Arkansas State University
College of Education and Behavioral Science
Department of Teacher Education
ELED 4226 Teaching Internship III – Grades 4 - 6
Spring 2018

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: Teaching Internship III
Fourth through Sixth Grade. Culmination of the Elementary
Education program for upper grades. Provides 8 weeks of directed teaching under the supervision of a qualified clinical supervisor in a 4-8 setting. Required application of knowledge, skills and demonstration of appropriate dispositions for teaching.

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	Program Outcomes or SPA 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	1.0, 3.2, 3.4, 3.5, 5.1, 5.2
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	1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1, 5.2
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,	1.0, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0,

Course Requirements and Grading

Course Assessment and Performance Measures	Percentage of grade
Impact on Student Learning	20
Classroom Teaching, Planning, Evaluating	15
TESS Professional Growth Plan (PGP)	10
Integrated Instruction Plan (IIP)	25
Advocacy Rationale	10
Parent Newsletter	5
Self-Reflections (Intern Handbook pages 29 – 32)	15

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. **Impact on Student Learning**
   The Impact on Student Learning assignment provides a clearly designated opportunity to document how the intern's assessment, planning, instruction, and reflection have a direct impact on student learning. This process provides scaffolding to develop the practice of effective teaching. This process will be built upon intern-developed assessments. The directions and rubric for this assessment are in Appendix A.

5. The teacher intern will develop a PGP (TESS Professional Growth Plan) based on the first formative assessment. The PGP should change and be revised as the intern develops skill and proficiency in various TESS sub-components. Professional Growth Plan Chart (with all goals and portions filled in to include continued notes and plans for growth throughout will be placed in the LiveText portfolio.)
   - See PGP form Appendix F

6. 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.

7. **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 IIPs 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).

8. **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.

9. When the teacher intern is responsible for classroom activities, he/she should prepare in advance the lesson plans (including pre-observation form and post-observation reflection form*), 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 **A-State 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.
- *See Appendix G1 for Pre-Observation Form
- *See Appendix G2 for Post-Observation Reflection Form

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).

10. 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.

11. The teacher intern will actively participate in all A-State 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
    A-State 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 A-State 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*

Arkansas Teaching Standards (complete SLEs):

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   *__and/or__* (both are not required)   **Formal**
[formative]   [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_____

	Points Possible	Points Received
Blooms	5	____
AR 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

ASSESSMENT OF CANDIDATE IMPACT ON STUDENT LEARNING (ISL)
IMPACT ON STUDENT LEARNING (ISL) ASSIGNMENT – UPPER ELEMENTARY INTERNSHIP (Grades 4-6)

<u>Assignment Directions to Students</u>

1. Working with your Clinical Supervisor, choose a unit of instruction to use for this assignment. Develop a pre-test (pre-assessment/placement assessment) and parallel (meaning similar content, reordered items; you should not use the exact same assessment for pre-test and post-test) post-test (summative assessment). Your assessments, accompanied by the planned objectives and relevant Arkansas Academic Standards/Frameworks should be reviewed by your university supervisor prior to use.

2. Attach the pre-assessment/placement assessment, lesson plans, and the post-test/summative assessment that you administered to students (whole group or small group) during your internship. Provide instructions given to the students for administering the assessment, the objectives that the assessment was planned to measure, and any rubric developed for measuring students' learning. Candidates will evaluate the pre-assessment results and determine the group's strengths and weaknesses and plan instruction that will build on the students' strengths and provide instruction to help students meet the learning objectives. The results of the pre-assessment and post-assessment should be provided in table and graph format. Include any other data gathered as part of the lesson/instructional activity.

3. Write a reflection on your analysis of the data you presented. Did your instructional activity/lesson have a positive/neutral/negative impact on student outcomes? What in your data supports your interpretation? Include what you would do specifically to make sure the measured objective is met by all students. If you have students who did not pass the post-assessment, what would you do to help them meet this objective? Also, include in your reflection how you will use the assessments to identify student strengths, enhance student growth and adjust future lesson plans.

4. Provide an informal analysis of the quality of your assessment based on students' completion. What improvements could you make and why?

5. Write a letter/report home to parents/guardians that includes not only the results of your findings, but also some specific recommendations that could be easily, effectively, and inexpensively done at home to help students gain in understanding/fluency of the concepts/skills that are weaknesses.

   RUBRIC AND STANDARDS ON NEXT PAGE

Impact on Student Learning (ISL) Rubric				
ACEI Standards	**Unsatisfactory**	**Developing**	**Proficient**	**Exceeds**
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	Candidate fails to identify objectives for instruction, and/or fails to plan and implement instruction, and/or fails to demonstrate even a basic knowledge of students, and/or no connection to learning theory, or does not align with AR state standards.	Candidate displays weaknesses in identifying objectives for instruction. Candidate's planning or implementing of instruction needs revision; a basic knowledge of students is exhibited, with little, if any, connection to learning theory, and poorly aligns with AR state standards.	Candidate identifies objectives for instruction. Candidate also plans and implements instruction, demonstrating general knowledge of students, and vaguely based on learning theory, that somewhat aligns with AR state standards.	Candidate identifies specific and measurable objectives. Candidate also plans and implements effective instruction, demonstrating well-developed knowledge of students, and based on learning theory that clearly aligns with AR state standards.
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 environment	Candidate demonstrates little if any awareness of how to plan and implement instruction that uses individual and group motivation to foster active engagement in learning, self-motivation and positive social interaction to create a supportive learning environment and/or failed to provide reflection or student assessment results.	Candidate demonstrates basic awareness of how to plan and implement instruction that uses individual and group motivation to foster active engagement in learning, self-motivation and positive social interaction to create a supportive learning environment, as evidenced by reflection and student assessment results.	Candidate demonstrates a general awareness of how to plan and implement instruction that uses individual and group motivation to foster active engagement in learning, self-motivation and positive social interaction to create a supportive learning environment, as evidenced by reflection and student assessment results.	Candidate demonstrates an exceptional awareness of how to plan and implement instruction that uses individual and group motivation to foster active engagement in learning, self-motivation and positive social interaction to create a supportive learning environment, as evidenced by reflection and student assessment results.

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.	Candidate fails to demonstrate even a basic understanding of how to select and develop and evaluate formal and informal assessments with little to no evidence of using assessment results to evaluate effectiveness of teaching strategies and to promote continuous development for each student.	Candidate demonstrates a basic understanding of how to select and develop formal and informal assessments, evaluates assessments globally but without considering details, and sometimes uses assessment results to evaluate effectiveness of teaching strategies and to promote continuous development for each student.	Candidate demonstrates a general understanding of how to select and develop formal and informal assessments, a limited ability to evaluate assessments, and typically uses assessment results to evaluate effectiveness of teaching strategies and to promote continuous development for each student.	Candidate consistently demonstrates an excellent understanding of how to select, develop, and evaluate formal and informal assessments, and uses assessment results to evaluate effectiveness of teaching strategies and to promote continuous development for each 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	Candidate failed to provide documentation of student pretest/placement data, formative assessment data during the instructional activities; and post-test/summative data for all students in the instructional group. Reflection missing or inadequate analysis of data and limited or no interpretation of how the instructional activities contributed to student learning; reflection and analysis were significantly flawed; little if any understanding demonstrated on how instruction impacted student learning. Positive impact on students is haphazardly or not documented and/or inadequate data and reflection OR unsupported statements for how to improve student outcomes are provided based on limited data points.	Candidate provides some documentation of student pretest/placement data, formative assessment data during the instructional activities; and post-test/summative data for all students in the instructional group. Reflection provided indicates a weak analysis of data and limited interpretation of how the instructional activities contributed to student learning; reflection and analysis provided a weak and limited summary of the data collected; little if any understanding demonstrated on how instruction impacted student learning. Positive impact on students is haphazardly documented with limited data and reflection OR unsupported statements for how to improve student outcomes are provided based on limited data points.	Candidate provides documentation of student pretest/placement data, formative assessment data during the instructional activities; and post-test/summative data for all students in the instructional group. Candidate provides a reflection which indicates some analysis of data and interpretation how the instructional activities contributed to student learning; reflection and analysis accurately summarize the data collected and how instruction impacted student learning. Positive impact on students is somewhat documented through data and reflection OR statements for how to improve student outcomes are provided based on a limited number of data points.	Candidate consistently provides specific and clear documentation of student pretest/placement data, formative assessment data during the instructional activities; and post-test/summative data for all students in the instructional group. Candidate provides an articulate and thoughtful reflection which indicates analysis of data and interpretation how the instructional activities impacted student learning.

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	Candidate is not prepared to communicate students' strengths, areas for growth, and future plans as evidenced by a vague reflection, limited analysis of assessment; and/or failed to follow the guidelines provided. Letter to parents/guardian is either not provided or inadequate. Or letter is poorly aligned to assessment results and/or either failed to include specific recommendation to parents on how to promote learning at home or they lacked the detail needed to be implemented.	Candidate is basically prepared to communicate students' strengths, areas for growth, and future plans as demonstrated through a reflection on student learning and analysis of assessment information that are limited in depth, and provided little support from teaching and assessment results. Candidate needs to continue to develop in this area. Basic letter to parents/guardian that is loosely aligned to assessment results and includes basic recommendations to parents on how to promote learning at home.	Candidate is generally prepared to communicate students' strengths, areas for growth, and future plans as demonstrated through reflection on student learning and analysis of assessment information. General letter to parents/guardian that is somewhat aligned to assessment results and includes some general recommendations to parents on how to promote learning at home.	Candidate is well-prepared to effectively communicate students' strengths, areas for growth, and future plans as demonstrated through a thoughtful, well-documented reflection on student learning and analysis of assessment information. Well-developed letter to parents/guardians, that is clearly aligned to assessment results and include specific and detailed recommendations to parents on how to promote learning at home.

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 the 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 (SLEs) 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 SLEs 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 SLEs 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 SLEs 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 SLEs. 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 SLEs. 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 SLEs.

F.   Meaningful props added to activity centers or learning centers correlated with Arkansas Teaching Standards and benchmarks and to support SLEs. 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 from 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 SLEs 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 SLEs 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 SLEs 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 Fine Arts and Health and PE Curriculum Frameworks. These may be include transition activities as well as "standard" lesson activities.

IIP Rubric				
Description	**Unsatisfactory**	**Developing**	**Proficient**	**Exceeds**
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	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: •the use of multiple learning strategies and these are evidenced in implementation; • differentiated instruction includes strategies reflecting specifically identified children but these are not evidenced in implementation •age appropriate motivational strategies are not evident in implementation • achievable goals are presented with the opportunity for all children to learn •as a whole, learning opportunities in the IIP address multiple areas of development but are not evidenced in implementation	Learning opportunities within the IIP reflect: •the use of multiple learning strategies and these are evidenced in implementation; • differentiated instruction includes strategies reflecting specifically identified children •age appropriate motivational strategies •challenging yet achievable goals are presented with the opportunity for all children to learn • as a whole, learning opportunities in the IIP address multiple areas of development	Learning opportunities within the IIP reflect: •the use of multiple evidence-based, and references, learning strategies and these are effectively evidenced in implementation; •differentiated instruction includes strategies reflecting variable ability levels, learning preferences beyond specifically identified children •age appropriate, evidence-based, and referenced motivational strategies •challenging yet achievable goals for all children and are presented with the opportunity for all children to learn •as a whole, learning opportunities in the IIP address multiple areas of development

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;	Candidate does not demonstrate competence in the use of English Language arts. • Little evidence of modeling effective use of English Language arts. • Little opportunity for development of writing and speaking skills. • Strategies and language skills not adequate for effective development of student competency.	Candidate demonstrates a high level of competence in use of English Language arts. • Models effective use of English. • Provides instruction or opportunities to develop effective writing and speaking skills. • Encourages enjoyment but little strategies for monitoring own reading skills.	Candidate demonstrates a high level of competence in use of English Language arts. • Models effective use of English consistently. • Provides instruction and opportunities to develop effective writing and speaking skills. • Provides students with variety of strategies to choose reading material, achieve comprehension and think critically.	Candidate demonstrates a high level of competence in use of English Language arts. • Models effective use of English and designs strategies that build on students' experiences and skill • Provides both instruction and opportunities to develop effective writing and speaking skills and enjoyment of reading through multiple teaching strategies Provides students with variety of strategies to choose reading material, achieve comprehension and think critically and monitor their own reading comprehension
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;	Candidate has limited knowledge and understanding and use of fundamental concepts of physical, life, and earth/space s Candidate is unable to 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	Candidate knows and attempts to understand, and uses fundamental concepts of physical, life, and earth/space sciences Candidate lacks design and implementation of age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science	Candidate knows, understands, and uses some fundamental concepts of physical, life, and earth/space sciences Candidate can design and has limited implementation of age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science	Candidate knows, understands, and uses fundamental concepts of physical, life, and earth/space sciences and uses consistently. Candidate 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	Candidate shows misunderstanding and lack of knowledge of the major concepts and procedures that define number and operations, algebra, geometry, measurement and data analysis and probability. Lacks problem solving, reasoning and proof, communication, connections and representation.	Candidate shows limited understanding and lacks implementation of the major concepts and procedures that define number and operations, algebra, geometry, measurement and data analysis and probability. Lacks problem solving, reasoning and proof, communication, connections, and representation	Candidate knows, understands, and frequently implements the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they frequently engage problem solving, reasoning and proof, communication, connections, and representation	Candidate knows, understands, and implements consistently 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;	Candidate lacks 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.	Candidate knows 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.	Candidate knows, understands, and uses some 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;	Candidate knows, understands, and uses 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;

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.	Candidate is not reflective on their practice and shows no growth on their professional decisions and actions on others.	Candidate shows 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; Needs growth professionally.	Candidate is aware of and reflects 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	Candidate is aware of and reflects 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.
Candidates evidence 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	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.	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	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	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
Candidates use assessment data from a variety of sources. ACEI 4.0	No or limited evidence for the use of formative and summative assessment data	Some evidence for the use of formative and summative assessment data with a general relationship to the IIP	Evidence for the use of effective, efficient, and appropriate placement of formative and summative assessment data specific to the IIP is provided	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

Candidates demonstrate skills in developing and using varied assessments that are appropriate to the goals and children's characteristics. ACEI 4.0	No variety in the types of assessment approaches; Assessments do not match identified SLEs/outcomes	Limited variety in the types of assessment approaches; some assessments do not match SLEs/outcomes	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	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
Candidates use responsible assessment practices; Assessments used support children and meet professional standards (such as ethical, valid, reliable, and culturally fair). ACEI 4.0	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	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	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	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

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)
     a. Completed Graphic organizers   _____
     b. Graphs   _____
     c. Photographs of learning process   _____
     d. Models or sketches   _____
     e. Learning/data   _____
     f. Student observations   _____
     g. Other   _____

B. Documentation of Technology (Choose 2-3 items below)
     a. Interactive technology   _____
     b. iPads/iPods/Chromebooks/
         laptops/Macbooks   _____
     c. Interactive board   _____
     d. Videos   _____
     e. 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, or 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. 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 practice
-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

Description	Exemplary/Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
Standard 6b: Candidate knows about and upholds ethical standards and other early childhood professional guidelines	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 *DAP* 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 *DAP* 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 *DAP* or other REFERENCED professional source.
Standards 6d & 6e: Candidate integrates knowledgeable, reflective, and critical perspectives on early education AND Engages in informed advocacy for young children and the early childhood profession	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
Standard 6d: Candidate integrates knowledgeable, reflective, and critical perspectives on early education	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 **week 4**
Impact on Student Learning (Grades 4-6)	Weeks 1 & 2: Work with Clinical Supervisor to determine concepts/learning outcomes (unit of instruction) to use for the Impact on Student Learning Project during Weeks 4 - 5 Week 3: Develop assessments for Impact on Student Learning project and approval from university supervisor Week 4 and/or 5: Implement Impact of Student Learning unit of instruction Week 6: Complete analyses and reflection Week 7: Distribute Parent/Guardian letters Week 8: Completed Impact on Student Learning turned into university supervisor **Evidence of the ongoing process should be available when the university supervisor visits.**

Classroom Teaching, Planning, Evaluating (Summative)	All lesson plans 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.
	
	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 8:00 a.m. the week prior to teaching.
	
	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.
	
	Week 1: Observe and assist teacher
	Week 2: Begin teaching few lessons **(lesson plans for week 3 due)**
	    Complete special area observations & reflections
	Week 3: Teach ½ of the day **(lesson plans for week 4 due)**
	    Complete Peer Observations & evaluation
	Week 4: Teach ½ of the day **(lesson plans for week 5 due)**

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

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: