Arkansas State University
Department of Teacher Education

I. COURSE: TE 6299 Teaching Internship in Kindergarten and Primary Grades

II. READINGS:
  A. Primary Texts:
    Arkansas State University, *Teacher Education Handbook*, current edition.
    Arkansas State University, *Teacher Intern Handbook*, current edition.

III. PURPOSE OR GOALS OF THE COURSE: This course is a culmination of the P–4 Early Childhood MAT
  Program. The course involves application of knowledge, skills, and dispositions previously learned.
  Prerequisite: Admission to the internship semester as specified by the Office of Professional Programs of
  the College of Education, and validation by the faculty advisor.

IV. COURSE OBJECTIVES:
  A.   Linkage to Frameworks and Standards:
    1. <u>ASU Conceptual Framework: Learning to Teach, Teaching to Learn</u>
    Teacher Education Outcomes at the Initial Preparation Level
    (see *Teacher Education Handbook* for complete standards)

I.	**PROFESSIONALISM**
II.	**DIVERSITY**
III.	**COMMUNICATION SKILLS**
IV.	**CURRICULUM**
IV.	**SUBJECT MATTER**
V.	**TEACHING MODELS**
VI.	**CLASSROOM MANAGEMENT**
VII.	**ASSESSMENT**
VIII.	**REFLECTIVE TEACHING**

2. <u>ISTE: International Society for Technology in Education: National Educational</u>
<u>Technology Standards (NETS) for All Teachers</u>

I: Technology Operations and Concepts. Teachers demonstrate a sound
understanding of technology operations and concepts.
A: Demonstrate introductory knowledge, skills, and understanding of concepts related to
technology (as described in the ISTE National Education Technology Standards for
Students).
B: Demonstrate continual growth in technology knowledge and skills to stay abreast of
current and emerging technologies.

II: Planning and Designing Learning Environments and Experiences. Teachers plan
and design effective learning environments and experiences supported by
technology.
A: Design developmentally appropriate learning opportunities that apply technology-
enhanced instructional strategies to support the diverse needs of learners.
B: Apply current research on teaching and learning with technology when planning
learning environments and experiences.
C: Identify and locate technology resources and evaluate them for accuracy and
suitability.
D: Plan for the management of technology resources within the context of learning
activities.
E: Plan strategies to manage student learning in a technology-enhanced environment.

III: Teaching, Learning, and the Curriculum. Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.
A: Facilitate technology-enhanced experiences that address content standards and student technology standards.
B: Use technology to support learner-centered strategies that address the diverse needs of students.
C: Apply technology to develop students' higher order skills and creativity.
D: Manage student learning activities in a technology-enhanced environment.

IV: Assessment and Evaluation. Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.
A: Apply technology in assessing student learning of subject matter using a variety of assessment techniques.
B: Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
C: Apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

V: Productivity and Professional Practice. Teachers use technology to enhance their productivity and professional practice.
A: Use technology resources to engage in ongoing professional development and lifelong learning.
B: Continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
C: Apply technology to increase productivity.
D: Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

VI: Social, Ethical, Legal, and Human Issues. Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.
A: Model and teach legal and ethical practice related to technology use.
B: Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
C: Identify and use technology resources that affirm diversity.
D: Promote safe and healthy use of technology resources.
E: Facilitate equitable access to technology resources for all students.

3. Pathwise Domains and Criteria

Domain A: As a scholar, problem solver, and partner, organizes content knowledge for student learning based on state standards.
A1: Becomes familiar with relevant aspects of students' background knowledge and experiences.
A2: Writes clear learning objectives that are appropriate for the students.
A3: Demonstrates an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future.
A4: Creates or selects appropriate teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the objectives.
A5: Creates or selects evaluation strategies that are appropriate for the students and that are aligned with objectives.

Domain B: As a scholar, problem solver, and partner, creates an environment for student learning that serves diverse classroom communities.

B1: Creates a climate that promotes fairness (e.g., conveys the attitude that all students are of equal importance).

B2: Establishes and maintains rapport with students in ways that are appropriate to the students' developmental needs.

B3: Communicates challenging learning expectations to each student.

B4: Establishes and maintains consistent standards of mutually respectful classroom interaction and behavior.

B5: Makes the physical environment as safe and conducive to learning as possible.

Domain C: As a scholar, problem solver, and partner, teaches to accommodate diverse student learning.

C1: Makes learning objectives and instructional procedures clear to students.

C2: Makes content comprehensible to students.

C3: Encourages students to extend their learning.

C4: Monitors students' understanding of content through a variety of means, provides feedback to students to assist learning, and adjusts instruction as the situation demands.

C5: Uses instructional time effectively.

Domain D: As a scholar, problem solver, and partner, demonstrates reflective practice and teacher professionalism.

D1: Reflects upon lesson effectiveness.

D2: Demonstrates a sense of efficacy.

D3: Builds professional relationships with colleagues to share teaching insights and to coordinate learning activities for students.

D4: Communicates with parents/guardians regarding student learning.

4. **National Association for the Education of Young Children**

Standard 1. Promoting Child Development and Learning

1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.

1b: Knowing and understanding the multiple influences on early development and learning.

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

Standard 2. Building Family Community Relationships

2a: Knowing about and understanding diverse family and community characteristics.

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

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

Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families

3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children.

3b: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.

3c: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of *technology* in documentation, assessment, and data collection.

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

Standard 4. Using Developmentally Effective Approaches

4a. Understanding positive relationships and supportive interactions as the foundation of their work with young children
4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
4c. Using a broad repertoire of developmentally appropriate teaching / learning approaches
4d. Reflecting on own practice to promote positive outcomes for each child

Standard 5. Using Content Knowledge to Build Meaningful Curriculum
5a. Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies
5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
5c. Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child

Standard 6. Becoming a Professional
6a: Identifying and involving oneself with the early childhood field.
6b: Knowing about and upholding ethical standards and other early childhood professional guidelines
6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource
6d: Integrating knowledgeable, reflective, and critical perspectives on early education.
6e: Engaging in informed advocacy for children and the early childhood profession.

B. Course Objectives and Specific Frameworks Linkage
    The teacher internship will provide the teacher intern with experiences which will allow him/her to:
    1. Demonstrate competence to plan, deliver, and evaluate learning experiences appropriate for meeting the education needs of all learners in primary grades.
    A. ASU Frameworks Linkage (I.C,D,I, III.F,G,H,I, VI.A,D)
    B. ISTE Linkage (II.A, III.D)
    C. Pathwise Criterion Linkage (C.A2, A4)
    D. SPA – NAEYC Linkage (4b, 5a, 5b, 5c)

    2. Develop the reflective attitude of self-evaluation for continuous professional and personal growth.
    A. ASU Frameworks Linkage (II.B5, VII.A)
    B. ISTE Linkage (IV.B)
    C. Pathwise Criterion Linkage (D1)
    D. SPA – NAEYC Linkage (4d)

    3. Design and adapt curriculum experiences and environments to meet the total needs of all children in the inclusive setting: physical, cognitive, social, emotional, and creative.
    A. ASU Frameworks Linkage (I.I, III.H,I,J)
    B. ISTE Linkage (II.A,E)
    C. Pathwise Criterion Linkage (C4)
    D. SPA – NAEYC Linkage (1a, 1c, 4c)

    4. Plan and implement developmentally appropriate curriculum experiences based on the needs of all learners and reflective of the unique values and diversity of the school, home, and community setting.
    A. ASU Frameworks Linkage (I.I, III.F,G,H,I)
    B. ISTE Linkage (III.B, VI.B,C)
    C. Pathwise Criterion Linkage (A1, A4)

D. SPA – NAEYC Linkage (1b, 2a, 4b, 4c, 5c)

5. Utilize a variety of instructional strategies including individual, small, and whole group experiences.
A. ASU Frameworks Linkage (III.H, IV.D)
B. ISTE Linkage (II.E, III.B)
C. Pathwise Criterion Linkage (A1, A4)
D. SPA – NAEYC Linkage (4b, 5c)

6. Utilize Bloom's Taxonomy of Educational Objectives to develop higher order thinking and problem solving skills.
A. ASU Frameworks Linkage (IV.A)
B. ISTE Linkage (III.C)
C. Pathwise Criterion Linkage (B3)
D. SPA – NAEYC Linkage (1c, 4b, 4c, 5c)

7. Demonstrate an ability to integrate all areas of the curriculum corroborating the vertically and horizontally articulated school curriculum.
A. ASU Frameworks Linkage (III.A,B,C,D, VIII.F)
B. ISTE Linkage (II.E)
C. Pathwise Criterion Linkage (A4)
D. SPA – NAEYC Linkage (4c, 5a, 5c)

8. To develop personal and professional goals through interaction with peers.
A. ASU Frameworks Linkage (II.B)
B. ISTE Linkage (V.B,D)
C. Pathwise Criterion Linkage (D3)
D. SPA – NAEYC Linkage (6a, 6c)

9. Actively seek opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources, and experiences to inform and improve practice.
A. ASU Frameworks Linkage (II.B, VII.B)
B. ISTE Linkage (I.B, II.B, V.A,C)
C. Pathwise Criterion Linkage (D1)
D. SPA – NAEYC Linkage (6a, 6b, 6e)

10. To apply knowledge and skills acquired throughout the teacher education program as a variety of strategies are utilized in planning for a child's total development.
A. ASU Frameworks Linkage (III.H,J, IV., VIII.B)
B. ISTE Linkage (II.E)
C. Pathwise Criterion Linkage (A4, B2)
D. SPA – NAEYC Linkage (1a, 4c, 5b, 5c)

11. To develop and extend teaching competencies through practical classroom experiences in kindergarten classrooms.
A. ASU Frameworks Linkage (III.H)
B. ISTE Linkage (II.E)
C. Pathwise Criterion Linkage (A4, C5)
D. SPA – NAEYC Linkage (4b, 4c, 5c)

12. Utilize a philosophy of "guidance which teaches" rather than "guidance which punishes" as pro-social behaviors are promoted.
A. ASU Frameworks Linkage (V.B,C,F,H)
B. ISTE Linkage (N/A)
C. Pathwise Criterion Linkage (B1, B4)
D. SPA – NAEYC Linkage (1a, 4a, 4c)

13. Utilize a variety of authentic and developmentally appropriate measures designed to determine student or learning outcomes.
   A. ASU Frameworks Linkage (VI.A,B,C,D,E,F,G)
   B. ISTE Linkage (IV.A,B,C)
   C. Pathwise Criterion Linkage (C4)
   D. SPA – NAEYC Linkage (3a, 3c, 3d)

14. To assess progress with the assigned age groups through internal self-reflection, self-evaluations, and conferences with supervisors.
   A. ASU Frameworks Linkage (II.B, VII.A, B, E)
   B. ISTE Linkage (V.B, D)
   C. Pathwise Criterion Linkage (D1, D3)
   D. SPA – NAEYC Linkage (6c, 6d)

Assignments for each placement	Linkage Assessment
Action Plan	ASU: I, VI: ISTE: III. D, IV. C: Pathwise: A2, A4, A5, B3, C4, D1, D4: SPA-NAEYC: 1a, 1c, 2c, 3b, 3c, 3d, 4b
Classroom Teaching, Planning, Evaluating (Summative)	ASU: III. H; ISTE: II. E; Pathwise: A4, C5; SPA-NAEYC:4b, 4c, 4d, 5a, 5b, 5c
Integrated Instruction Plan	ASU: I. C, D, I, III. F, G, H, I, VI. A, D, VIII: ISTE: II. A, III. D; Pathwise: C. A2, A4; SPA-NAEYC: 3a, 3c, 4b, 4c, 5a, 5b, 5c
IIP Advocacy Rationale	ASU: I., II., VIII.; ISTE: II. B; Pathwise: A1, A2, A4, C3, D4; SPA-NAEYC: 1a, 1b, 2a, 2b, 2c, 4b, 4c, 4d, 6a, 6d, 6e
Parent Newsletter	ASU: I.; ISTE: VD; Pathwise: D4; SPA-NAEYC: 2c, 4a, 6c
Self-Reflections	ASU: II.B, VII. A, B; ISTE: V. B, D; Pathwise: D1, D3; SPA-NAEYC: 4d, 6d

V. 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.
   A. ASU Frameworks Linkage (I.I, III.F, G, H, I)
   B. ISTE Linkage (II.A, III.B, VI.B, C)
   C. Pathwise Criterion Linkage (A1, A4, B1, B2. 1. C2)
   D. SPA – NAEYC Linkage (1b, 2a, 2b, 2c, 4c, 5c)

VI. COURSE ASSESSMENT AND PERFORMANCE MEASURES:
NOTE – Throughout the rest of this document, the Common Core State Standards (CCSS) will be used to refer to the set of student learning outcomes to be used in creating lessons/activities/materials. Social Studies and Science may still adhere to the AR Frameworks.

A. Course Requirements:
   1. The teacher intern will assume professional responsibilities by:
      a. Following the NAECY Code of Ethical Conduct.
      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
  - NAEYC-SPA assignments and assessments to be **posted to College LiveText**.
- LTTL Portfolio **to be posted on 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 A2)
- See rubric for specific criteria **(see Appendix A1)**

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 B1)**). 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 B4).**

7. Integrated Instructional Plan (IIP) Advocacy Rationale

To support the IIP, the kindergarten and\primary 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 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.

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**.
Pathwise 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.

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. Teacher interns must reflect upon their teaching a minimum of 4 times throughout the semester. These reflections may follow the questions outlined in the ASU *Internship Handbook*. Reflections will occur following formal observations conducted by the Clinical Supervisor (2) and the University Supervisor (2). All four reflections should be included in the Internship Portfolio.

11. The teacher intern are expected to actively participate in all ASU Teacher Intern seminar sessions.

B. Evaluation Procedure:
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.

VII. COURSE OUTLINE:
The course will consist of 8 weeks in a primary grade and 8 weeks in a kindergarten. A recommended plan for weekly tasks can be found in the *Teacher Intern Handbook* or **Appendix D**

VIII. SPECIAL CONSIDERATIONS AND/OR FEATURES OF THE COURSE:
A. Course Fee - $10.00 per hour. This fee is used for compensating the clinical supervisors and a small portion of university supervisor mileage.

B. Prerequisite: Admission to the internship semester as specified by the Office of Professional Programs of the College of Education and validation by faculty advisor.

C. Portfolios: Electronic portfolios are an important aspect of your program completion and are required. **Failure to complete electronic LiveText Portfolios may result in delayed graduation.**

D. Use of Technology:
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 tool

E. Demonstrate ability to work effectively during full-time (at least 300 clock hours) supervised student teaching; one half of which is to be in a kindergarten setting

IX. PROCEDURES TO ACCOMMODATE STUDENTS WITH DISABILITIES:
If course adaptations are needed because of a disability, if there is emergency medical information to share, or if special arrangements are needed in the event a building must be evacuated, please make an appointment to discuss your needs with your university supervisor.

X.REFERENCES:
2010 NAEYC Standards for Early Childhood Professional Preparation Programs. Washington, DC: NAEYC.
Bailey, L. B. (2005). Creating supportive home-learning environments for parents and children who are homeless. *Dimensions of Early Childhood. 33*(1), 17-23.
Copple, S., & Bredekamp, S. (Eds.). (2009). *Developmentally appropriate practice in early childhood programs* (3rd ed.). Washington, DC: National Association for the Education of Young Children.
Eliason, C., & Jenkins, L. (2007). *A practical guide to early childhood curriculum.* New York:

Merrill/Prentice Hall.

Elkind, D. (2005). Early childhood amnesia: Reaffirming children's need for developmentally appropriate programs. *Young Children, 60*(4), 38–40.

Elkind, D. (2003). The overbooked child: Are we pushing our kids too hard? *Psychology Today, 36,* 64-70.

Friedman, S. (2005). Environments that inspire. *Young Children. 60*(3), 48–55.

Gallagher, K. C. (2005). Brain research and early childhood development: A primer for developmentally appropriate practice. *Young Children, 60*(4), 12-20.

Grace, C., Stokes, B. R., & Matthews, M. J. (2006). Making a path: Information to engage communities in developing comprehensive early childhood systems. *Dimensions of Early Childhood Education. 34*(1), 28-35.

Helm, J. H., & Katz, L. (2001). *Young investigators: The project approach in the early years.* New York: Teachers College Press.

Herrell, A. L., & Jordan, M. (2007). *Thirty-five classroom management strategies: Promoting learning and building community.* Upper Saddle River, NJ: Merrill/Prentice Hall.

Interstate New Teacher Assessment and Support Consortium. (2010). Retrieved June 16, 2010, from http://www.ccsso.org

Jacobs, H. H. (2004). *Getting results with curriculum mapping.* Alexandria, VA: Association for Supervision and Curriculum Development.

Johnson, G., & Edelson, R. (2003). Integrating music and mathematics in the elementary classroom. *Teaching Children Mathematics, 9*, 474-479.

Jones, F. H. (2007). *Fred Jones' tools for teaching: Discipline, instruction, motivation (2nd ed.).* Santa Cruz, CA: Fredric H. Jones & Associates.

Katz, L. G., & Chard, S. C. (2000). *Engaging children's minds: The project approach.* Norwood, NJ: Ablex.

Kellough, R. (2007*). A resource guide for teaching k-12.* Upper Saddle River, NJ: Merrill/Prentice Hall.

Kilbane, C. R., & Milman, N. B. (2005). *The digital teaching portfolio workbook: Understanding the digital teaching portfolio process.* Boston: Allyn & Bacon.

Labbo, L. D., Love, M. S., Prior, M. P., Hubbard, B. P., & Ryan, T. (2006). *Literature links: Thematic units linking read-alouds and computer activities.* Newark, DE: International Reading Association.

Marzano R. J., & Marzano, J. S. (2003). The key to classroom management. *Educational Leadership, 61*(1), 6-13.

National Board for Professional Teaching Standards. (2010). Retrieved June 16, 2010, from http://www.nbpts.org

Park, R., Meredith, A., & Abell, S. (2007). Connecting with other disciplines. *Science and Children, 44*(6), 58-59.

Valencia, S., Place, N., Martin, S., & Grossman, P. (2006). Curriculum materials for elementary reading: Shackles and scaffolds for four beginning teachers. *The Elementary School Journal, 107*(1), 93-120.

Victor, E., & Kellough R. (2004*). Science k-8: An integrated approach* (10th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

Wiltz, N. W., Watson-Thompson, O., Cawley, H. S., & Skelley, H. A. (2008). *Developing and presenting a professional portfolio in early children's education.* Upper Saddle River, NJ: Merrill/Prentice Hall.

Wong, H. K., & Wong R. T. (2004). *The first days of school: How to be an effective teacher.* Sunnyvale, CA: Harry K. Wong Publications.

XI. APPENDIXES:
   A. Action Plan Template
   B. Action Plan Rubric

   C. Integrated Instruction Plan (IIP)
       1. Integrated Instruction Plan Rubric
       2. Integrated Instructional Plan Checklist
       3. Example Organizational and Content Structure
       4. Lesson Plan Format
       5. Lesson Plan Example

   D. Advocacy Project
       1. Advocacy Project Rubric
       2. Advocacy Project Instructions

   E. Suggested Schedule of Assignments

F.   Possible Abbreviated Lesson Plan Template for lessons other than IIP lessons

Appendix A1
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 five 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.*

Appendix A2
ECH 4086 & 4096 Early Childhood Education Internship
Action Plan Rubric
Performance Assessment

	Exemplary/Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
Standard 1: Candidate interprets the assessment data and uses other knowledge of the target child to create healthy, respectful, supportive, and challenging learning environments specifically for the target child.	Written description of the child's level of learning and development based on all available data; Include developmental profile; Intervention activities clearly connected to data; Learning environment and activities are supportive, respectful, and challenging for the target child	Evidence for use of assessment data in decision making; Most intervention activities are clearly connected to the data	Limited evidence of using assessment data to make decisions or plan interventions
Standard 2: Candidate uses an understanding of children's families and communities by creating a respectful, reciprocal 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.	Documentation of ongoing parent/caregiver contact (3 or more attempts); Adapting communication description of 5 or more home activities; Activities use easily accessible materials or have materials provided; Directions clearly stated	Documentation of ongoing parent/caregiver contact (2 attempts); Adapting communication description of 4 home activities; Activities use easily accessible materials or have materials provided; Directions clearly stated	No or limited evidence of one or more of the following; Parent/caregiver contact (1 or no attempts); Adapting communication to the family's level; Fewer than 3 written home activities AND/OR these activities require expensive/difficult to obtain materials or unclear directions for families
Standards 3a, 3b, & 3c: 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 the child's development.	Evidence of multiple, appropriate, and effective assessments; Pre and post data required; Ongoing documentation of performance required	Evidence of multiple, appropriate, and effective assessments; Pre and post data are required	Limited evidence of the use of appropriate pre and post assessments

Standard 3d: 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.	Evidence of multiple approaches to share assessment information with the family and invitations for the family to share assessment information	Evidence of at least 2 attempts to share assessment information with the family and to invite the family to share assessment information	No or limited evidence of assessment data shared with family or family involved with providing assessment data
Standard 4a: As appropriate, the planned interventions reflect the cultural context of the child's home environment.	Written statement clarifies consideration of the child's cultural context and how that knowledge has impacted the development of the intervention and specific activities	Some evidence of child's cultural context considered when planning; Some direct connections to individual activities	No evidence child's cultural context considered when planning intervention
Standard 4b: The intervention activities are appropriate, reflecting both the assessment data and the identified learning outcome; Candidate can articulate why a particular strategy/tool/approach was used in each intervention. (	Written evidence for the reflective process that clearly links assessment data and the intended outcome; Pre-assessment based on recommendations and needs of student; A minimum of 5 planned lessons including post assessment	Evidence for most activities connecting assessment data and the intended outcome; Pre-assessment based on recommendations and needs of student; A minimum of 4 planned lessons including post assessments	No or limited evidence of connection between assessment data and intended outcomes; Pre-assessment not based on recommendation or needs of student; Fewer than 3 planned lessons including post assessments
Standard 4c: Intervention activities provide evidence for the candidate's understanding of the content area.	All intervention activities represent correct content information; Evidence of understanding of content; Connected to relevant standards; Professional resources (2 or more)	Most intervention activities represent correct content; Most activities reflect understanding of content area; Connected to relevant standards; Professional reference cited	Intervention activities generally lack understanding of content area; Not connected to standards; Lacks citations for professional resources
Standard 5c: Candidate evidences an attitude of inquiry with relation to the target child.	Written reflection of goals for the child; Interventions to address the goals; Implementation of the intervention; Continued assessment data; Efficacy of the intervention	Evidence of reflection of goals for the child; Interventions to address the goals; Implementation of the intervention; Continued assessment data; Efficacy of the intervention	No or limited evidence for reflection of goals for target child; No creation of intervention

APPENDIX B 1
ECH 4086 & 4096 Early Childhood Education Internship
Integrated Instruction Plan Rubric
Performance Assessment

	Exemplary/Target (3pts)	*Acceptable (2 pts)*	*Unacceptable (1 pt)*
Candidate uses developmental knowledge to create appropriate learning environments.	Written IIP connects knowledge of development to specific environments and experiences through multiple activities/lessons; Knowledge of developmental characteristics of children with specific examples; Specific learning needs are identified and adaptations identified; Evidence of specific opportunities for a healthy, respectful, and supportive environment	Written IIP connects knowledge of development to environments and experiences through multiple activities/lessons; Knowledge of developmental characteristics of children with generalizations; Considered the learning needs identified and adaptations identified; Reference of opportunities for a healthy, respectful, and supportive environment	Written IIP does not connect knowledge of development to environments and experiences through activities/lessons; Little or no knowledge of developmental characteristics of children; Learning needs are not identified; No reference of opportunities for a healthy, respectful, and supportive environment
Candidate uses assessment data from a variety of sources.	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	Evidence for the use of effective, efficient, and appropriate placement of formative and summative assessment data specific to the IIP is provided	No or limited evidence for the use of formative and summative assessment data
Candidate demonstrates skills in developing and using varied assessments that are appropriate to the goals and children's characteristics.	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 CCSS outcomes; The candidate can accurately describe the strengths and weaknesses of the assessments chosen	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 CCSS outcomes	Little variety in the types of assessment approaches; Assessments do not match identified CCSS outcomes

Candidate uses responsible assessment practices; Assessments used support children and meet professional standards (such as ethical, valid, reliable, and culturally fair	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	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	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 evidences the understanding of and ability to effectively implement a continuum of research-based approaches, strategies, and tools.	A breadth of approaches, strategies, or tools are evidenced; Candidate consistently makes excellent decisions for matching to particular situations, children, groups, and CCSS outcomes ; All activities are implemented	Some approaches, strategies, tools are evidenced; Candidate generally makes good decisions for matching to particular situations, children, groups, and CCSS outcomes ; Most activities are implemented	Approaches/strategies/tools used are limited, and often used at inappropriate times based on the individuals, groups, and identified CCSS outcomes ; Activities are implemented in an inappropriate manner
Candidate provides evidence for being an informed advocate for sound educational practices by providing knowledgeable rationales for the efficacy and appropriateness (age, culture, developmental level) of specific planned activities.	Candidate provides evidence of implementing 9-10 activities in a manner that addresses the developmental characteristics of the group and provides challenging, engaging activities; CCSS are accurately identified and clearly connected	Candidate provides evidence of implementing 6-8 activities in a manner that addresses the developmental characteristics of the group and provides challenging, engaging activities; CCSS are accurately identified and clearly connected	Candidate provides evidence of implementing at least 5 meaningful, challenging, and/or developmentally appropriate activities for the identified children; CCSS are not accurate or clearly connected
Candidate evidences professional decision making and reflection in terms of designing, implementing, and evaluating learning environments and experiences for young children.	Candidate reflects critically on the designing, implementing, and evaluating in IIP; Reference is made to professional literature during all phases. Reflection includes ideas to address the areas of growth	Candidate reflects, in general, on the designing, implementing, and evaluating in IIP; Reference is made to professional literature during some phases; Reflection includes ideas to address the areas of growth	Limited or no evidence of the candidate's reflection on the designing, implementing, and evaluating in IIP; Reflection is very limited and lacks ideas to address the areas of growth

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)
    - Graphic organizers   _____
    - Graphs   _____
    - Photographs of learning process   _____
    - Models or sketches   _____
    - Other   _____

B. Documentation of Technology (Choose 2-3 items below)
    - PowerPoint   _____
    - iPads/iPods   _____
    - Interactive board (Smartboard/Promethean) _____
    - 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. Other   _____

D. Science and Social Studies(Choose 2-3 items below)
    a. Experiments   _____
    b. Observations   _____
    c. Sketches, writings, charts, graphs   _____
    d. Other   _____

E. Mathematics (Choose 2-3 items below)
    a. Charts   _____
    b. Graphs   _____
    c. Estimations   _____
    d. Learning centers   _____
    e. Other   _____

F. Teacher-Made Learning Center (Choose 1-2 items below)
    (Which include activities to reflect IIP content and consists of 4 or more activities)
        a. Games   _____
        b. Activities   _____
        c. Interactive technology   _____
        d. Other   _____

G. Props (Choose 2-3 items below)
     (Items added to existing centers in room)
        a. Models to reflect content   _____
        b. Authentic examples   _____
        c. Real-life objects   _____
        d. Puppets   _____
        e. Other

H. Student Data Collection (Choose 3-4 items below)
    (This would reflect examples of students collecting data over a period of time)
        a. Models   _____
        b. Photographs   _____
        c. Diagrams   _____
        d. Charts   _____
        e. Graphs   _____
        f. Murals   _____
        g. Videos/audio   _____
        h. Other   _____

I. Cooperative Activities (both items must be included)
        a. Working in pairs   _____
        b. Working in small groups   _____

J. Instructional Display (select 1 item)
        a. Intern or student made display _____
        b. Hallway display   _____
        c. Classroom display   _____
        d. Other   _____

K. Culminating Activity **(select 1item)**
        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 Common Core 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
-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 B4 (print landscape)

Lesson Plan (Pathwise-based)

Teacher candidate: _____ Grade: _____

Subject(s): _____

Topic(s): _____

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

Common Core State Standards or AR Frameworks:

Length of lesson (specify beginning and ending time) date to be taught:

_____

_____

PATHWISE DOMAINS
<u>Domain A: Organizing Content Knowledge for Student Learni</u>
A1: Becoming familiar with relevant aspects of students' backgrou
A2: Articulating clear learning goals for the lesson that are approp
A3: Demonstrating an understanding of the connections between
current content, and the content that remains to be learned in the
A4: Creating or selecting teaching methods, learning activities, an
are appropriate to the students and that are aligned with the goals
A5: Creating or selecting evaluation strategies that are appropriat
goals of the lesson
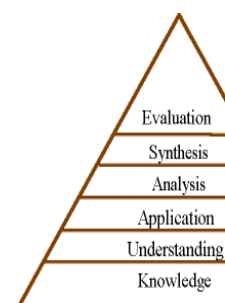
<u>Domain B: Creating an Environment for Student Learning</u>
B1: Creating a climate that promotes fairness
B2: Establishing and maintaining rapport with students
B3: Communicating challenging learning expectations to each stu
B4: Establishing and maintaining consistent standards of classroo
B5: Making the physical environment as safe and conducive to lea

<u>Domain C: Teaching for Student Learning</u>
C1: Making learning goals and instructional procedures clear to st
C2: Making content comprehensible to students
C3: Encouraging students to extend their thinking
C4: Monitoring students' understanding of content through a varie
assist learning, and adjusting learning activities as the situation de
C5: Using instructional time effectively

<u>Domain D: Teacher Professionalism</u>
D1: Reflecting on the extent to which the learning goals were met
D2: Demonstrating a sense of efficacy
D3: Building professional relationships with colleagues to share te
activities for students
D4: Communicating with parents or guardians about student learni

<u>Learning Goals/Objectives</u>—A2, B3, C1 (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?):

Evaluation
Synthesis
Analysis
Application
Understanding
Knowledge

<u>Considering Prior Knowledge</u> –A1, A3 (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):

Considering Prior Knowledge –A1, A3 (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):

Student Grouping—B1, B4 (How will you group students for instruction and WHY did you choose the group members/partners or the process you did?):

Teaching Methods—A4, C4, C5 (Decide on the model(s) or strategy(ies) you are using, write it/them down, and write why you chose it/them:

LESSON DESCRIPTION/ACTIVITIES—A3, A4, B4, B5, C1, C2, C3, C4, C5

Procedures
(Describe how you will enact this lesson and the methods involved. Ensure a logical sequence. Be sure to be so detailed that someone could enact the lesson without you there. Write down your actions, what you will say, transition statements, and be sure to include a motivational opener and a closure!):

1. Introduction: *state objectives, activate background knowledge and experiences, engage learners, connect previously learned content.*
Projected Time: _____

2. Lesson Content: *demonstrate, model, facilitate inquiry and exploration, provide rehearsal of content, explain and enact cooperative group procedures, detail strategy procedures, note writing time or reading time, presentations and sharing*
Projected Time: _____

3. Closure: *Connect to future learning, encourage further questioning, reflect on discoveries, place new knowledge in authentic context, check for understanding*
Projected Time: _____

4. Extensions: *websites to explore, questions to research, establishing new inquiries, additional applications*

Materials and Technology—A4 (List the instructional materials you will use, including books, handouts, websites, and texts. Use of technology is encouraged. Be sure to list everything you need to integrate it such as flash drives, laptop, projector, video camera, etc.):

Assessment (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 and purpose), written response, group analysis*

Informal   *and/or*
                                    Formal
(formative)
                                    (summative)

Modifications or Accommodations 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, contextualizing, peer assistance, scaffolding, comprehensible input, active involvement, interactive goal-setting, authentic assessments*

Appendix B5 (print landscape)

Lesson Plan (Pathwise-based)

Teacher candidate: _ASU Student's Name_   Grade: _of current placement_

Subject(s): _Subject areas involved in the lesson or classroom_

Topic(s): _The "title" or dominant topic or theme of the lesson_

Circle the Bloom's Domains that apply: _Cognitive_   _Affective_   _Psychomotor_

Common Core State Standard or AR Frameworks:
Please put in COMPLETE, written form

Length of lesson (specify beginning and ending time) and date to be taught:
Start at 9:05/Finish 10:05 on August 3, 2013

PATHWISE DOMAINS
Domain A: Organizing Content Knowledge for Student Learning
A1: Becoming familiar with relevant aspects of students' background kno
A2: Articulating clear learning goals for the lesson that are appropriate to
A3: Demonstrating an understanding of the connections between the co
current content, and the content that remains to be learned in the future
A4: Creating or selecting teaching methods, learning activities, and instru
are appropriate to the students and that are aligned with the goals of the
A5: Creating or selecting evaluation strategies that are appropriate for th
goals of the lesson

Domain B: Creating an Environment for Student Learning
B1: Creating a climate that promotes fairness
B2: Establishing and maintaining rapport with students
B3: Communicating challenging learning expectations to each student
B4: Establishing and maintaining consistent standards of classroom beh
B5: Making the physical environment as safe and conducive to learning a

Domain C: Teaching for Student Learning
C1: Making learning goals and instructional procedures clear to students
C2: Making content comprehensible to students
C3: Encouraging students to extend their thinking
C4: Monitoring students' understanding of content through a variety of m
assist learning, and adjusting learning activities as the situation demands
C5: Using instructional time effectively

Domain D: Teacher Professionalism
D1: Reflecting on the extent to which the learning goals were met
D2: Demonstrating a sense of efficacy
D3: Building professional relationships with colleagues to share teaching
activities for students
D4: Communicating with parents or guardians about student learning

_____

_____

Learning Goals/Objectives—A2, B3, C1 (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?):

Use the beginning phrase: **The students will_____.**   _Also use active verbs from the appropriate level of Bloom's Taxonomy._
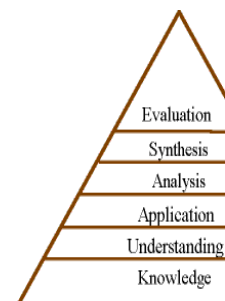
Evaluation
Synthesis
Analysis
Application
Understanding
Knowledge

Considering Prior Knowledge –A1, A3 (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):

Detail if this is a continuation of content, elaboration or rehearsal of information previously presented, or if the content is NEW to students. This should assist you in knowing whether or not you need to build background knowledge or access prior understandings.

Student Grouping—**B1, B4** (How will you group students for instruction and WHY did you choose the group members/partners or the process you did?):

Thinking about this ahead of time is very important, especially if you want to use peer assistance in a strategic way. Preparation for grouping is necessary before the lesson begins. Will you have whole class instruction or cooperative learning groups? How many in each group? How will you divide them? What is your purpose for such grouping? Use appropriate terms (i.e., dyads, triads, heterogeneous, etc).

Teaching Methods—**A4, C4, C5** (Decide on the model(s) or strategy(ies) you are using, write it/them down, and write why you chose it/them:

You may use several methods/strategies or just one. Some are more extensive, require more inquiry time, or have more steps than others, so choose carefully. Be sure to name read-alouds, writing time, presentations, demonstrations, and graphic organizers associated with more dominant methods.

LESSON DESCRIPTION/ACTIVITIES—A3, A4, B4, B5, C1, C2, C3, C4, C5

Procedures
(Describe how you will enact this lesson and the methods involved. Ensure a logical sequence. Be sure to be so detailed that someone could enact the lesson without you there. Write down your actions, what you will say, transition statements, and be sure to include a motivational opener and a closure!):

1. Introduction: *state objectives, activate background knowledge and experiences, engage learners, and connect previously learned content*
Projected Time: _____

2. Lesson Content: *demonstrate, model, facilitate inquiry and exploration, provide rehearsal of content, explain and enact cooperative group procedures, detail strategy procedures, note writing time or reading time, presentations and sharing*
Projected Time: _____

3. Closure: *Connect to future learning, encourage further questioning, reflect on discoveries, place new knowledge in authentic context, check for understanding*
Projected Time: _____

4. Extensions: *websites to explore, questions to research, establishing new inquiries, additional applications*

Materials and Technology—**A4** (List the instructional materials you will use, including books, handouts, websites, and texts. Use of technology is encouraged. Be sure to list everything you need to integrate it such as flash drives, laptop, projector, video camera, etc):

Assessment (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 and purpose), written response, group analysis*

Informal   *and/or*
                        Formal
(formative)
                        (summative)

Both types of assessments are not necessary for every lesson. If this is an initial lesson for particular content, formative assessment would be of more value. If this is a final lesson on content and students are being held responsible for learning the knowledge, it would be best to choose a summative assessment.

Modifications or Accommodations 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, contextualizing, peer assistance, scaffolding, comprehensible input, active involvement, interactive goal-setting, authentic assessments*

Sometimes in Internship, you may not be aware of all special needs students, or you may not be given specific Individual Education Plans (IEPs) due to confidentiality. If have access to IEPs, please note the required modifications here, using student name abbreviations (J. S.) or a number code (student 1) to recall the modifications.

You can determine diverse audiences by asking appropriate questions of your clinical supervisor. (What is the student makeup of your class? What are the demographics of your class? Can you share with me the various cultures represented in your class? Do you have any second language learners?)

Appendix C1
**ECH 4086 & 4096 Early Childhood Education Internship
IIP Rationale Advocacy Project
Performance Assessment**

	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 Common Core State Standards, to relevant ideals and principles of the NAEYC Code of Ethical Conduct, AND to appropriate practices as outlined in Copple & Bredekamp's *DAP*	The candidate provides a written statement (rationale) that connects the identified activities to appropriate Common Core State Standards and to relevant ideals and principles of the NAEYC Code of Ethical Conduct OR to appropriate practices as outlined in Copple & Bredekamp's *DAP*	Limited or no evidence is provided through connecting the activities to appropriate Common Core State Standards, the NAEYC Code of Ethical Conduct and/or Copple & Bredekamp's *DAP*
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
IIP Advocacy Rationale

To support the IIP, the kindergarten and primary 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
   -NAEYC standard addressed and how it is met by the activity
   -Common Core Standard/AR Framework 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
   -NAEYC standard addressed and how it is met by the activity
   -Common Core Standard/AR Framework 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**

Action Plan	Week 1: select student
	Week 2: pre-assessments
	Week 3: goals & 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
	
	Evidence of the ongoing process should be available when the university supervisor visits.

Classroom Teaching, Planning, Evaluating (Summative)	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. 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. 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 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**
LTTL 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: