**Written goals for the child that clearly links assessment data and the intended outcome:**

**Detailed description of each of the five planned intervention lessons (at least one activity must use appropriate technology) that are clearly connected to data and goals include dates of each intervention session and amount of time spent with child:**

**Complete description of seven or more home activities sent to parents and rationale as to why each activity was chosen:**

**Description of ongoing performance/continued assessment data during intervention:**

**Description of post data and the rationale as to why specific post-assessment(s) was/were chosen:**

**Description of the efficacy of the intervention and rationale as to why or why not effective:**

**Description and rationale of the further recommendations based on post-assessment data what are the next steps to be completed:**

**Reflections from each intervention session:**

- 1.
- 2.
- 3.
- 4.
- 5.

**Overall reflection about the action plan:**

**Professional resources (2 or more) in APA style:**

***Other Important Information that must be included:***

1. *Attach the evidence of multiple, appropriate, and effective assessments.*
2. *Attach copies of the activity materials used in class intervention include pictures of implementation of intervention.*
3. *Attach copies of the activity materials provided and the dates sent home to parents for each one.*
4. *Attach evidence of multiple approaches to share assessment information with the family and invitations for the family to share assessment information.*
5. *Attach the written reflections from each intervention session.*

### Internship Action Plan Rubric (K-3)

Description	Unsatisfactory	Developing	Proficient	Exceeds
<b>ACTION PLAN:</b> Candidates interpret the assessment data and use other knowledge of the target child to create learning environments and experiences specifically for the target child ACEI standard 1 TESS (1a, 1b, 1c, 1d, 1e, 1f) (2a, 2b, 2c, 2e) (3a, 3c, 3d, 3e)	The candidate provides no evidence that assessment data has been interpreted to determine an understanding of the child's development and learning; the planned learning environment and interventions are not directly connected to assessment data or knowledge of the target child.	The candidate provides some evidence that assessment data has been interpreted to determine an understanding of the child's development and learning; the planned learning environment and interventions are indirectly connected to assessment data or knowledge of the target child.	The candidate provides evidence that assessment data and other developmental information about the child have been considered to develop the intervention strategies and learning environment. Most intervention activities are clearly connected to the data.	The candidate provides a written description of the child's level of learning and development based on all available data and references the data in the description. All intervention activities are clearly connected to data (assessment data or family/child characteristics) about the child. The planned learning environment and activities are supportive, respectful and challenging for the target child.
<b>FAMILY CONNECTIONS</b> The candidate uses an understanding of children's families and communities by creating a relationship with the identified family to support and empower the family of the identified child and involve the family in the child's development and learning. ACEI 5.2 TESS (3a,3c, 3e,3e), (4a,4c)	No or limited evidence of one or more of the following: parent/caregiver contact, no or limited evidence of adapting communication to the family's level (for example, family's primary language not English). Fewer than 5 written suggestions for home activities to reinforce student learning and connect to the identified child outcomes are provided AND/OR these activities require expensive or difficult to obtain materials or unclear directions for families.	Some documentation of ongoing parent/caregiver contact and evidence of adapting communication to the family's level. Description of 5 (one per week after initial assessment) home activities to reinforce student learning. Home activities must use simple, easily accessible materials or have materials provided to the family (such as a home extension kit). Directions for the activities are clearly understated.	Documentation of ongoing parent/caregiver contact and evidence of adapting communication to the family's level. Description of 6 (one per week after initial assessment) home activities to reinforce student learning. Home activities must use simple, easily accessible materials or have materials provided to the family (such as a home extension kit). Directions for the activities are clearly stated.	Documentation of pre and post parent/caregiver contact and suitable intervention activities (7 or more after initial assessment) to be implemented in class with identified child. Includes written suggestions (5 or more) for differentiated home activities to reinforce student learning.

Description	Unsatisfactory	Developing	Proficient	Exceeds
<p><b>ACTON PLAN</b> The candidate uses effective and appropriate assessment strategies to determine specific and individual needs of the target child. Assessments chosen should meet professional standards and reflect a variety of methods to document children's development. ACEI 4 TESS: (1a, 1b, 1c, 1e, 1f) (2b,) (3a, 3d, 3e) (4b, 4c,)</p>	Limited evidence of the use of effective pre and post assessments.	Candidates use a few, effective assessments to determine the target child's level of learning, No evidence of assessing development. Assessments chosen match the child's level of learning, the content involved, and meet professional standards (ethical and psychometric). Pre and post data is weak.	Candidates use multiple, appropriate and effective assessments to determine the target child's level of learning and development. Assessments chosen match the child's developmental level, the content involved, and meet professional standards (ethical and psychometric). Pre and post data is required.	Candidates use multiple, appropriate and effective assessments to determine target child's level of learning and development. Assessments chosen match the child's developmental level, the content involved, and meet professional standards (ethical and psychometric). Pre and post data is required, as is documentation of ongoing performance based or observational assessment (could formal or informal).
<p><b>FAMILY CONNECTIONS</b> The candidate shares assessment information with the child's family in a manner that is family-friendly and encourages family members to share knowledge of the child with the candidate. ACEI 5.2 TESS: (4b, 4c)</p>	No or limited evidence is provided that the candidate shared assessment information about the child with the family in a manner which is family-friendly. No or limited evidence exists to document the opportunity for the family to share assessment information with the candidate.	The candidate provides evidence of at least 2 attempts to share assessment information with families in a family-friendly manner and at least 2 attempts to invite the family to share assessment information about the child with the candidate.	The candidate provides evidence of at least 3 attempts to share assessment information with families in a family-friendly manner and at least 3 attempts to invite the family to share assessment information about the child with the candidate.	The candidate provides evidence of multiple approaches to share assessment information with the family in a family-friendly manner and invitations for the family to share information about the child with the candidate.
<p><b>ACTION PLAN</b> As appropriate, the planned interventions reflect the cultural context of the child's home environment. ACEI 3.2 TESS: (1b, 1c)</p>	There is no evidence that the candidate has considered or incorporated an understanding of the child's cultural context while planning the intervention.	The candidate provides some evidence that the intervention has been developed with respect to knowledge of the child's cultural context although there may be not direct connections to individual activities.	The candidate provides evidence that the intervention has been developed with respect to knowledge of the child's cultural context although there may be not direct connections to individual activities.	There is a clearly identified written statement which clarifies the candidate's consideration of the child's cultural context and how that knowledge has impacted the development of the intervention and specific activities.

Description	Unsatisfactory	Developing	Proficient	Exceeds
<p><b>ACTION PLAN</b> The intervention activities are appropriate, reflecting both the assessment data upon which are based and the identified SLE/outcome. ACEI 3.1 TESS: (1a, 1c, 1f)</p>	<p>There is no or limited evidence of the candidate's decision making process for determining the strategies/tools/approaches used; the connection between assessment data, intended outcomes and the intervention activities are not clear.</p>	<p>The candidate provides weak evidence that can articulate reasons for why specific strategies/tools/approaches were used; the statement will connect both assessment data and the intended outcome for most but not all activities.</p>	<p>The candidate provides evidence that can articulate reasons for why specific strategies/tools/approaches were used; the statement will clearly connect both assessment data and the intended outcome for most but not all activities.</p>	<p>The candidate provides written evidence for the reflective processes that were used to determine which strategy/tool/approach would be used for the interventions and clearly articulates the reasons. The activities are suitable for learning and clearly link to both the assessment data and the intended outcome.</p>
<p><b>ACTION PLAN</b> Intervention activities provide evidence for the candidates understanding of the content area ACEI standard 2 TESS: (1d, 3d, 3e)</p>	<p>Intervention activities generally lack a clear understanding of the intended content area, are not connected to relevant standards, lack citations for professional resources AND/OR consistently represent inaccurate information.</p>	<p>All intervention activities represent correct content information. Most of the intervention activities evidence a clear understanding of the intended content area and are indirectly connected to standards. Most activities reference at least one appropriate professional resource.</p>	<p>All intervention activities represent correct content information. Most of the intervention activities evidence a clear understanding of the intended content area and are connected to relevant standards. Each activity references at least one appropriate professional resource.</p>	<p>All intervention activities represent correct content information. All intervention activities evidence a clear understanding of the intended content area and are connected to relevant standards. Each activity references at least one professional resource and most activities reference more than one.</p>



<p><b>ACTION PLAN</b></p> <p>Candidate evidences an attitude of inquiry with relation to the target child</p> <p>ACEI 5.1</p> <p>TESS: (4d, 3e)</p>	<p>The candidate provides no or limited evidence for reflection of the target child or development of a working hypothesis. There is limited evidence that the candidate engaged in reflection to create the intervention.</p>	<p>The candidate provides weak evidence of consideration of his/her concerns for the child, creates a weak hypotheses about the child, creates few interventions to address the hypothesis, implements the intervention, continues assessment and reflects poorly on the efficacy of the intervention.</p>	<p>The candidate provides evidence of consideration of his/her concerns for the child, creates hypotheses about the child, creates interventions to address the hypothesis, implements the intervention, continues assessment and reflects on the efficacy of the intervention.</p>	<p>Through written reflection, the candidate reflects on his/her concerns for the child, creates hypotheses about the child, creates interventions to address the hypothesis, implements the intervention, continues assessment and reflects on the efficacy of the intervention.</p>
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Description	Unsatisfactory	Developing	Proficient	Exceeds
Impact on Student Learning Reflection ACEI 5.1 TESS: (4d, 3e)	Reflection by the candidate relies on limited data or inaccurate interpretations of the data; little evidence is provided to document the candidate's positive impact on the child's development/learning. Next steps for the child are disconnected from the action plan and available data.	Through written reflection the candidate provides little data and family communication documenting the impact of the action plan on the child. Not all data is used to support the candidate's reflection, or interpretations of data should be questioned in terms of impact on child. Partial statements for next steps are included but not fully supported by data.	Through written reflection the candidate provides data and family communication documenting the positive impact of the action plan on the child. Some data is used to support the candidate's reflection, or interpretations of data should be questioned in terms of impact on child. Statements for next steps are included but not fully supported by data.	Through written reflection the candidate provides clear evidence using all data and family communication, of the positive impact of action plan on the target child's development/outcomes. Reflection is an appropriate/accurate interpretation of the data and is supported by the data. Reflection includes potential next steps for the child, based on available data, to continue a positive trajectory.

## APPENDIX B ASSESSMENT OF CANDIDATE ABILITY TO PLAN INSTRUCTION

### INTEGRATED INSTRUCTIONAL PLAN

#### Description of the Assessment

Assessment 3, the Internship Integrated Instruction Plan, is completed once in Internship II: K – 3 and once in Internship III: 4 – 6. The assessment is an extended assignment that serves as an opportunity for candidates to demonstrate knowledge, skills and dispositions in their capstone experience. The assignment also documents the candidates' readiness to be fully responsible for curriculum planning, implementation and evaluation.

#### Internship Integrated Instructional Plan Instructions to Students

In collaboration with the clinical supervisor and university supervisor, the Intern will plan and teach a total of three weeks during the eight week teacher internship. The teacher intern will plan for the three weeks following the format of an Integrated Instruction Plan. This plan may be based on a topic, subject, or content area. The plan must correlate learning objectives to relevant standards (Common Core State Standards, Next Generation Science Standards as appropriate, and/or Arkansas Curriculum Frameworks. Detailed lesson plans must be given to the university supervisor and clinical supervisor prior to the beginning of the three weeks of full-time teaching. All Integrated Instruction Plans will follow InTASC Lesson Plan format and must be word processed. Plans may be placed on the teacher web page with approval from the building administrator and classroom teacher. Refer to the Integrated Instruction Plan rubric for details.

Planned activities may include:

- A. Documentation of children's learning through a variety of different types of representations. Documentation should occur throughout the learning process, beginning, middle, and end. Examples of documentation of Student Learning Expectations (SLE's) might include, but are not limited to:
- Webs reflecting children's knowledge of a topic, subject, or concept. Webs can be small group, pair, or individual. Initial webs can be updated periodically – daily, weekly, etc. to reflect student-learning outcomes.
  - Charts – such as KWHL. What a child "Knows". "What" he/she wants to know. "How" that information might possibly be obtained, and consequently, what has been "Learned" from the experiences and study.
  - Graphs – graphs appropriate to the selected integrated instructional plans and reflecting children's knowledge and understanding of specific topics, concepts, or ideas. Graphs may be initiated by the teacher or child.
  - Photographs taken by children or interns using digital cameras, disposable cameras, etc. documenting and reflecting the ongoing learning process. Photographs might be organized sequentially in an album, displayed on a chart, or on a timeline to show the evolution of growth and understanding. Audio and video cameras may also be used with permission and prior approval from the school and parents.
  - Models or three-dimensional structures reflect student understanding and comprehension of an idea or concept at different levels of understanding. Models might be made from modeling mixture such as clay, baker's dough, through construction using boxes, blocks, or by gluing foam or wooden pieces together. Many new products are available to make 3-D construction easy for young children and their teachers
  - Sketches of objects associated with the concepts inherent in the integrated instructional curriculum plan serve as documentation of understanding and growth over time and may be either concept, subject, or skill-based in nature. For example, children may sketch seeds in various stages of sprouting as observed through a clear container or plastic bag. Students might extend or demonstrate learning comprehension or learning expectations through sketches of plant growth, sketches of the development of leaves, buds, blossoms, flowers or fruits/vegetables.
  - Documentation of learning through technology as noted in the ISTE, NETS Standards. PowerPoints and other child-produced technological works can be used by children to demonstrate learning. The teacher

intern will be in a position to work with small groups of children in the development of technologies that reflect learning. This may be as minimal as the use of an overhead transparency in the form of a chart (replacing a poster-board chart) where children show understanding and comprehension of ideas. For example, instead of gluing shapes on a bar graph to reflect the number of circles, squares, triangles, octagons, or rectangles a child or small group of children have found in the classroom, the children may draw the shapes on a writeable transparency.

- Authentic projects engaging the children in creating multiple products relevant to the standards
- A culminating event inviting school personnel, classes of children, or parents for the purpose of viewing the reflections and documentation of children's learning. Various representations of SLE's may include charts, graphs, audio and video recordings, webs, sketches, and literacy activities to be discussed and displayed at this event.

B. Daily literacy activities used to reflect SLE's may include:

- § Literacy centers
- § Children's writings including sound-spelling or invented spelling
- § Child-initiated stories recorded by the teacher or by a tape recorder.
- § Child explanation for works of art.
- § Authentic student writings consisting of a variety of types of journal writings. This should not be limited to a typical "morning message."

C. Science and Social-Studies related activities should be included in the integrated instructional curriculum plan. Examples include experiments and directed observations. Children may record observations of a scientific lesson, an experiment, or a natural occurrence through sketches, in writing, or by marking a pictorial graph or chart. Examples of the study of history relevant to children and of interest to children might be the history of candy or the history of crayons including timelines and interesting key facts. Correlation to Frameworks/benchmarks/NCSS (as relevant) and SLE's are expected.

D. Mathematics experiences in the form of charts, graphs, estimation, and developmentally appropriate numerical experiences correlated to Common Core State Standards

E. One teacher-made learning center including developmentally appropriate materials and activities to promote SLE's. Examples of centers might include a "Current Events" center consisting of newsworthy events appropriate for young children. Some examples might be the largest watermelon grown in a certain county or town, a new park opening in a town or local community, area military families including dads and moms going away for military service, photos of "National Night Out" or other community events. Current events, of course, should be relevant to the child's interests, to the background of the school and community, reflective of community and family values, and relevant to SLE's. Another example of a learning center might be a "maps" center including a classroom map, a map of a wing of the school, a map of the playground, a map of the school building. Authentic maps of Arkansas and a map of the United States could possibly be displayed. Centers may also be subject-based or skill-based and should always correlate to Arkansas frameworks and benchmarks and to SLE's.

F. Meaningful props added to activity centers or learning centers correlated with CCSS/frameworks and benchmarks and to support SLE's. For example, a kindergarten teacher may have a display and learning center about Arkansas highlighting items related to the state. The teacher intern may add meaningful display items, props, activities, games and materials as appropriate.

G. Student-developed projects including on-going data collection opportunities. A variety of ways in which students may document or demonstrate that learning has occurred such as: models, photos, sketches, diagrams, charts, graphs, murals, videos, audio recordings, in addition to typical assessment measures.

H. Graphic organizers such as: Venn diagrams, story charts, circle stories, etc.

I. Opportunities for creative writing.

J. Development and implementation of an Interactive Instructional bulletin board that requires the cooperation or participation of students. The use of authentic pictures, photographs, and visuals is expected. Pictures of the interactive bulletin board will be included in the Internship Portfolio as specified.

K. A display related to the theme or topic of the Integrated Instruction Plan is required. The display should include authentic artifacts and visuals. Children should be encouraged to add to the display by contributing items or objects for home as is feasible. Parents may be encouraged to assist in sharing valuable or fragile authentic works or objects of interest. The teacher intern may add meaningful display items, props, activities, games and materials as appropriate. Photographs of the Display will be included in the Internship Portfolio as identified on the Internship Portfolio Checklist.

L. Food experiences only if meaningful to furthering the SLE's of a child. For example, if studying historical events as found in the frameworks/benchmarks, tasting foods typically eaten during a particular time period will enhance learning and conceptual understanding. Food experiences can be effectively used to further mathematical understandings of measurement and fractions. Food experiences, as with all experiences, should be selected with regard to relevance to the mandated school and state curriculum frameworks and based on student interest.

M. Speakers and/or field visits are applicable to further SLE's for each of the three weeks of planned integrated instruction. Although many schools discourage field visits, individuals may be invited to further children's understanding of specific concepts or topics as noted by the curriculum frameworks and SLE's of the specific age and developmental level of the child. For example, a field presenter from a nursery can further the understanding of plant life, growth, and related processes. Any speaker and field visit should further child's learning, comprehension and understanding of a concept or idea.

N. Planned, relevant activities addressing the AR Curriculum Frameworks for Fine Arts and Health and PE. These may include transition activities as well as "standard" lesson activities.

IIP Rubric				
	Unacceptable	Developing	Proficient	Exceeds
<b>1.1 Development learning and motivation</b> Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development acquisition of knowledge and motivation	Nonresponsive to the instruction and/or Learning opportunities within the IIP are limited in terms of strategies described, differentiation considered, lack challenging goals, and lack implementation.	Learning opportunities within the IIP reflect: <ul style="list-style-type: none"> <li>•the use of multiple learning strategies and these are evidenced in implementation;</li> <li>• differentiated instructional includes strategies reflecting specifically identified children but these are not evidence in implementation</li> <li>•age appropriate motivational strategies are not evident in implementation</li> <li>• achievable goals are presented with the opportunity for all children to learn</li> <li>•as a whole, learning opportunities in the IIP address multiple areas of development but are not evidenced in implementation</li> </ul>	Learning opportunities within the IIP reflect: <ul style="list-style-type: none"> <li>•the use of multiple learning strategies and these are evidenced in implementation ;</li> <li>• differentiated instructional includes strategies reflecting specifically identified children</li> <li>•age appropriate motivational strategies</li> <li>•challenging yet achievable goals are presented with the opportunity for all children to learn</li> <li>• as a whole, learning opportunities in the IIP address multiple areas of development</li> </ul>	Learning opportunities within the IIP reflect: <ul style="list-style-type: none"> <li>•the use of multiple evidence-based, and references, learning strategies and these are effectively evidenced in implementation;</li> <li>•differentiated instructional includes strategies reflecting variable ability levels, learning preferences beyond specifically identified children</li> <li>•age appropriate, evidence-based, and referenced motivational strategies</li> <li>•challenging yet achievable goals for all children and are presented with the opportunity for all children to learn</li> <li>•as a whole, learning opportunities in the IIP address multiple areas of development</li> </ul>

<p><b>2.1 Reading, Writing, and Oral Language -</b> Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials and ideas;</p>	<p>Candidate does not demonstrate competence in the use of English Language arts.</p> <ul style="list-style-type: none"> <li>• Little evidence of modeling effective use of English Language arts.</li> <li>• Little opportunity for development of writing and speaking skills.</li> <li>• Strategies and language skills not adequate for effective development of student competency.</li> </ul>	<p>Candidate demonstrates a high level of competence in use of English Language arts.</p> <ul style="list-style-type: none"> <li>• Model effective use of English.</li> <li>• Provide instruction or opportunities to develop effective writing and speaking skills.</li> <li>• Encourages enjoyment but little strategies for monitoring own reading skills.</li> </ul>	<p>Candidate demonstrates a high level of competence in use of English Language arts.</p> <ul style="list-style-type: none"> <li>• Model effective use of English consistently.</li> <li>• Provide both instruction and opportunities to develop effective writing and speaking skills.</li> <li>• Provide students with variety of strategies to choose reading material, achieve comprehension and think critically.</li> </ul>	<p>Candidate demonstrates a high level of competence in use of English Language arts.</p> <ul style="list-style-type: none"> <li>• Model effective use of English and design strategies that build on students' experiences and skill</li> <li>• Provide both instruction and opportunities to develop effective writing and speaking skills and enjoyment of reading through multiple teaching strategies</li> </ul> <p>Provide students with variety of strategies to choose reading material, achieve comprehension and think critically and monitor their own reading comprehension</p>
<p><b>2.2 Science</b>—Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science;</p>	<p>Candidates have limited knowledge and understanding and use of fundamental concepts of physical, life, and earth/space s Candidates are unable to design and lack implementation for age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science</p>	<p>Candidates know and attempt to understand, and use fundamental concepts of physical, life, and earth/space sciences</p> <p>Candidates can design and lack implementation for age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science</p>	<p>Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences</p> <p>Candidates can design and have limited implementation for age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science</p>	<p>Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences and uses consistently.</p> <p>Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science</p>

<p><b>2.3 Mathematics—</b> Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation</p>	<p>Candidates show misunderstanding and lack of knowledge of the major concepts and procedures that define number and operations, algebra, geometry, measurement and data analysis and probability.</p> <p>Lack problem solving, reasoning and proof, communication, connections and representation.</p>	<p>Candidates show limited understanding and lack implementation of the major concepts and procedures that define number and operations, algebra, geometry, measurement and data analysis and probability.</p> <p>Lack problem solving, reasoning and proof, communication, connections, and representation</p>	<p>Candidates know, understand, and frequently implement the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability.</p> <p>In doing so they frequently engage problem solving, reasoning and proof, communication, connections, and representation</p>	<p>Candidates know, understand, and implement consistently the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability.</p> <p>In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation</p>
<p><b>2.4 Social studies—</b> Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;</p>	<p>Candidates lack understanding of the major concepts and modes of inquiry from the social studies –the integrated study of history, geography, the social sciences, and other related areas-to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.</p>	<p>Candidates know the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world but lack application.</p>	<p>Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;</p>	<p>Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;</p>



<p><b>5.1 Professional growth, reflection, and evaluation</b>—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.</p>	<p>Candidates are not reflective on their practice and show no growth on their professional decisions and actions on others.</p>	<p>Candidates show little reflection on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they do not evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community; Need growth professionally.</p>	<p>Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community with frequent attempts to grow professionally</p>	<p>Candidates are aware of and reflect and seek guidance on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.</p>
<p>Candidate evidences the understanding of integration of curricular goals and ability to effectively implement instruction based on knowledge of students, learning theory, and connections across curriculum. ACEI 3.1</p>	<p>Very few approaches/strategies/tools are used, mostly at inappropriate times based on the individuals, groups, and identified SLE/outcome; Activities are implemented in an inappropriate manner and are not integrated.</p>	<p>Approaches/strategies/tools used are limited, and often used at inappropriate times based on the individuals, groups, and identified SLE/outcome; Activities are often implemented in an inappropriate manner and are rarely integrated</p>	<p>Some approaches, strategies, tools are evidenced; Candidate generally makes good decisions for matching to particular situations, children, groups, and SLEs/outcomes; Most activities are implemented integrated across the curriculum</p>	<p>A breadth of approaches, strategies, or tools are evidenced; Candidate consistently makes excellent decisions for matching to particular situations, children, groups, and SLEs/outcomes; All activities are implemented and integrated across the curriculum</p>
<p>Candidate uses assessment data from a variety of sources. ACEI 4.0</p>	<p>No or limited evidence for the use of formative and summative assessment data</p>	<p>Some evidence for the use of formative and summative assessment data with a general relationship to the IIP</p>	<p>Evidence for the use of effective, efficient, and appropriate placement of formative and summative assessment data specific to the IIP is provided</p>	<p>Evidence for the use of effective, efficient, and appropriate placement of formative and summative assessment data specific to the IIP is provided; Data are gathered and consistently used throughout implementation of the IIP</p>

<p>Candidate demonstrates skills in developing and using varied assessments that are appropriate to the goals and children's characteristics. ACEI 4.0</p>	<p>No variety in the types of assessment approaches; Assessments do not match identified SLEs/outcomes</p>	<p>Limited variety in the types of assessment approaches; some assessments do not match SLEs/outcomes</p>	<p>A variety of assessment approaches are used and together these assessments create a meaningful picture of children's learning and development. Most assessments are clear measures of the identified SLEs/outcomes</p>	<p>A variety of candidate created assessment approaches are used and together these assessments create a meaningful picture of children's learning and development. Assessments clearly and efficiently measure the identified SLEs/outcomes; The candidate can accurately describe the strengths and weaknesses of the assessments chosen</p>
<p>Candidate uses responsible assessment practices; Assessments used support children and meet professional standards (such as ethical, valid, reliable, and culturally fair). ACEI 4.0</p>	<p>Limited or no evidence that the candidate made or considered modification of assessments to address children's needs; Candidate fails to use professional language to support chosen assessments</p>	<p>Candidate provided some evidence of modification (or consideration of modification) of a few assessments to address children's needs; Candidate uses a limited amount of professional language to support chosen assessments</p>	<p>Candidate has provided evidence of modification (or the consideration of modification) of some assessments to address children's needs; Candidate uses some professional language to support chosen assessments</p>	<p>Candidate has provided evidence of modification (or the consideration of modification) of all assessments to address children's needs; Candidate uses professional language to support chosen assessments</p>

## Appendix B2

## Integrated Instruction Plan Checklist

Please write on the line provided, the location of each component in your lesson plan.

A. Documentation of Student Learning (This documents student learning throughout the IIP) (Choose 2-3 items below)

- Completed Graphic organizers \_\_\_\_\_
- Graphs \_\_\_\_\_
- Photographs of learning process \_\_\_\_\_
- Models or sketches \_\_\_\_\_
- Student observations \_\_\_\_\_
- Learning/data \_\_\_\_\_
- Other \_\_\_\_\_

B. Documentation of Technology (Choose 2-3 items below)

- Interactive technology \_\_\_\_\_
- iPads/iPods \_\_\_\_\_
- Interactive board \_\_\_\_\_
- Videos \_\_\_\_\_
- Other \_\_\_\_\_

C. Daily Literacy Activities (Choose 2-3 items below)

- a. Creative writing \_\_\_\_\_
- b. Literacy centers \_\_\_\_\_
- c. Students' writing/explanation of art \_\_\_\_\_
- d. Students' stories \_\_\_\_\_
- e. Read alouds \_\_\_\_\_
- f. Anchor charts \_\_\_\_\_
- g. Literacy conceptual development through Interactive technology \_\_\_\_\_
- h. Other \_\_\_\_\_

D. Science and Social Studies(Choose 2-3 items below)

- a. Investigations and/or Experiments \_\_\_\_\_
- b. Observations and/or Inquiry \_\_\_\_\_
- c. Sketches, writings, charts, graphs \_\_\_\_\_
- d. Social Studies conceptual development through Interactive technology \_\_\_\_\_
- e. Science content specific technology such as simulations or probing sensors \_\_\_\_\_
- f. Other \_\_\_\_\_

## E. Mathematics (Choose 2-3 items below)

- a. Anchor or Data Charts \_\_\_\_\_
- b. Graphs \_\_\_\_\_
- c. Estimations \_\_\_\_\_
- d. Learning centers/stations/folders \_\_\_\_\_
- e. Math groups \_\_\_\_\_
- f. Mathematics conceptual development through interactive technology \_\_\_\_\_
- g. other \_\_\_\_\_

## F. Student-focused learning activity/material constructed by the teacher intern (Minimum 1) \_\_\_\_\_

## G. Props/Teaching Aid/ Manipulative (Choose 2-3 items below)

(Items added to existing centers in room)

- a. Models/diagrams to reflect content \_\_\_\_\_
- b. Authentic examples \_\_\_\_\_
- c. Real-life objects \_\_\_\_\_
- d. Puppets \_\_\_\_\_
- e. Other \_\_\_\_\_

## H. Cooperative Activities (both items must be included)

- a. Working in pairs \_\_\_\_\_
- b. Working in small groups \_\_\_\_\_

## I. Instructional Display (select 1 item)

- a. Intern or student made display \_\_\_\_\_
- b. Hallway display \_\_\_\_\_
- c. Classroom display \_\_\_\_\_
- d. Other \_\_\_\_\_

J. Culminating Activity (**select 1 item**)

- a. Speakers \_\_\_\_\_
- b. Field trips \_\_\_\_\_
- c. Virtual field trips \_\_\_\_\_
- d. Interactive conferencing (Skype, Facetime, etc.) \_\_\_\_\_

All IIPs must be placed in the LiveText portfolio prior to grading at the end of each placement. Refer to the Integrated Instruction Plan Rubric for grading details.

Appendix B3  
 Example Organizational and Content Structure  
 Integrated Instructional Plan/Thematic Unit Check Sheet  
 (One for each plan...compile in this order)

1. \_\_\_\_\_ Cover page including title
2. \_\_\_\_\_ Abstract-describe population, socio-economic status, ethnicity, cultural diversity, and grade level.
3. \_\_\_\_\_ List of frameworks and Arkansas Frameworks/Standards (listed by subject area) and descriptions
4. \_\_\_\_\_ Over-all Integrated Instructional Plan Objectives (3-5)
5. \_\_\_\_\_ List of materials (concrete)
6. \_\_\_\_\_ List of references-including at least 3 internet sources or teacher resources; and 10 children's books

Lesson Plans

- Activities should be developmentally appropriate and examples of best practices.
- Objectives should be written followed by corresponding framework or standard
- Each lesson should contain activities from Appendix B2
- Copies of any handout with each plan
- Copies of assessments (must be linked to objectives!)

Overall Units Activities/Inclusions

- A concluding activity or culminating activity that is student-project oriented (not a full lesson; description and frameworks or standards only)
- Overall written reflection on the process and preparation of integrated instruction plan

Appendix C1  
**Advocacy Rationale Project**  
**Performance Assessment**

	<b>Exemplary/Target (3 pts)</b>	<b>Acceptable (2 pts)</b>	<b>Unacceptable (1 pt)</b>
<b>Standard 6b: Candidate knows about and upholds ethical standards and other early childhood professional guidelines</b>	The candidate provides a written statement (rationale) that clearly and directly connects the identified activities to appropriate AR State Standards, to relevant ideals and principles of the Code of Conduct for AR Educators AND to appropriate practices as outlined in Copple & Bredekamp's <i>DAP</i> or other REFERENCED professional source.	The candidate provides a written statement (rationale) that connects the identified activities to appropriate AR State Standards, to relevant ideals and principles of the Code of Conduct for AR Educators AND to appropriate practices as outlined in Copple & Bredekamp's <i>DAP</i> or other REFERENCED professional source.	Limited or no evidence is provided through connecting the activities to appropriate AR State Standards, to relevant ideals and principles of the Code of Conduct for AR Educators AND to appropriate practices as outlined in Copple & Bredekamp's <i>DAP</i> or other REFERENCED professional source.
<b>Standards 6d &amp; 6e: Candidate integrates knowledgeable, reflective, and critical perspectives on early education AND Engages in informed advocacy for young children and the early childhood profession</b>	Candidate advocates for 2 or more planned activities/experiences by providing an effective rationale using language throughout that is appropriate for the intended audience (parents/guardians or administrators)	Candidate advocates for 1 planned activity/experience by providing a rationale using language that is generally appropriate for the identified audience	Candidate does not provide an effective rationale for the identified audience for the experiences/activities; Language is not appropriate for the identified audience
<b>Standard 6d: Candidate integrates knowledgeable, reflective, and critical perspectives on early education</b>	Candidate provides written evidence of continued critical reflection while designing, implementing, and evaluating the IIP; Current (no older than 2005) professional citations provide evidence-based research to support the use of the activity for the intended outcome; Candidate identifies ways in which the process of creation and implementation of the IIP has helped him/her develop professionally and identified further areas of growth; Candidate's reflection addresses areas of growth identified	Candidate provides evidence of continued critical reflection of his/her own work while implementing and evaluating the IIP; Reference is made to appropriate professional literature in at least one phase; Candidate identifies ways in which the process of creation and implementation of the IIP has helped him/her develop professionally and identified further areas of growth	Limited or no evidence that the candidate engaged in meaningful, critical reflection of the IIP during its implementation and evaluation AND/OR limited or no evidence of candidate referring to professional literature in the process of designing the IIP; No or limited identification of what was effective or what was ineffective; No or limited evidence of growth as a professional during the process of the implementation of the project

## Appendix C2

### Advocacy Rationale

To support the IIP, the teacher intern will participate in informed advocacy for children and for the profession as appropriate practices are highlighted. This project consists of a written rationale for two self-selected appropriate activities from the IIP. Once the activities are selected, the teacher intern will write a rationale for inclusion of these activities and how they are developmentally appropriate. The rationales will be aimed toward two audiences. One rationale should be aimed at parents/guardians to help them understand why the activity was included in the classroom and its significance. The second rationale will be aimed toward administrators to help them see the importance and significance of the activity.

**1. *Rationale aimed at parents/guardians to help them understand why the activity was included in the classroom and its significance.***

- Targeted audience for whom the advocacy explanation is intended
- Description of activity 1 selected for advocacy project
- Description of where activity is found in IIP
- Rationale for inclusion of activity and how it is developmentally appropriate
- ACEI standard addressed and how it is met by the activity
- Arkansas Framework/Standard and how it is met by the activity
- Explanation of how materials use are appropriate for age, culture, and developmental level of the child

Written rationale to parents/guardians to help them understand why the activity was included in the classroom and its significance.

**2. *Rationale will be aimed toward administrators to help them see the importance and significance of the activity:***

- Description of activity 2 selected for advocacy project
- Description of where activity is found in IIP
- Rationale for inclusion of activity and how it is developmentally appropriate
- Targeted audience for whom the advocacy explanation is intended
- ACEI standard addressed and how it is met by the activity
- Arkansas Framework/Standard and how it is met by the activity
- Explanation of how materials use are appropriate for age, culture, and developmental level of the child

Written rationale to administrators to help them see the importance and significance of the activity.

- The Advocacy Project will be part of the electronic portfolio however; **a paper copy of the project is to be submitted to the university supervisor.**

Appendix D  
Recommended Schedule of Assignments

Assignments for each placement	(Due Dates:
Special Area Observations & Reflections	Reflection sent to university supervisor by Tuesday <b>week 4</b>
Action Plan (K-3)	<p>Week 1: select student  Week 2: pre-assessments  Week 3: goals &amp; objectives  Develop activities for intervention  Develop activities for parents  Contact parents  Week 4: Intervention, ongoing assessment, reflection, parent activities  Week 5: Intervention, ongoing assessment, reflection, parent activities  Week 6: Intervention, ongoing assessment, reflection, parent activities  Week 7: Post assessment, recommendations, overall reflection  Week 8: completed Action plan turned into university supervisor</p> <p><b>Evidence of the ongoing process should be available when the university supervisor visits.</b></p>
Classroom Teaching, Planning, Evaluating (Summative)	<p>All lesson plans not taught in the ½ and full-day times must be first approved by clinical supervisor then sent to university supervisor at least 2 full days prior to teaching lesson using the required Lesson Plan template.</p> <p>For ½ and full-day weeks the entire weekly lesson plans must be approved by clinical by Thursday and sent to the university supervisor by Friday 8:00am the week prior to teaching.</p> <p>The IIP must be written on the IIP Lesson Plan Format and approved by clinical by Thursday of week 4 and sent to university supervisor by Friday of week 4.</p> <p>Week 1: Observe and assist teacher  Week 2: Begin teaching few lessons (<b>lesson plans for week 3 due</b>)  Complete special area observations &amp; reflections  Week 3: Teach ½ of the day (<b>lesson plans for week 4 due</b>)  Complete Peer Observations &amp; evaluation</p>



	Week 4: Teach ½ of the day ( <b>lesson plans for week 5 due</b> ) Week 5: Teach all day ( <b>lesson plans for week 6 &amp; IIP due</b> ) Week 6: Teach all day ( <b>lesson plans for week 7 &amp; IIP due</b> ) Week 7: Teach all day ( <b>lesson plans for week 8</b> ) Week 8: Teach ½ of the day ( <b>Summative Evaluation completed</b> )
Integrated Instruction Plan	Week 5-7 Completed project must be turned in to the university supervisor by Friday morning <b>week 8</b> .
Advocacy Rationale Project	Week 5-7 Completed project must be turned in to the university supervisor by Friday <b>week 8</b> .
Parent Newsletter	Week 3 – copy of the newsletter sent to parent must be sent to university supervisor by Friday of <b>week 3</b> .
Internship College LiveText Portfolio	By the Monday <b>after week 8</b>
Intern Portfolio <b>to be posted on College LiveText</b>	Due by <b>end of placement</b>

Appendix E  
Possible Lesson Plan Template  
For Abbreviated Lessons

Please consult with your University Supervisor on the appropriateness of this format and the usage and timing of using this plan.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Placement: \_\_\_\_\_ Subject: \_\_\_\_\_ Day: \_\_\_\_\_

Set:

Common Core/Frameworks:

Objectives: (must include Bloom's levels)

Procedures:

Materials:

Evaluation: (must match objectives)

Closure: