

**OAKWOOD UNIVERSITY
DEPARTMENT OF
EDUCATION
QUALITY ASSURANCE &
ASSESSMENT HANDBOOK**

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OAKWOOD UNIVERSITY
DEPARTMENT OF EDUCATION ASSESSMENT HANDBOOK

I. The Quality Assurance System (QAS) Purpose and Overview

The primary purpose of the Quality Assurance System outlined in this Handbook is to ensure EPP quality and a process for continuous program improvement. The development of a holistic system for assessment within the EPP reflects a cyclical model that illustrates the process to achieve an outcome of continuous program improvement. The process includes review of the functions and purposes for gathering information in making data-based program decisions. As a result, the Oakwood University Education Department is able to improve EPP operational functions, strengthen the instructional quality and learner satisfaction for teacher candidates, and better prepare them to have a positive impact on student learning in the classrooms where they provide instruction.

The Quality Assurance System (QAS) Graphic appears on the following page.

1. Quality Assurance System (QAS) Graphic



The QAS graphic model includes a *program design* that reflects the standards of three bodies that oversee the education process for Oakwood University teacher candidates:

1. The Council for the Accreditation of Educator Preparation (CAEP)
2. The Alabama State Department of Education and
3. The North American Division (NAD) of Seventh-day Adventist Department of Education

The design functionally integrates liberal studies and professional education coursework with clinical practice and support processes that enhance student achievement. Candidates are liberally educated and professionally prepared. The *Input-Process-Output (IPO)* aspect of the design indicates the sources of support in achieving the desired outcomes. Therefore, the process of *data collection* is an essential aspect of inquiry regarding the function, quality/satisfaction and candidate performance that ensure quality programs and professional preparation of candidates.

While data collection is essential, it is not considered sufficient. Data is analyzed and EPP strengths and weaknesses identified. *Data analysis* provides essential information regarding discrepancies between EPP goals and candidate performance. The development of action plans to resolve discrepancies is followed by recommendations for continuous program improvement. Our goal is to reach and maintain standards of excellence in the process of continuous program improvement.

II. The Conceptual Framework Purpose, Course and Assessment Alignment

The program is strengthened, and its purpose stabilized by clarifying values identified in the EPP's conceptual framework. The Conceptual Framework clearly identifies for faculty, staff, students, and stakeholders in general the core values that we share as a community. The framework is built around the theme "*Holistic Preparation of Teachers for Service in a Multicultural Society*" and provides an important focus for the Assessment System. The fifteen conceptual framework outcomes clearly identify candidates' knowledge, skills, and dispositions at the end of the program. The EPP's Conceptual Framework Outcomes are listed below.

Conceptual Framework Outcomes

1. The candidate knows the facts and principles of the subject matter in his/her field of study.
2. The candidate uses multiple approaches for instruction to assist students in the mastery of the content in his/her field of study.
3. The candidate knows and can demonstrate effective strategies in his/her field of study in a multicultural setting.
4. The candidate demonstrates the ability to integrate technology in his/her field of study as a tool to enhance learning.
5. The candidate is a caring professional committed to preparing students for life-long learning.
6. The candidate has a broad knowledge of the humanities, science, and religion.
7. The candidate knows and can demonstrate skills in assessing student progress.
8. The student understands and demonstrates sensitivity to student needs.
9. The candidate demonstrates a commitment to student service.
10. The candidate shows a commitment to professional development.
11. The candidate utilizes research to improve professional practice.
12. The candidate has a broad knowledge of the SDA beliefs and doctrines.
13. The candidate has knowledge of biblical foundations and its application to instruction.
14. The candidate is a reflective practitioner.
15. The candidate works in a collegial and cooperative manner.

Further, the Conceptual Framework outcomes are aligned with the Alabama State and InTASC Standards, as indicated in **TABLE 2: Conceptual Framework, InTASC, and Alabama Core Teaching Standards Alignment**.

2. Conceptual Framework, InTASC, and Alabama Core Teaching Standards Alignment

CONCEPTUAL FRAMEWORK OUTCOMES	INTASC PRINCIPLES	ALABAMA CORE TEACHING STANDARDS (for approved programs)
1. The candidate knows the facts and principles of the subject matter in his/her field of study.	#1 – The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	1. Learner Development. The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences
2. The candidate uses multiple approaches for instruction to assist students in the mastery of content in his/her field of study.	#4 – The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	4. Content Knowledge. The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content
3. The candidate knows and can demonstrate effective strategies in his/her field of study in a multicultural setting.	#2- The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	2. Learning Differences. The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
4. The candidate demonstrates the ability to integrate technology in his/her field of study as a tool to enhance learning.	#8 – The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	8. Instructional Strategies. The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
5. The candidate is a caring professional committed to preparing students for lifelong learning.	# 3–The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	3. Learning Environments. The candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
6. The candidate has a broad knowledge of the humanities, Science and religion.	# 5–The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	5. Application of Content. The candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

CONCEPTUAL FRAMEWORK OUTCOMES	INTASC PRINCIPLES	ALABAMA CORE TEACHING STANDARDS (for approved programs)
7. The candidate knows and can demonstrate skills in assessing student progress.	# 6 –The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.	6. Assessment. The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the candidate's and learner's decision making.
8. The candidate understands and demonstrates sensitivity to student needs.	#2- The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	2. Learning Differences. The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
9. The candidate demonstrates a commitment to student service.	# 9– The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	9. Professional Learning and Ethical Practice. The candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community) and adapts practice to meet the needs of each learner.
10. The candidate shows a commitment to professional development.	# 9– The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	9. Professional Learning and Ethical Practice. The candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community) and adapts practice to meet the needs of each learner.
11. The candidate utilizes research to improve professional practice.	#4 –The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	4. Content Knowledge. The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content
12. The candidate has a broad knowledge of the SDA beliefs and doctrine.	No alignment.	No alignment.
13. The candidate has knowledge of the integration of faith and learning.	No alignment.	No alignment.

<p>14. The candidate is a reflective practitioner.</p>	<p># 9– The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner</p>	<p>9. Professional Learning and Ethical Practice. The candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community) and adapts practice to meet the needs of each learner</p>
<p>15. The candidate works in a collegial and cooperative manner.</p>	<p>#10–The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>	<p>10. Leadership and Collaboration. The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>

3. CONCEPTUAL FRAMEWORK ALIGNED WITH COURSE AND KEY ASSESSMENTS

Outcomes	Course #	Key Assessments
1.The candidate knows the facts and principles of the subject matter in his/her field of study.	General Education & Teaching Field Courses	Key Assessment 2: GPA
2. The candidate uses multiple, approaches for instruction to assist and assess students in the mastery of content in his/her field of study.	Methods Courses: ED311 Methods of Teaching Science ED312 Methods of Teaching Music K-8 ED313 Methods of Teaching Language Arts K-8 ED315 Methods of Teaching Math K-8 PE 330 Methods: Teaching Physical Education ED332 Methods of Teaching Language Arts ED333 Methods of Teaching Secondary Social Studies ED334 Methods of Teaching Secondary Math ED340 Methods of Teaching Secondary Reading ED341 Foundation of Reading ED342 Reading Diagnosis MA200 Elementary Math	Key Assessment 3: Planning for Instruction (Internship Only- Week 15)
3. The candidate knows and can demonstrate effective strategies in his/her field of study in a multicultural setting.	ED275 Instructional Technology Methods Courses: ED311 Methods of Teaching Science ED312 Methods of Teaching Music K-8 ED313 Methods of Teaching Language Arts K-8 ED315 Methods of Teaching Math K-8	Key Assessment 3: Planning for Instruction (internship Only- Week 15)

Outcomes	Course #	Key Assessments
	PE 330 Methods: Teaching Physical Education ED332 Methods of Teaching Language Arts ED333 Methods of Teaching Secondary Social Studies ED334 Methods of Teaching Secondary Math ED340 Methods of Teaching Secondary Reading ED341 Foundations of Reading ED342 Reading Diagnosis MA200 Elementary Math	
4. The candidate demonstrates the ability to integrate technology in his/her field of study as a tool to enhance learning.	Methods Courses: ED311 Methods of Teaching Science ED312 Methods of Teaching Music K-8 ED313 Methods of Teaching Language Arts K-8 ED315 Methods of Teaching Math K-8 PE 330 Methods: Teaching Physical Education ED332 Methods of Teaching Language Arts ED333 Methods of Teaching Secondary Social Studies ED334 Methods of Teaching Secondary Math ED340 Methods of Teaching Secondary Reading ED341 Foundations of Reading ED342 Reading Diagnosis	Key Assessment 3: Planning for Instruction (internship Only- Week 15) Key Assessment 5: Impact on Student Learning (Practicum Only – Week 13)

Outcomes	Course #	Key Assessments
	MA200 Elementary Math Internship: ED420 ED430	
5. The candidate is a caring professional committed to preparing students for lifelong learning.	Methods Courses: ED311 Methods of Teaching Science ED312 Methods of Teaching Music K-8 ED313 Methods of Teaching Language Arts K-8 ED315 Methods of Teaching Math K-8 PE 330 Methods: Teaching Physical Education ED332 Methods of Teaching Language Arts ED333 Methods of Teaching Secondary Social Studies ED334 Methods of Teaching Secondary Math ED340 Methods of Teaching Secondary Reading ED341 Foundations of Reading ED342 Reading Diagnosis MA200 Elementary Math Internship: ED420 ED430	Key Assessment 4: Electronic Portfolio (Internship Only – Week 16)
6. The candidate has a broad knowledge of the humanities, sciences.	General Education Courses	Key Assessment 1a: PRAXIS Key Assessment 2: GPA
7. The candidate knows and can demonstrate skills in assessing student progress.	Methods Courses: ED311 Methods of Teaching Science ED312 Methods of Teaching Music K-8	Key Assessment 1b: Teaching Reading Elementary Key Assessment 1c: EdTPA

Outcomes	Course #	Key Assessments
	ED313 Methods of Teaching Language Arts K-8 ED315 Methods of Teaching Math K-8 PE 330 Methods: Teaching Physical Education ED332 Methods of Teaching Language Arts ED333 Methods of Teaching Secondary Social Studies ED334 Methods of Teaching Secondary Math ED340 Methods of Teaching Secondary Reading ED341 Foundations of Reading ED342 Reading Diagnosis MA200 Elementary Math Internship: ED420 ED430	Key Assessment 5: Impact on Student Learning (Practicum Only – Week 13)
8. The candidate understands and demonstrates sensitivity to student needs.	Methods Courses: ED311 Methods of Teaching Science ED312 Methods of Teaching Music K-8 ED313 Methods of Teaching Language Arts K-8 ED315 Methods of Teaching Math K-8 PE 330 Methods: Teaching Physical Education ED332 Methods of Teaching Language Arts ED333 Methods of Teaching Secondary Social Studies ED334 Methods of Teaching Secondary Math	Key Assessment 3: Planning for Instruction (Internship Only- Week 15)

Outcomes	Course #	Key Assessments
	ED340 Methods of Teaching Secondary Reading ED341 Foundations of Reading ED342 Reading Diagnosis MA200 Elementary Math Internship: ED420 ED430	
9. The candidate shows a commitment to service.	Methods Courses: ED311 Methods of Teaching Science ED312 Methods of Teaching Music K-8 ED313 Methods of Teaching Language Arts K-8 ED315 Methods of Teaching Math K-8 PE 330 Methods: Teaching Physical Education ED332 Methods of Teaching Language Arts ED333 Methods of Teaching Secondary Social Studies ED334 Methods of Teaching Secondary Math ED340 Methods of Teaching Secondary Reading ED341 Foundations of Reading ED342 Reading Diagnosis MA200 Elementary Math Internship: ED420 ED430	
10. The Candidate shows a commitment to professional development. (Dispositions)	EPP Education Club Kappa Delta Pi International Honor Society for Educators	Professional Development

Outcomes	Course #	Key Assessments
	<p>Methods Courses: ED311 Methods of Teaching Science ED312 Methods of Teaching Music K-8 ED313 Methods of Teaching Language Arts K-8 ED315 Methods of Teaching Math K-8 PE 330 Methods: Teaching Physical Education ED332 Methods of Teaching Language Arts ED333 Methods of Teaching Secondary Social Studies ED334 Methods of Teaching Secondary Math ED340 Methods of Teaching Secondary Reading ED341 Foundations of Reading ED342 Reading Diagnosis MA200 Elementary Math</p> <p>Internship: ED420 ED430</p>	Community service* field practicum
11. The candidate utilizes research, assessment, and reflection to improve professional practice.	<p>Methods Courses: ED311 Methods of Teaching Science ED312 Methods of Teaching Music K-8 ED313 Methods of Teaching Language Arts K-8 ED315 Methods of Teaching Math K-8 PE 330 Methods: Teaching Physical Education ED332 Methods of Teaching Language Arts</p>	<p>Key Assessment 1b: Teaching Reading Elementary</p> <p>Key Assessment 1c: EdTPA</p> <p>Key Assessment 4: Electronic Portfolio (Internship Only – Week 16)</p>

Outcomes	Course #	Key Assessments
	ED333 Methods of Teaching Secondary Social Studies ED334 Methods of Teaching Secondary Math ED340 Methods of Teaching Secondary Reading ED341 Foundations of Reading ED342 Reading Diagnosis MA200 Elementary Math Internship: ED420, ED430	
12. The candidate has a broad knowledge of the SDA beliefs and doctrines	Religion Courses: RG102 Life and Teaching of Jesus RG202 Fundamentals of SDA Beliefs ED250 Fundamentals of Christian Education RG301 Gift of Prophecy	
13. The candidate has knowledge of the integration of faith and learning.	Methods Courses: ED311 Methods of Teaching Science ED312 Methods of Teaching Music K-8 ED313 Methods of Teaching Language Arts K-8 ED315 Methods of Teaching Math K-8 PE 330 Methods: Teaching Physical Education ED332 Methods of Teaching Language Arts ED333 Methods of Teaching Secondary Social Studies	

Outcomes	Course #	Key Assessments
	ED334 Methods of Teaching Secondary Math ED340 Methods of Teaching Secondary Reading ED341 Foundations of Reading ED342 Reading Diagnosis MA200 Elementary Math Internship: ED420 ED430	
14. The candidate is a reflective practitioner.	Methods Courses: ED311 Methods of Teaching Science ED312 Methods of Teaching Music K-8 ED313 Methods of Teaching Language Arts K-8 ED315 Methods of Teaching Math K-8 PE 330 Methods: Teaching Physical Education ED332 Methods of Teaching Language Arts ED333 Methods of Teaching Secondary Social Studies ED334 Methods of Teaching Secondary Math ED340 Methods of Teaching Secondary Reading ED341 Foundations of Reading ED342 Reading Diagnosis MA200 Elementary Math Internship: ED420 ED430	Key Assessment 3: Planning for Instruction (Internship Only – Week 15)

Outcomes	Course #	Key Assessments
<p>15. The candidate works in a collegial and cooperative manner.</p>	<p>Methods Courses: ED311 Methods of Teaching Science ED312 Methods of Teaching Music K-8 ED313 Methods of Teaching Language Arts K-8 ED315 Methods of Teaching Math K-8 PE 330 Methods: Teaching Physical Education ED332 Methods of Teaching Language Arts ED333 Methods of Teaching Secondary Social Studies ED334 Methods of Teaching Secondary Math ED340 Methods of Teaching Secondary Reading ED341 Foundations of Reading ED342 Reading Diagnosis MA200 Elementary Math</p> <p>Internship: ED420 ED430</p>	<p>Key Assessment 4: Electronic Portfolio (Internship Only – Week 16)</p>

III. The Redesign of the Quality Assurance System and Assessment Process

During the 2003-2004 academic year, the Teacher Education Assessment Committee (TEAC) and Teacher Education Committee (TEC) functioned as two separate committees. In recent years, the two committees have been combined and now functions as one, the *Teacher Education Assessment and Review Committee (TEARC)*. This committee consists of the EPP faculty, representatives from the Oakwood University education program content area faculty, local P-12 public and private school teacher representatives, the Oakwood University Director of Institutional Effectiveness, the Vice President for Enrollment Services and Retention, and the Director of the Center for Student Success.

The TEARC is an oversight committee with three important responsibilities:

- Review of applications for admittance to the EPP and Internship/ Clinical Experience
- Review of assessment data
- Making recommendations for continuous program improvement

The TEARC meets at least once each semester and is presided over by the chair of the Department of Education/ EPP. The secretary is selected from among the members of the committee.

The TEARC plays an important role in the EPP's assessment processes, as is noted in the description of the Quality Assurance System (QAS) that follows. The QAS is adapted from the Discrepancy Evaluation Model (DEM) for program evaluation (see more information on this model: Hill, E. & Hill, M-M 1983). The Discrepancy Evaluation Model is used in evaluating educational programs for visually handicapped persons. *Education of the Visually Handicapped*, 15 (1), 2-11; Steinmetz, A. (1983). The Discrepancy Evaluation Model. In *Evaluation Models: Evaluation in Education and Human Services* Vol.6. Springer, Dordrecht.https://doi.org/10.1007/978-94-009-6669-7_5). This model provides a cyclical process which includes:

- program design and IPO as part of the process for the collection, analysis, and monitoring of multiple measures in reporting program function, quality, candidate progress and completer achievements.

This updated Assessment Handbook reflects a QAS process that gives detailed attention to the role of the Conceptual Framework, and to the InTASC and Alabama State Standards. Also, the current QAS reflects/ includes:

- the cyclical process of continuous improvement
- the core characteristics and performance of EPP completers
- the current terms used by CAEP as applied in the preparation of educators
- the program design and the input-process-output (IPO) as part of the cyclical process
- a view of inquiry as part of data collection, addressing the primary areas of concern within the program for sustained and continuous improvement

An explication of each of the QAS components follows.

IV. The Quality Assurance System Components: Description and Assessment Process

The goal of the Oakwood University Education Department is to prepare teacher candidates to be effective in the clinical setting and ultimately to have a positive impact on P-12 student learning in regular classrooms. We prepare teacher candidates to serve diverse student populations in both private and public schools. The department goal is driven by our institutional mission which emphasizes service to God and humanity, as well as our EPP mission which promotes equity, diversity, and inclusion through the “holistic preparation of teachers for service in a multicultural society.” We accomplish this goal through a standards-based curriculum that integrates coursework and clinical practice.

The department uses multiple measures to regularly monitor our candidates’ progress from the beginning to program completion. Further, we assess the impact of our completers on P-12 student learning. These assessments enable us to gauge our own effectiveness as an EPP. Review of data from key assessments (i.e., assessments used to evaluate all candidates within the EPP relative to CAEP standards) enables us to:

- identify strengths and weaknesses within each licensure program
- examine trends, patterns, and implications for the teacher preparation program
- make data-informed program improvements

The Oakwood University EPP Quality Assurance System (QAS), with its cyclical model of planning and self-evaluation, enables us to document operational effectiveness using relevant data from multiple measures. For example, our system reflects a guide for maintaining an appropriate coursework and clinical practice curriculum. It helps us to determine the effectiveness of our process and other EPP functions. The system guides us in monitoring field placement demographics, candidate performance, and completer success. Further, the QAS aids EPP management in tracking outcomes and identifying trends and programmatic implications. In other words, our QAS is designed to foster data-informed continuous program improvement.

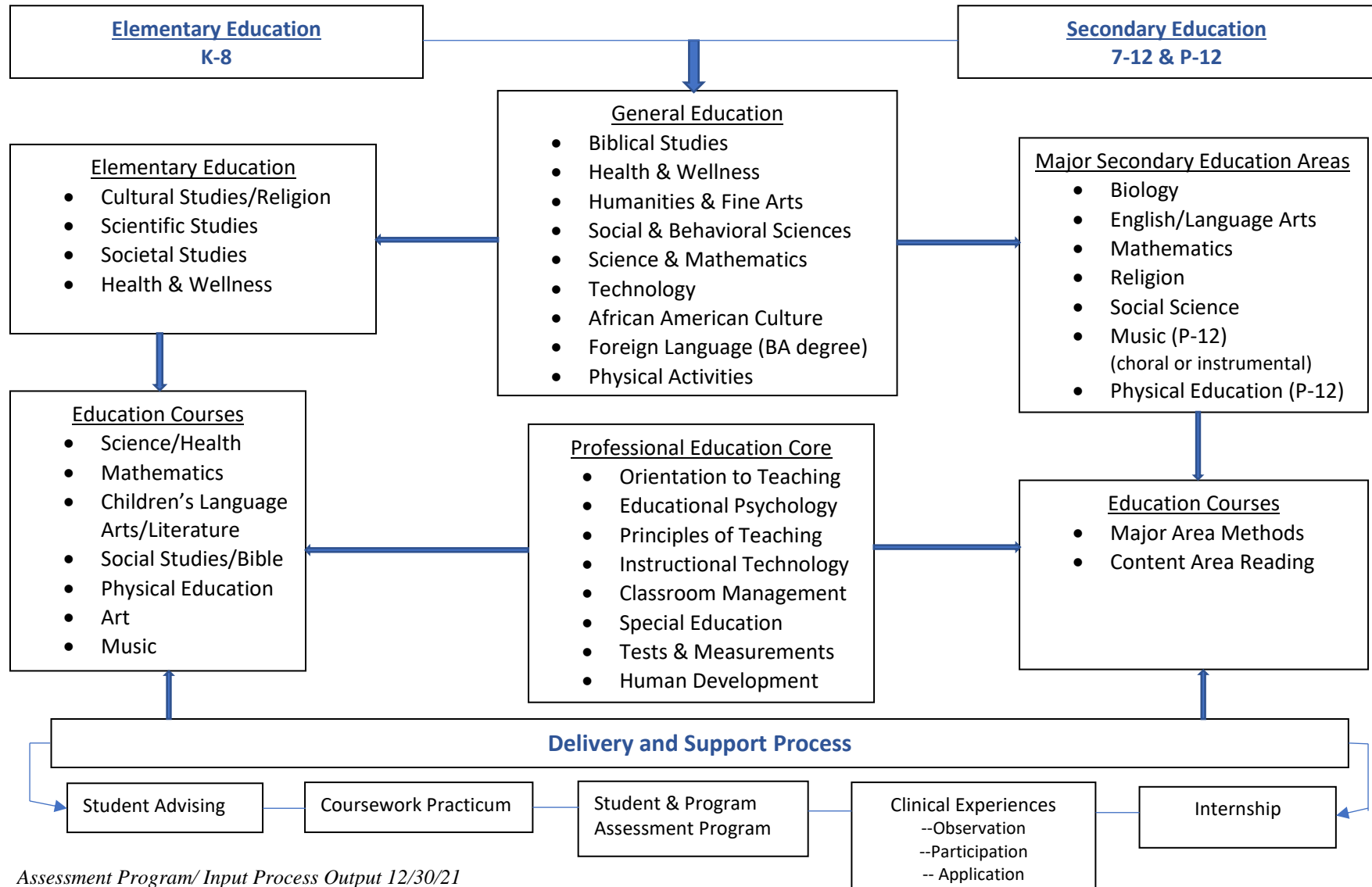
The QAS consists of five major components that lead to programmatic decision making:

- A. Program design
- B. Data collection
- C. Data analysis for program trends, strengths, and weaknesses
- D. Review of data for discrepancies between goals and performance
- E. Data informed action plans.

A. Program Design and Input-Process-Output



The *program design component* is based on a close functional relationship between general education, professional education, and major coursework within each licensure program. In addition, clinical practices (early field experiences, practica, and internships) are woven tightly into professional education and major coursework. The design of each licensure program is informed by the program design and a delivery and support process that fosters teacher candidate success. In addition, our EPP adheres to a program design input-process-output (IPO) model from which we receive input from multiple sources that impact our processes related to program design. Components of the IPO give clarity to important elements of program resources and outcomes. Those functional EPP processes in turn lead directly to programmatic decisions and outcomes as data are collected and analyzed; and action plans are created and implemented (see Table 4: Education Preparation Program Design).

4. Education Preparation Program Design



Assessment Program/ Input Process Output 12/30/21

5. INPUT, PROCESS, OUTPUT (IPO) OF PROGRAM DESIGN

INPUT 	PROCESS 	OUTPUT
<p><u>Human Resources</u> Faculty Staff Administrators Clinical Faculty Students (Candidates)</p> <p><u>University Resources</u> Institutional Effectiveness Registrar's Office Library Building & Environment Maintenance Learning Management System (D2L) Technology Support Center for Student Success (CSS)</p> <p><u>North American Division of SDA (NAD)</u> Curriculum Information & Text Guides</p> <p><u>Material Resources</u> Equipment Office Space Supplies</p>	<p>Levels of Program Transition Developmental Processes/ Clinical Experience Advisement Instruction Program Management Processes Program Assessment Processes</p>	<p>CAEP Program Goals CIEP Outcomes/ InTASC Standards NAD Outcomes Content and Pedagogical Knowledge Clinical Partnerships and Practice Candidate Quality, Recruitment and Selectivity Program Impact (Effectiveness) EPP Quality Assurance System and Continuous Improvement</p>

As indicated earlier, clinical experiences are woven tightly into professional education and major coursework in the elementary and secondary programs as shown in the tables that follow. See TABLE 6: Clinical Developmental Practices Related to Coursework/ Elementary and TABLE 7: Clinical Developmental Practices Related to Coursework/ Secondary.

6. Clinical Developmental Practices Related to Coursework/Elementary

Levels	Developmental Progression	Course Number	Course Title	Hours in Classrooms
Level I				
(Part 1)	Observation	ED 130	Orientation to Teaching	20
		ED 200	Educational Psychology	10
(Part 2)	Observation & Participation (Application)	ED 240	Principles of Teaching P-12	20
		ED 254	History, Philosophy and Foundations	12
		ED 275	Instructional Technology	10
Total Hours Level I				72 Hours
Level II				
(Part I & II)	Observation, Participation & Practicum Teaching in Respective Majors: •Biology Education •English Language Arts •Music Instrumental P-12 •Music Vocal-Choral P-12 •Mathematics •Health/ Phys Educ P-12 •Religious Education •Social Science Education <u>Part I Clinical Experience:</u> • Lesson Development • Teach at least 1 lesson topic in the major area <u>Part II Clinical Experience:</u> • Lesson Development • Teach at least 2 lesson topics in the major area			84 hours/ 6 full days (7 hours per day) resulting in 42 hours per semester
		ED 300	Classroom Organization & Management P-12	
		ED 332	Methods of Language Arts (English)	
		ED 333	Methods of Social Studies	
		ED 334	Methods of Mathematics	
		ED 335	Methods of Science (Biology)	
		ED 340	Methods in Teaching Reading	
		ED 370	Tests and Measurements	
		MU 230	Principles of Music P-12 (Music Instrumental)	
		MU 230	Principles of Music P-12 (Music Vocal-Choral)	
		PE 330	Methods of Physical Education	
		ED 331	Methods of Teaching Bible in the Sec School	
		Total Hours Level II		
TOTAL HOURS LEVELS I & II				156 Hours
Level III				
(Part 1,2)	Participation & Application	ED430	Culminating Clinical Experience	16 Hours
Total Hours Level III				16 Hours
TOTAL HOURS LEVELS I, II, III				172 Hours

7. Clinical Developmental Practices Related to Coursework/Secondary

Levels	Early Clinical Experiences: Developmental Progression	Course Number	Course Title	Hours in Classrooms
Level I				
(Part 1)	Observation	ED 130	Orientation to Teaching	20
		ED 200	Educational Psychology	10
(Part 2)	Observation & Participation	ED 240	Principles of Teaching P-12	20
		ED 254	History, Philosophy and Foundations	12
		ED 275	Instructional Technology	10
(Part 2- Extended)	Participation & Teaching (Application)	ED341	Foundations of Teaching Reading	12 hours/ (Highland ES)
Total Hours Level I				84 Hours
Level II				
(Part 1)	Observation, Participation & Practicum Teaching <u>Part I Practicum Teaching Experience:</u> • Lesson plan development & Implement • Teach at least 1 integrated lesson that include topics in ED 311 Science; ED 312 Music; ED 313 Language Arts; ED 316 Art			
		ED 311	Methods: Science & Health K-8	Block 1 42 hours (6 full days, 7 hours per day)
		ED 312	Methods in Teaching Music K-8	
		ED 313	Methods: Language Arts & Child Lit K-8	
		ED 316	Methods in Teaching Art K-8	
(Part 2)	<u>Part II Practicum Teaching Experience:</u> • Lesson plan development & Implement • Teach at least 1 integrated lesson that include topics in ED 315 Math; ED 318 Social Studies; PE 330 PE	ED 315	Methods in Teaching Math K-8	Block 2 42 hours (6 full days, 7 hours per day)
		ED 318	Methods: Social Studies & Bible K-8	
		PE 330	Methods in Teaching Physical Education P-12	
(Part 2- Extended)	<u>Participation & Teaching Experience</u>	ED342	Reading Diagnosis	10 hours/ (Literacy Factory)
Total Hours Level II				94 Hours
TOTAL HOURS LEVELS I & II				178 Hours
Level III				
Part 1	Participation & Application	ED320	Culminating Clinical Experience (internship)	16 hours
Total Hours Level I, II, III				194 Hours

B. Data Collection

The *data collection* component identifies the points in our assessment system in which data is collected to determine if our program processes and procedures are functioning as planned. Data is collected for selected purposes through an established schedule for collecting specific information. See TABLE 8: “EPP Data Collection Schedule.”

8. EPP DATA COLLECTION SCHEDULE

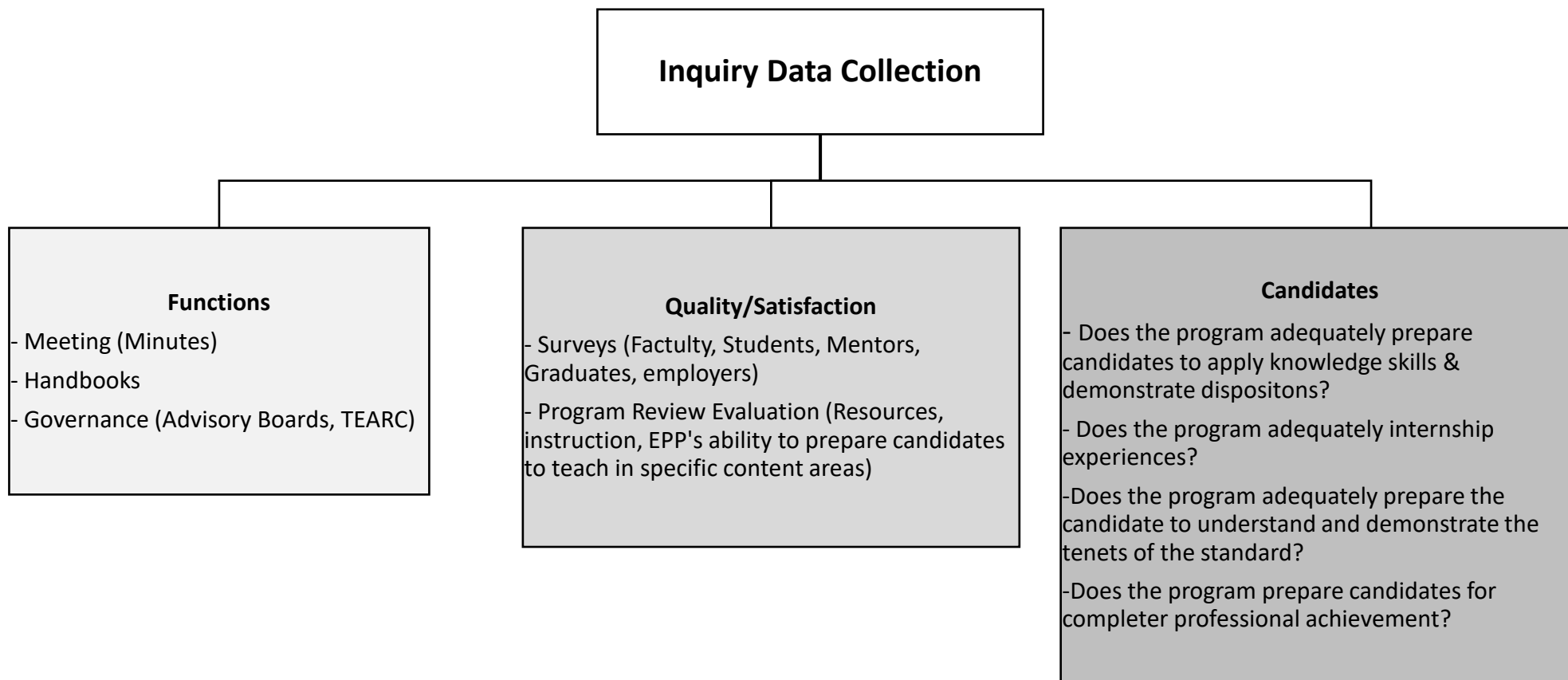
Data Collection Using Internally Created Assessments		Fall and Spring Semester
1	Reflective evaluation of Lesson Presentation	Weeks 9-12
2	Subject Area Evaluation: Elementary	Weeks 9-12
3	Subject Area Evaluation: ELA	Weeks 9-12
4	Subject Area Evaluation: Mathematics Education	Weeks 9-12
5	Subject Area Evaluation: Social Science Education	Weeks 9-12
6	Key Assessment 3: Planning for Instruction (Internship Only- Week 15)	Week 15
7	Key Assessment 4: Electronic Portfolio (Internship Only – Week 16)	Week 16
8	Key Assessment 5: Impact on Student Learning (Practicum Only – Week 13)	Week 13
Data Collection Using Internally Created Surveys		Fall and Spring Semester
9	Initial Intern Evaluation	Week 2
10	The Classroom Diversity Report	Week 2
11	Disposition Evaluation of Candidate	Week 10 -12
12	Candidate Evaluation of SBCF	Week 16
13	Candidate Evaluation of UBCF	Week 16
14	SBCF Evaluation of UBCF Supervisor	Week 16
15	SBCF Feedback to EPP Program	Week 16
16	UBCF Evaluation of SBCF	Week 16
Data Collection Using Proprietary Instruments		Fall and Spring Semester
17	Danielsen Intern Evaluation	Week 16
18	Education Teacher Performance Assessment (EdTPA)	Week 11
19	Educator Preparation Institutional Report Card and Response to the First-year Survey	Fall of each year

EPP faculty, staff, clinical educators, and teacher candidates utilize an electronic data management system as a repository for performance-based artifacts and data. Periodically, the EPP collects data from that system in conjunction with data from other sources, including, but not limited to course activities, clinical practice (i.e., field experiences, practica, internship), professional dispositions scores, and proprietary assessments such as PRAXIS, edTPA, and Danielson’s Teaching Internship performance data. This also includes P-12 student learning growth data as part of the program completion impact case study data that is returned to us after our candidates have graduated and are in their own classrooms.

A trained data analyst is responsible for managing the electronic data management system. A separate management system, SmartEvals, is maintained by the Oakwood University Department of Institutional Research. This system stores data related to students' evaluation of courses, providing this feedback to instructors for use in analyzing and improving instruction. Further, the system stores student demographics such as gender, race, GPAs, and the like. Additionally, the Registrar keeps track of details related to each student's GPA in Jenzabar, a separate data collection and storage system.

When needed, the data analyst is requested to retrieve data for review by the EPP faculty, Teacher Education Assessment Review Committee (TEARC), and other stakeholders involved in the quality assurance process/ assessment. Data are aggregated and thus totally confidential.

Also, it is at this point in the assessment process that inquiry regarding three major program concerns is addressed and data are collected that include the EPP functions, quality/satisfaction, and candidates' and completers' performance. The EPP Inquiry data collection guide questions are shown in TABLE 9: "EPP Inquiry Data Collection Guide."



Oakwood University EPP faculty draw from multiple sources to monitor these program concerns. Our purpose is clear for collecting these data. **First**, we want to know if our program is functioning adequately to meet the goals set for program advisement, adequate resources, and sufficient services. **Second**, we review satisfaction data from graduates, employers, and School Based Clinical Faculty (SBCF) to determine the level of satisfaction/ dissatisfaction with specific aspects of program quality. **Third**, we seek information regarding the overall quality of candidate performance as they progress through the program and as completers of the program, as evidenced by evaluation of candidate outcomes and scores on state and institutionally developed instruments.

Candidate performance is monitored and supported from the point of entrance until program completion and beyond. Collecting data on a regular basis from multiple sources enables us to glean critical insights into program functioning, client satisfaction, and candidate growth in knowledge, skills, and dispositions. These insights form the basis for decision-making that results in program improvement.

Professional Development Schools (PDS) Standards Matrix

Description Standards for Oakwood University Professional Development Schools were Adapted from Council for the Accreditation of Educator Preparation (CAEP) Standard II Clinical Partnerships and Practice and Continuous Improvement in Education (CIEP)

The PDS (Professional Development Schools) Standards Matrix includes CAEP (a) Standards RII, (b) components and (c) indicators that provide current and future partner stakeholders with clear concise standards. The Standards Matrix reflects Oakwood University's EPPs commitment to provide quality PDS and Partnership experiences for candidates and interns. The CAEP Standards are statements of expected performance in areas that include Partnership for Clinical Practice; Clinical Educators; and Clinical Experiences. The Components represent themes common to each of the standards and the Indicators are statements that appear in each of the cells of the table. These indicators are activity examples suggesting how the standards might be met for each component. The indicators in the table are not an exhaustive list of all the ways the standards may be met but convey suggestions for actualizing the standards.

The matrix is used for documenting indicators (activities) by placing post-its with names/dates in each cell that represents an activity in which they engaged. Each month the School Based PDS Liaison with the University PDS Liaison record the activities posted that month on a prepared record sheet (See Figure XX PDS Document Form) that is placed in the PDS Activity Document Binder. This information is reviewed at the meeting of the Coordinating Council for comment and discussion.

Partner schools in which traditional internships occur document intern experiences but do not engage in the holistic engagement as PDS standards-based schools. The UBCF Supervisor and Director of Clinical Experiences keep records of the interns' experiences.

PDS Artifact Cover Page
(Indicator)

School/ Venue: _____ Date _____

Participants: _____

Activity (Brief Description): _____

Circle areas that apply

Standard: I II III

Component: C PD I

(Attach descriptive artifacts as appropriate --pictures, minutes, copies of activity instruction, assessment, etc.)

PDS Indicator (Artifact) Cover Page (10/26/21;6/21/22)

10. Standards Matrix for Professional Development Schools

Council for the Accreditation of Educator Preparation (CAEP) Standard R2: Clinical Partnerships and Practice

CAEP Standard 2 (Indicators)	Components		
	Collaboration	Professional Development (Knowledge, Skills and Dispositions)	Impact
I. Partnership for Clinical Preparation The PDS partners co-construct mutually beneficial P-12 school and community arrangements and share responsibility for continuous improvement of candidate preparation.	a. PDS partners collaboratively integrate P-12 instructional content priorities in the teacher education program and field-based clinical experiences including technology-based collaborations; b. Candidates engage in the full range of teacher activities in the school community as they co-construct activities; c. PDS partners communicate regarding clinical preparation that reflects a range of forms of participation and functions including an articulation of roles, responsibilities and operating procedures/ governance.	a. PDS partners collaboratively create (co-construct), conduct and participate in needs-based professional development; b. PDS partners collaborate in establishing mutually agreeable expectations for candidate entry, preparation, and exit; c. PDS partners link theory to practice and maintain coherence across clinical and academic components. d. PDS partners participate, assess and refine activities to support knowledge, skills and dispositions in professional ethics/ equity issues and teaching/ learning processes	a. PDS partners model the use of national, state and local learning outcomes and assessments in coursework and field experiences. b. Candidates demonstrate competency in using specified learning outcomes and assessments to plan, deliver, and assess instruction. c. PDS partners share accountability for candidate outcomes in their performance in clinical practice and other strategic areas of learning.
II. Clinical Educators Partners co-select, prepare, evaluate, and support high-quality clinical educators, both provider-and school-based, who demonstrate a positive impact on candidates' development and diverse P-12 student learning and development.	a. PDS partners collaborate on evaluating and supporting clinical educators who demonstrate teaching/ learning process that reflect best practices including appropriate technology-based applications. b. PDS partners solicit and use feedback from candidates, cooperating teachers and University faculty to modify the teacher education program. c. PDS partners collaborate in applying skills to facilitate the process of using multiple assessments of candidate's performance including edTPA and a standards-based portfolio.	a. PDS partners review the collaborative professional development provided in the PDS; b. PDS partners collaboratively prepare to mentor and supervise and maintain a positive impact on candidates. c. PDS partners work together to meet one another's professional development needs. d. PDS partners recognize one another's accomplishments.	a. PDS partners assume responsibility for improving PreK-12 student achievement. b. PDS partners collaborate to determine the impact of PDS on student achievement. c. PDS partners engage community, policy makers and business community as part of the coordination and review of outcomes.
III. Clinical Experiences The provider works with partners to design and implement clinical experiences, utilizing various modalities, of sufficient depth, breadth, coherence, and duration to ensure candidates demonstrate their developing effectiveness and positive impact on diverse P-12 students' learning and development as presented in Standard R1.	a. PDS partners collaboratively plan and implement curricula for candidates to provide authentic learning experiences including technology-based learning opportunities; b. PDS partners share responsibility for evaluating interns' experiences and performance at key points in the program (levels I-III). c. PDS partners with candidates collaborate in planning and evaluating content-based learning experiences	a. PDS clinical experiences are structured with multiple performance-based assessments at key points in the program to support candidate development of knowledge, skills and professional dispositions. b. PDS partners identify and address professional development needs of faculty and candidates. c. PDS partners provide ongoing support for clinical educators (school sites and university)	a. PDS partners work together in assessing the depth, breadth, diversity, coherence and duration of the clinical program to ensure positive impact on students. b. PDS partners assess the candidate's knowledge, skills and dispositions that are associated with positive impact on learning for P-12 students. c. Equity in meeting needs of diverse learners in reading, math, and other areas identified as needed

Adapted from: CAEP Standards for Clinical Partnerships and Practice, National Association of Professional Development Schools (NAPDS) Policy Statement of the Nine Essentials, Continuous Improvement in Educator Preparation (CIEP)

PDS StandardsMatrixOU

R33117&62122

Importantly, to assure quality and useful application of the data collected, CAEP guidelines provided for evaluation of EPP-created assessments and surveys was reviewed. Each instrument was described, and the evaluation standards applied in terms of construction, administration, reliability and validity for assessments, or standard alignment for surveys. The piloting and use of the revised instruments to meet the standards outlined in the CAEP Criteria will be implemented beginning in the Fall 2022 assessment cycle. This process is described in Table 11: CAEP Criteria for Evaluation of EPP Created Assessments and Table 12 CAEP Criteria for Evaluation of EPP Created Surveys.

11. CAEP CRITERIA FOR EVALUATION OF EPP CREATED ASSESSMENTS HERE

Instrument Name and Description	Who Administers the Assessment	Reliability	Validity	Possible Actions/Response to Data
<p>A1. The Reflective Evaluation of Lesson Presentation is a form used during practicum and internship by the SBCF and UBCF to monitor candidate progress in planning and lesson presentation. There are 17 items on a 5-point descriptive Likert scale, making judgement explicit. The outcomes observed are discussed with the intern. Evaluation items are aligned with assessment standards listed in the validity column. The assessment specifies CAEP criteria for the administration schedule and purpose, content, and scoring. Judging candidate performance is well defined and reflects the degree of difficulty and level of effort of the candidate. The SBCF and UBCF share and discuss observed outcomes to provide actionable feedback to the intern.</p>	SBCF & UBCF	<p>Inter rater reliability Two full-time Faculty members familiar with the assessment first discussed the meaning of each component being scored. The two were then randomly assigned and scored assessments using the point-by-point method in which they identified agreements on each of the components and divided that score by the total number of possible agreements multiplied by 100 to obtain the reliability coefficient. An apriori level of 80% agreement was set, thus after reaching 80% agreement or higher, each trained rater scored the assessments independently for that sitting. This same procedure was followed at the beginning of each scoring session.</p>	<p>Content Validity was established based on alignment with the following standards: INTASC Standards: 4, 5, 6, 7, 8 CAEP Standards: R 1.3, 1.2, R 2.2 CIEP Standards: 1, 2, 3, 4 EPP Conceptual Framework: 1, 2, 3, 4 Lawshee CVR (N)-25; CVI .93 Validity is further established by Data Analysis and Interpretation which is accomplished by Educator Preparation Provider (EPP) data analyst and interpreted by (EPP) faculty and Teacher Education Assessment and Review Committee (TEARC) to inform actions for continuous improvement Our process in establishing validity reflects accepted research standards (Ghiselli, Campbell & Zedeck, 1981) in identifying the content of the assessment is related to the content in the standards. The purpose is explicit, the scoring is well-defined by the instructions on the assessment instrument and the training of the SBCF and UBCF</p>	<p>Course content revision Course process revision Course assessment revision Center for Student Success (CSS) Instructor accommodations for the students</p>
<p>A2. Subject Area Evaluation-Elementary Education is used to gather data throughout the internship process to reflect the competency of the intern related to subject area content knowledge and skills expected of a teaching professional at the initial level of certification. It is finalized at the end of the internship experience. The assessment specifies CAEP criteria for the administration schedule and purpose, content, and</p>	SBCF	Cronbach Alpha	<p>Content Validity was established based on alignment with the following standards: INTASC Standards: 6,7,8 CAEP Standards: R 1.2, 1.3 CIEP Standards: 2, 4 EPP Conceptual Framework 1, 2, 4, 7: LAWSHEE CVR (n=9) .78; CVI .77</p>	

Instrument Name and Description	Who Administers the Assessment	Reliability	Validity	Possible Actions/Response to Data
<p>scoring. Judging candidate performance is well defined and reflects the degree of difficulty and level of effort of the candidate The basis for judgment is made clear in a descriptive rating scale in which the indicators identify aspects of standards explicitly described in the validity column.</p>			<p>Validity is further established by Data Analysis and Interpretation which is accomplished by Educator Preparation Provider (EPP) data analyst and interpreted by (EPP) faculty and Teacher Education Assessment and Review Committee (TEARC) to inform actions for continuous improvement</p> <p>Our process in establishing validity reflects accepted research standards (Ghiselli, Campbell & Zedeck,1981) in identifying the content of the assessment is related to the content in the standards The purpose is explicit, the scoring is well-defined by the instructions on the assessment instrument and the training of the SBCF and UBCF</p>	
<p>A3. Subject Area Evaluation-English Language Arts Education is used to gather data throughout the internship process to reflect the competency of the intern related to subject area content knowledge and skills expected of a teaching professional at the initial level of certification. It is finalized at the end of the internship experience The assessment specifies CAEP criteria for the administration schedule and purpose, content, and scoring. Judging candidate performance is well defined and reflects the degree of difficulty and level of effort of the candidate The basis for judgment is made clear in a descriptive rating scale in which the indicators identify aspects of standards explicitly described in the validity column.</p>	SBCF	Cronbach Alpha	<p>Content Validity was established based on alignment with the following standards: INTASC Standards: 6, 7, 8 CAEP Standards: R.1.3 CIEP Standards:1, 2 EPP Conceptual Framework 1, 2, 4, 7: LAWSHEE CVR (N=4) 1.5 CVI .1</p> <p>Validity is further established by Data Analysis and Interpretation which is accomplished by Educator Preparation Provider (EPP) data analyst and interpreted by (EPP) faculty and Teacher Education Assessment and Review Committee (TEARC) to inform actions for continuous improvement</p> <p>Our process in establishing validity reflects accepted research standards (Ghiselli, Campbell & Zedeck,1981) in identifying the content of the assessment is related to the content in</p>	<p>Course content revision Course process revision Course assessment revision Center for Student Success (CSS) Instructor accommodations for the students</p>

Instrument Name and Description	Who Administers the Assessment	Reliability	Validity	Possible Actions/Response to Data
			the standards The purpose is explicit, the scoring is well- defined by the instructions on the assessment instrument and the training of the SBCF and UBCF	
<p>A4. Subject Area Evaluation-Mathematics Education is used to gather data throughout the internship process to reflect the competency of the intern related to subject area content knowledge and skills expected of a teaching professional at the initial level of certification. It is finalized at the end of the internship experience</p> <p>The assessment specifies CAEP criteria for the administration schedule and purpose, content, and scoring. Judging candidate performance is well defined and reflects the degree of difficulty and level of effort of the candidate The basis for judgment is made clear in a descriptive rating scale in which the indicators identify aspects of standards explicitly described in the validity column.</p>	SCBF	Cronbach Alpha	<p>Content Validity was established based on alignment with the following standards: INTASC Standards:6, 7, 8 CAEP Standards: 1.2, 1.3 CIEP Standards: 1, 2, 3, 4 EPP Conceptual Framework :1, 2, 4, 7 LAWSHEE CVR (N=4) 1.5 CVI .996</p> <p>Validity is further established by Data Analysis and Interpretation which is accomplished by Educator Preparation Provider (EPP) data analyst and interpreted by (EPP) faculty and Teacher Education Assessment and Review Committee (TEARC) to inform actions for continuous improvement</p> <p>Our process in establishing validity reflects accepted research standards (Ghiselli, Campbell & Zedek,1981)in identifying the content of the assessment is related to the content in the standards The purpose is explicit , the scoring is well defined by the instructions on the assessment instrument and the training of the SBCF and UBCF</p>	<p>Course content revision Course process revision Course assessment revision Center for Student Success (CSS) Instructor accommodations for the students</p>
<p>A5. Subject Area Evaluation-Social Science Education is used to gather data throughout the internship process to reflect the competency of the intern related to subject area content knowledge and skills expected of a teaching professional at the initial level of certification. It is finalized at the end of the internship experience</p>	SBCF	Cronbach Alpha	<p>Content Validity was established based on alignment with the following standards: INTASC Standards: 6, 7, 8 CAEP Standards: R 1.2, R 1.3 CIEP Standards: 1, 2, 3, 4 EPP Conceptual Framework :1, 2, 4, 7 LAWSHEE CVR (N=5) 1 CVI .1</p>	<p>Course content revision Course process revision Course assessment revision Center for Student Success (CSS) Instructor accommodations for the students</p>

Instrument Name and Description	Who Administers the Assessment	Reliability	Validity	Possible Actions/Response to Data
<p>The assessment specifies CAEP criteria for the administration schedule and purpose, content, and scoring. Judging candidate performance is well defined and reflects the degree of difficulty and level of effort of the candidate The basis for judgment is made clear in a descriptive rating scale in which the indicators identify aspects of standards explicitly described in the validity column.</p>			<p>Validity is further established by Data Analysis and Interpretation which is accomplished by Educator Preparation Provider (EPP) data analyst and interpreted by (EPP) faculty and Teacher Education Assessment and Review Committee (TEARC) to inform actions for continuous improvement</p> <p>Our process in establishing validity reflects accepted research standards (Ghiselli, Campbell & Zedeck, 1981) in identifying the content of the assessment is related to the content in the standards The purpose is explicit, the scoring is well-defined by the instructions on the assessment instrument and the training of the SBCF and UBCF</p>	
<p>A6. Electronic Internship Portfolio is key assessment #4.</p> <p>It directly aligns with ALSDE standards. The purpose of this assessment is to evaluate the candidate's performance in demonstrating an understanding of the standard by providing artifacts of evidence from the internship clinical experiences.</p> <p>A rubric is used to evaluate the candidate's performance in demonstrating an understanding of EPP standards by selecting artifacts from the internship clinical experiences that provide evidence of understanding and applying the standards. The assessment is composed of 14 items- (ELA, Math, SS) 16 items (Elem), with a 4-level descriptor ranging from low (1) of needs support to a high (4) exceeds expectations with three (3) being the passing score. The UBCF scores the instrument at the end of internship. This assessment aligns with the CAEP standards for administration and purpose including time/point administration, clear instructions provided, clarity of rating and clear basis for judgement. The content</p>	<p>Candidate (intern)</p>	<p>Inter rater Reliability</p> <p>Two full-time Faculty members familiar with the assessment first discussed the meaning of each component being scored. The two were then randomly assigned and scored assessments using the point-by-point method in which they identified agreements on each of the components and divided that score by the total number of possible agreements multiplied by 100 to obtain the reliability coefficient. An apriori level of 80% agreement was set, thus after reaching 80% agreement or higher, each trained rater scored the assessments independently for that sitting. This same procedure was followed at the</p>	<p>Content Validity was established based on alignment with the following standards:</p> <p>INTASC Standard: 1-10 CAEP Standard: R 1.1, 1.3, 1.4 CIEP Standard: 1 2, 3, 4, 5 (Elem), 2, 3, 4, 5 (SS) 3 (Math), 2, 3, 4, 5, 6 (ELA) EPP Conceptual Framework: 2, 4, 7</p> <p>Validity is further established by Data Analysis and Interpretation which is accomplished by Educator Preparation Provider (EPP) data analyst and interpreted by (EPP) faculty and Teacher Education Assessment and Review Committee (TEARC) to inform actions for continuous improvement</p> <p>Our process in establishing validity reflects accepted research standards (Ghiselli, Campbell & Zedeck, 1981) in identifying the content of the assessment is related to the content in the standards The purpose is explicit,</p>	<p>Course content revision Course process revision Course assessment revision Center for Student Success (CSS) Instructor accommodations for the students</p>

Instrument Name and Description	Who Administers the Assessment	Reliability	Validity	Possible Actions/Response to Data
of assessment indicators are explicit, specified and appropriate. The proficiencies are unambiguously described. The scale for judging candidate performance is well defined so that feedback to the candidate is actionable.		beginning of each scoring session.	the scoring is well-defined by the instructions on the assessment instrument and the training of the SBCF and UBCF	
A7. Effect on P-12 Students Learning is key assessment #5 It is structured in a rubric format consisting of four descriptive levels ranging from a low of “beginning” (1) to a high of “exceeds expectations” (4) The passing score is three (3) The purpose of the instrument is to identify the candidate’s level of proficiency in designing instruction and consistently assessing learning that informs instructional decisions. Data outcomes indicate if instruction had a positive impact on student learning. It is completed during practicum and linked to ED315: Methods in Teaching Math K-8 . The UBCF scores the instrument during internship. The assessment specifies CAEP criteria for the administration schedule and purpose, content, and scoring. Judging candidate performance is well defined and reflects the degree of difficulty and level of effort of the candidate. The UBCF share and discuss observed outcomes with EPP and provide actionable feedback and resources to the candidate.	EPP/ UBCF	Inter rater Reliability Two full-time Faculty members familiar with the assessment first discussed the meaning of each component being scored. The two were then randomly assigned and scored assessments using the point-by-point method in which they identified agreements on each of the components and divided that score by the total number of possible agreements multiplied by 100 to obtain the reliability coefficient. An apriori level of 80% agreement was set, thus after reaching 80% agreement or higher, each trained rater scored the assessments independently for that sitting. This same procedure was followed at the beginning of each scoring session.	Content Validity was established based on alignment with the following standards: INTASC Standard: 6, 7, 8, CAEP Standard: R 1.1,1.3 CIEP Standard: 2, 3, 4, (Elem); 2, 3, (SS) 3, 4, 5 (Math); 2, 3, 4, 5, 6 (ELA) EPP Conceptual Framework: 2, 4, 5, 7 Validity is further established by Data Analysis and Interpretation which is accomplished by Educator Preparation Provider (EPP) data analyst and interpreted by (EPP) faculty and Teacher Education Assessment and Review Committee (TEARC) to inform actions for continuous improvement Our process in establishing validity reflects accepted research standards (Ghiselli, Campbell & Zedeck,1981) in identifying the content of the assessment is related to the content in the standards The purpose is explicit, the scoring is well-defined by the instructions on the assessment instrument and the training of the SBCF and UBCF	Course content revision Course process revision Course assessment revision Center for Student Success (CSS) Instructor accommodations for the students
A8. Planning for Instruction is Key Assessment #3 It is structured in a rubric format consisting of four descriptive levels ranging from a low of “beginning” (1) to a high of “exceeds expectations” (4) The passing score is three (3) <i>The purpose of the KA#3 is to evaluate the quality of instructional planning, assessment, and reflection by the interns. The interns submit a reflective commentary in response to KA#3 prompts and attached lesson</i>	EPP/ UBCF	Inter rater Reliability Two full-time Faculty members familiar with the assessment first discussed the meaning of each component being scored. The two were then randomly assigned and scored assessments using the point-by-point method in which they	Validity is further established by Data Analysis and Interpretation which is accomplished by Educator Preparation Provider (EPP) data analyst and interpreted by (EPP) faculty and Teacher Education Assessment and Review Committee (TEARC) to inform actions for continuous improvement. The	

Instrument Name and Description	Who Administers the Assessment	Reliability	Validity	Possible Actions/Response to Data
<p>plans (4). Candidates submit KA#3 to Clinical Experiences Coordinator (CEC). It is completed during internship. The UBCF scores the instrument during internship. The assessment specifies CAEP criteria for the administration schedule and purpose, content, and scoring. Judging candidate performance is well defined and reflects the degree of difficulty and level of effort of the candidate. The UBCF share and discuss observed outcomes with EPP and provide actionable feedback and resources to the candidate.</p>		<p>identified agreements on each of the components and divided that score by the total number of possible agreements multiplied by 100 to obtain the reliability coefficient. An apriori level of 80% agreement was set, thus after reaching 80% agreement or higher, each trained rater scored the assessments independently for that sitting. This same procedure was followed at the beginning of each scoring session.</p>	<p>purpose is explicit, the scoring is well-defined by the instructions on the assessment instrument and the training of the SBCF and UBCF.</p>	

12. CAEP CRITERIA FOR EVALUATION OF EPP CREATED SURVEYS

Instrument Name and Description	Who Administers the Survey	Standard Alignment	Possible Actions/Response to Data
S1. SBCF Feedback to EPP Program is a 17-item survey, using a four-point rating scale, and open-ended item that solicits suggestions for program improvement SBCF & UBCF allowing a response designed for the SBCF to evaluate the sufficiency of the EPP based on the preparedness of the candidate to enter the classroom as a professional educator. Instruction and items in the survey are clear, actionable, and unambiguous. Topics are aligned with EPP's mission, professional, state and national standards as shown in the alignment column of this chart, The survey is completed at the end of the internship	SBCF	Content Related Alignment INTASC Standards: 5,8 CAEP Standards: R 1.1, R 1.2, R 1.3 CIEP Standards: 1,2 EPP Conceptual Framework :1, 3	Course content revision Course process revision Course assessment revision Center for Student Success (CSS) Instructor accommodations for the students
S2. The Diversity Report is designed to be administered during practicum and internship engagements. The survey topics are explicitly aligned with the EPP's mission. Open ended questions are provided for respondent's reflections regarding technology, strategies and general classroom descriptive observations. The topics are explicitly aligned with the EPP's mission, state and national standards as indicated in the alignment column of this chart. The report is to be filled out jointly between SBCF and the candidate/intern. The instrument identifies the demographic characteristics of the students in the classroom, the technology infused strategies used, multicultural strategies employed, and general observations about the diversity of the classroom. It is completed at the beginning of the practicum /internship (within the first two weeks)	SBCF & Candidate (Intern)	Content Related Alignment INTASC Standards: 2.3 CAEP Standards:2.1 CIEP Standards: 3.2 EPP Conceptual Framework 3	
S3. Candidate Evaluation of UBCF is a survey used to evaluate the quality of the University supervisor's mentoring and support during the internship. The questionnaire consists of eleven statements, rated 1 (strongly disagree) to 5 (strongly agree). The questions and topics are explicitly aligned with EPP's mission, state and national standards as shown in the alignment column of the chart. Individual items are unambiguous with a clear balance of positive and negative options. It is completed at the end of the internship	Candidate (Intern)	INTASC Standards: nine CAEP Standards: R 3.2 CIEP Standards: 1,2 EPP Conceptual Framework 1,2,3,4	Course content revision Course process revision Course assessment revision Center for Student Success (CSS) Instructor accommodations for the students
S4. Intern Evaluation of SBCF is used to evaluate the quality of the SBCFs mentoring and support during the internship. The survey consists of ten items, rated on a scale of 1 (strongly agree) to 4 (strongly disagree). Topics are aligned with EPP's mission, professional, state and national standards as shown in the alignment column of this chart. It is completed at the end of internship.	Candidate (Intern)	INTASC Standards: nine CAEP Standards: R 3.2 CIEP Standards: 1,2 EPP Conceptual Framework 1,2,3,4	Course content revision Course process revision Course assessment revision Center for Student Success (CSS) Instructor accommodations for the students
S5. Disposition Evaluation is an eight- item rubric structured instrument with clearly stated descriptions of each of the eight dispositions identified. The primary purpose of this survey is to evaluate the distinguishing qualities appropriate for a person preparing to enter the teaching profession. The rubric reflects a 4-point descriptor	SBCF & UBCF	INTASC Standards 9, 10 CAEP Standards: 1.4 CIEP Standard: 5(Elem, SS) 6(Math, ELA)	Course content revision Course process revision Course assessment revision Center for Student Success (CSS)

Instrument Name and Description	Who Administers the Survey	Standard Alignment	Possible Actions/Response to Data
scale with clarity at each of the grouped levels of characteristics. Items are stated in terms of behaviors and attitudes related to effective teaching. The behavioral topics are explicitly aligned with EPPs mission, state and national standards as shown in the alignment column of the chart. Feedback to the candidates is actionable. The candidate, SBCF and UBCF agree the descriptors are appropriate for the qualitatively defined characteristics. It is assessed upon admission to the EPP at the completion of practicum and internship.		EPP Conceptual Framework: 5, 10	Instructor accommodations for the students
S6. Initial Intern Evaluation Survey indicates how well the intern performs during the first two weeks in the classroom and whether the SBCF wishes the candidate to remain as an intern in their classroom. It is a 14-item Likert scale with single subject statements ... Feedback to the candidates is actionable.	SBCF		Course content revision Course process revision Course assessment revision Center for Student Success (CSS) Instructor accommodations for the students
S7. SBCF Evaluation of UBCF is a 4-item survey on a 4-point Likert scale used by the SBCF to evaluate the UBCFs interaction and support of the intern's classroom performance. The items have a single subject, and the language is unambiguous. The statements are explicitly aligned with EPP's mission, state and national standards as shown in the alignment column of the chart. The UBCF is evaluated near the end of the internship.	SBCF	INTASC Standards: nine CAEP Standards: R 3.2 CIEP Standards: 1,2 EPP Conceptual Framework 1,2,3,4	Course content revision Course process revision Course assessment revision Center for Student Success (CSS) Instructor accommodations for the students

In addition to instrument descriptions, information is included in the tables that describe possible actions that may be taken in response to data in which discrepancies are noted after the data collected is analyzed. Further discussion of data analysis, review for discrepancies and the process for development of action plans will be addressed with greater detail in the following sections of this Handbook.

C. Data Analysis

The *data analysis* component of our QAS follows data collection. Analyzing the data collected occurs at multiple points and all transition points shown in the *EPP Certification Process and Program Transition Points Figure*. Program faculty analyze the data to monitor effectiveness from both a macro and a micro perspective. The faculty review data received from the data analyst for the purpose of identifying patterns or trend lines in the data which in turn enable the EPP to determine specific strengths and weaknesses within programs and note areas in need of improvement. The data is reviewed at all transition points as shown in the EPP Certification Process. See TABLE 13: “The EPP Certification Process and Program Transition Points”.

13. Oakwood University Educator Preparation Provider Teacher Certification Process and Program Transition Points

Level I Freshman & Sophomore Years	Level II Junior Year	Level III Senior Year	Post Level Completion
<p><u>EPP Responsibilities (Provide Approved Courses, Clinical Experiences and Assessments)</u></p> <ul style="list-style-type: none"> •General Education Courses •Pre-EPP Professional Courses •Clinical Experiences Classroom Observations associated with courses <p><u>Student Responsibilities (Complete Tasks in Preparation for Entering Next Level)</u></p> <ul style="list-style-type: none"> •Apply for Admission to Next Level (EPP) •Maintain 2.50 GPA or higher •3 Recommendations •Interview with Faculty Purpose Statement •Complete Background Check (Fingerprinting) 	<p><u>EPP Responsibilities (Provide Approved Courses, Clinical Experiences and Assessments)</u></p> <ul style="list-style-type: none"> •EPP Courses (subject area major Methods courses) •Disposition Evaluations •Clinical Experiences Practicum Teaching •edTPA Training <p><u>Student Responsibilities (Complete Tasks in Preparation for Entering Next Level)</u></p> <ul style="list-style-type: none"> •Apply for Admission to Next Level (Internship) •Maintain 2.50 GPA or higher •Complete Graduation Application •3 Recommendations •Have PRAXIS II passing score •Satisfy English Proficiency requirements •Key Assessment 5—Effect on Student Learning 	<p><u>EPP Responsibilities (Provide Approved Courses)</u></p> <ul style="list-style-type: none"> •Internship--full semester •Internship Seminar •20 Full-Days Teaching Experience •Disposition Evaluations •Teacher Dedication Ceremony (family, friends, PDS & admin invited) <p><u>Student Responsibilities (Complete Tasks in Preparation for graduation & certification)</u></p> <ul style="list-style-type: none"> •edTPA Tasks & Submission •Teacher Impact Assignment •Attend Teacher Dedication Ceremony •Key Assessment—3 Planning for Instruction •Key Assessment 4—Internship Electronic Portfolio 	<ul style="list-style-type: none"> •Graduation •Certification Application <ul style="list-style-type: none"> -State -NAD •Completer Follow-Up & Support Participation (Teacher impact on P-12 learning assignment)

State Certification Process

After the teacher candidate has completed the Alabama State approved EPP Program, passed all state required assessments (Praxis II, and edTPA), and the background check, the teacher candidate should:

1. Apply for the Alabama State Certification online
at: <https://www.alsde.edu/sec/ec/Pages/forms.aspx?FormName=NAL> and
<https://www.alabamainteractive.org/education/>
 - a) Send completed application forms (NAL, NA1, and receipt of fee) to the EPP certification officer or designated person(s): swilliams@oakwood.edu and jawilson@oakwood.edu
2. Order official transcripts and designate the certification officer (Sean Williams) to pick up the document from the Records Department.

North American Division (NAD) Teacher Certification Process

After the teacher candidates complete the NAD of Seventh-day Adventist program, the certification officer or designated person will send Southern Union Department of Education their:

1. Verification of Eligibility Form
 - a. Indicate on the form if they have completed Bible Encounter Training for Elementary and/or Secondary
 - b. The form should include their current mailing address and email address
2. Order official transcripts and designate the certification officer (Sean Williams) to pick up the document from the Records Department

Official Electronic Transcript E-mail Address: certification@southernunion.com

Official Transcript Mailing Address: Certification Registrar, Southern Union Conference of SDA, P.O. Box 923868, Peachtree Corners, GA 30010-3868

Teacher Certification Webpage: <http://www.adventistedge.com/certification/>

Adventist Edge Website: <http://www.adventistedge.org>

Physical Address: Certification Registrar, Southern Union Conference of SDA, 302 Research Drive, Peachtree Corners, GA 30092

Office: (770) 408-1800, ext 160

Fax: (770) 408-1801

LBiggs@southernunion.com

Professional Dispositions Assessed

Within the field of education, great value is placed on professional dispositions. Therefore, professional dispositions assessment results are an example of data that is regularly analyzed for continuous improvement.

Exemplary candidates demonstrate professional dispositions that are evaluated at several levels in the Oakwood EPP (See levels II and III in the certification table). Data is collected and analyzed a minimum of two times in the process toward completion. TABLE 14 provides a copy of the Teacher Disposition Self-Evaluation completed by each teacher candidate.

Further, the candidate's personal impact on P-12 student learning is an important part of documenting candidate and completer effectiveness. Candidates have several opportunities throughout the program to demonstrate their impact on student learning as shown in TABLE 15: Assessments Documenting Candidates' Impact On P-12 Student Learning.

14. OAKWOOD UNIVERSITY EDUCATION DEPARTMENT PRACTICUM TEACHER DISPOSITION SELF-EVALUATION

	DISPOSITIONS	CRITERIA	Target 3	Acceptable 2	Unacceptable 1
1	Attitude	Candidate demonstrates a caring attitude; maintains positive attitudes during and outside of class; provides encouraging feedback to students and peers; demonstrates belief that all students can learn, and is serious about the learning process.			
2	Independence	Candidate is self-motivated; demonstrates awareness of new ideas; creates opportunities; exhibits organization and time management skills			
3	Teaching Curiosity	Candidate is willing to experiment with new ideas and techniques; is familiar with research and current efforts of professional organizations in their field			
4	Professional Ethics	Candidate demonstrates ethical behavior; maintains confidentiality; is honest and trustworthy in communications and interactions with others; maintains a professional appearance; relates well to peers, faculty, staff and other professionals; communicates effectively and appropriately with families			
5	Responsibility	Candidate is punctual; participates in activities and discussions; demonstrates reliability and accountability; uses sound judgment.			
6	Initiative	Candidate is solution-oriented; anticipates situations and develops appropriate responses; actively seeks ways to make a positive difference			
7	Diversity Sensitivity	Candidate is respectful of, and responsive to, individual differences; tolerant of, and responsive to, ideas and views of others; considers backgrounds, interests, and attitudes of all students when planning; provides equitable learning opportunities for all; responds to the needs of all learners.			
8	Reflectivity	Candidate seeks opportunities to evaluate self; recognizes personal strengths and seeks way to enhance them; recognizes personal areas of improvement and initiates plans to strengthen; accepting of constructive feedback from others.			
		Disposition Score= Total/24*3			

Legend: Target= Always; Acceptable=Regularly; Unacceptable=Seldom

Revised 6/1/2022

COMMENTS:

Teacher Candidate Signature

Date

Revised 6/1/2022

Name of Candidate:

Teacher Candidate Plans for Improvement

Outline a plan for improving all areas in need of improvement as evident in the rubric. Provide as much detail as you can. Attach additional page, if necessary.

Advisor/Supervisor Signature: _____ **Date:** _____

Teacher Candidate Signature: _____ **Date:** _____

Revised 6/1/2022

15. ASSESSMENTS DOCUMENTING CANDIDATE IMPACT ON P-12 STUDENT LEARNING

While many elements of the Unit's Assessment System document how effectively candidates have impacted the learning and development of P-12 students, several specific assessments have been incorporated into the assessment system to ensure documentation of this important element of the Unit's programs. The following matrix list courses and/or clinical/field experiences during which the candidate is expected to demonstrate this.

Learning & Development	Courses/ Experiences	Assessments
1. Development of lesson plans addressing "multiple intelligences"	311, 318, 340/341, 342, 420/430	Key Assessment 1b: Teaching Reading Elementary Key Assessment 1c: EdTPA Key Assessment 3: Planning for Instruction (Internship Only – Week 15)
2. Development of lesson plans addressing authentic learning experiences	340/341, 342, 420/430	Key Assessment 1b: Teaching Reading Elementary Key Assessment 1c: EdTPA Key Assessment 3: Planning for Instruction (Internship Only- Week 15)
3. Pretest and post-test results	420/430	Key Assessment 5: Impact on Student Learning (Practicum Only – Week 13)
4. Review and analysis of individualized standard test scores	340/342	Key Assessment 1b: Teaching Reading Elementary Key Assessment 1c: EdTPA Key Assessment 5: Impact on Student Learning (Practicum Only – Week 13)
5. Development of plans for improvement specifically focused on impacting the learning and development of ALL P-12 students	340/342, 420/430	Key Assessment 3: Planning for Instruction (Internship Only- Week 15) Key Assessment 5: Impact on Student Learning (Practicum Only – Week 13)
6. Videotaping and self-evaluation using a rubric focused on impacting and the learning and development of ALL P-12 students.	420/430	Key Assessment 1b: Teaching Reading Elementary Key Assessment 1c: EdTPA

Learning & Development	Courses/ Experiences	Assessments
7. Including artifacts in the portfolio related to impacting the learning and development of ALL P-12 students.	340/341, 342, 420/430 Include samples of student work for EdTPA analysis	Key Assessment 1b: Teaching Reading Elementary Key Assessment 1c: EdTPA Key Assessment 4: Electronic Portfolio (Internship Only – Week 16)
8. Differentiated Instruction	420/430	Key Assessment 3: Planning for Instruction (Internship Only- Week 15) Key Assessment 5: Impact on Student Learning (Practicum Only – Week 13)

D. Review for Discrepancies

The EPP strengths and weaknesses are indicated by the data. This information is summarized and shared with the TEARC committee. In addition to analyzing data for trends and program strengths and weaknesses, the data is further reviewed by the TEARC to identify discrepancies between apriori set standards (set earlier by EPP/UBCF with approval by TEARC) and performance outcomes.

The TEARC is scheduled to meet at least one time each fall and spring semester. Additional meetings are scheduled as needed with ad-hoc special focus subcommittees. In addition to reviewing program trends, strengths and weaknesses provided in reports from the data analyst and EPP, the TEARC engages in identification of discrepancies between candidate performance and goals. Possible modifications or changes to the EPP for the purpose of resolving the discrepancies are discussed and recommendations made for program improvement.

E. Develop Action Plans

It is at this point in the process that the discrepancies between apriori goals and candidate performance review is formalized into systematic discrepancy resolution action plans, the purpose of which is continuous program improvement.

The TEARC and key stakeholders develop action plans that may include adaptation and changes at all levels necessary for program improvement. Decisions made at these meetings will be tracked in the minutes of the meetings.

V. Summary and Example of Continuous Improvement Process

The QAS assessment process is a cohesive system for collecting, reviewing and making decisions for program improvement. An example of the process of continuous improvement is explicated in TABLE 16: “Data Collection, Analysis, Discrepancy Resolution, and Plans for Continuous Program Improvement”.

16 Example: Data Collection, Analysis, Discrepancy Resolution and Plans for Continuous Program Improvement Summary

Program Design/ Evaluation Question	Program Inquiry Referent & Transition Pt	Type and Source of Data	Time of Admin	Criterion	Results	Discrepancy Feedback	Action Plan
1.Has the program provided courteous and careful advisement?	Function Level III	Spring Eval	Sp Wk 15	80% select 4 or 5 on a 5-point Likert scale	Met N=35 91%	Continue to make careful advisement A priority	Reg Share advisement Strategies in faculty and Club meetings
2. Has advisement assisted in developing strong academic habits?	Function Level II & III	Spring Eval	Sp Wk 15	80% select 4 or 5 on a 5-point Likert scale	Met N=31 85%	Continue to make careful advisement A priority	Reg Share advisement Strategies in faculty and Club meetings
3. Are resources and services sufficient?	Function Level II & III	Spring Eval	Sp Wk.15	70% select 4 or 5 on a 5-point Likert scale	Met N=28 72% sufficient	Continue to monitor assignments that require services	Reg record materials used and ordered
4. Are resources and services being utilized by candidates?	Function Level II & III	Spring Eval	Sp Wk.15	70% select 4 or 5 on a 5-point Likert scale	Not Met N=28 68% utilized	Reg Identify type of assignments and services needed	Carefully monitor materials and services available
5. Has the program been able to recruit and retain appropriate number of students in the degree programs?	Function Level II & III	Spring Eval	Sp Wk. 15	70% programs enroll at least 5 in each program over 3 yrs	Not Met 60% N=12 Enrolled in 4 programs over 3 yrs	Meet with Univ recruitmt officers each semester	Carefully monitor all possible platforms to assure information spread Reg meet socially with enrollees
6. Do SBCF evaluate the program as effective?	Q/S Level III	Fall & Spr Eval	Fall & Spr Wk.16	80% select favorable rating on Likert scale	Met N=25 91%	Reg identify SBCF perspectives in meetings and discussions	Carefully monitor expression of satisfaction and concerns

Program Design/ Evaluation Question	Program Inquiry Referent & Transition Pt	Type and Source of Data	Time of Admin	Criterion	Results	Discrepancy Feedback	Action Plan
8. Are employers satisfied with the overall program preparation of candidates?	Q/S Completers	AL Report Card	Fall	90% select 4 or 5 on 5-point Likert scale	Met N=24 92%	Contact employers as is possible when student hired	Identify completer concerns and give support
9. Do SBCF evaluate the program as effective?	Q/S	Internship Packet	Fall/Spr Wk.16	90% select 4 or 5 on 5-point Likert scale	Met N=26 93%	UBCF Supervisor engage reg with SBCF to give support	Identify & give candidate support needed
10. Are candidates satisfied with instruction?	Q/S	Fall/Spring Sch Eval	Fall/Spr Wk 16	70% select 4 or 5 on 5-point Likert scale	Met N=24 75%	Continue to monitor candidate needs share (confidently) in faculty meetings	Encourage classes to Quick SAS Review of satisfaction each week and share
11. Does the program prepare the candidates for professional achievement?	Candidate Level III	Fall/Spring Content Area Eval	Fall/Spr Wk.16	90% judged prepared by SBCF	Met N=23 94%	Continue to engage with Content Specialists to monitor needs	Candidates engaged in advisement and club meeting discussions
12. Do candidates demonstrate tenants of the conceptual framework?	Candidate Level II & III	Fall/ Spr Practicum & Internship Evals	Fall/Spr Wk. 16	90% judged prepared by SBCF	Met N=23 94%	Continue to engage with Content Specialists to monitor needs	Candidate engaged in advisement and club meetings topical sharing
13. Does the program provide adequate internship experience?	Candidate	Fall/ Spr Practicum & Internship Evals	Fall/Spr Wk. 16	90% judged prepared by SBCF	Met N=23 94%	Continue to engage with Content Specialists to monitor needs	Candidate engaged in advisement and positive sharing

Revised 6/14/22

APPENDICES/FORMS

OAKWOOD UNIVERSITY
DEPARTMENT of EDUCATION
INTERN EVALUATION OF UNIVERSITY-BASED CLINICAL FACULTY
(Complete and give to the Field Experiences Coordinator)

Grade Level: _____ **Subject(s)** _____ **Date** _____

Major: _____

Name of Intern: _____

School-Based Clinical Faculty: _____

University-Based Clinical Faculty: _____

Please rate the University-Based Clinical Faculty's mentoring and support during internship on the following rating scale.

5=Strongly Agree, 4=Agree, 3=Somewhat Agree, 2=Disagree, and 1=Strongly Disagree

Circle only one (1) number for each item:

- | | | | | | |
|--|---|---|---|---|---|
| 1. The UBCF was accessible. | 5 | 4 | 3 | 2 | 1 |
| 2. The UBCF provided helpful feedback. | 5 | 4 | 3 | 2 | 1 |
| 3. The UBCF guided in developing my skills as a reflective practitioner. | 5 | 4 | 3 | 2 | 1 |
| 4. The UBCF discussed all evaluations with me. | 5 | 4 | 3 | 2 | 1 |
| 5. The UBCF paid close attention to my performance during observations. | 5 | 4 | 3 | 2 | 1 |
| 6. The UBCF made specific comments and workable suggestions for improvement. | 5 | 4 | 3 | 2 | 1 |
| 7. The UBCF listened to my comments. | 5 | 4 | 3 | 2 | 1 |

Intern's Comments:

Supervisor's signature _____

Teacher candidate's signature _____

OAKWOOD UNIVERSITY
Department of Education Internship
Diversity Report

____ **Elementary** ____ **ELA** ____ **Math** ____ **Social Studies**

Student: _____ Date: _____
School: _____ Grade/Subject: _____
Teacher: _____ Major: _____ Classification: _____

Gender: male () female ()
Ethnicity: Black () White () Hispanic () Asian () Other _____

Total Number of Students: _____

Gender: male ____ female ____

Ethnicity: Black ____ White ____ Hispanic ____ Asian ____

Native American ____ Other

____ *Number of Students in the following programs:*

____ Title I Reading	____ Space Program
____ Gifted	____ Magnet Program
____ English as a Second Language	____ Special Education
____ Other (please specify) _____	

MULTICULTURAL STRATEGIES AND REFLECTIONS: (Use the back of this form for additional comments)

B. GENERAL COMMENTS/CLASSROOM DESCRIPTIONS/OBSERVATIONS:(Use the back of this form for additional comments)

Oakwood University
Department of Education
Disposition Evaluation

Elementary_____

Secondary Major_____

Name_____Date_____

Dispositions	Distinguished (4)	Acceptable (3)	Needs Improvement (2)	Inadequate (1)	Score
1. Attitude	Candidate consistently demonstrates a caring attitude; maintains positive attitudes during and outside of class; provides encouraging feedback to students and peers; demonstrates belief that all students can learn by using multiple approaches that assure accommodation/ modification for learning, and is thoughtful about the learning process	Candidate demonstrates a caring attitude; maintains positive attitudes during and outside of class; provides encouraging feedback to students and peers; demonstrates all students can learn but limited in approaches that assure accommodation/ modification for learning, is thoughtful about the learning process	Candidate demonstrates a caring attitude; maintains positive attitudes during and outside of class; provides feedback to students and peers;	Candidate demonstrates a caring attitude during and outside of class; or Candidate provides limited feedback to students and peers	
2. Independence	Candidate is consistently self-motivated; demonstrates awareness of new ideas; creates learning opportunities; consistently exhibits organization and time management skills	Candidate is self-motivated; demonstrates awareness of new ideas; exhibits organization and time management skills	Candidate is self-motivated; demonstrates awareness of new ideas	Candidate shows limited self-motivation or Candidate shows limited awareness of new ideas or Candidate shows limited organization and time management skills	
3. Teaching Curiosity	Candidate experiments with new ideas and techniques; references research and is current on efforts of professional organizations in their field; applies research in reflective statements and the teaching/learning process	Candidate experiments with new ideas and techniques; references and applies research in reflective statements and the teaching/ learning process.	Candidate experiments with new ideas and techniques; references research in reflective statements	Candidate experiments with new ideas and techniques or Candidate references and applies research in reflective statements	
4. Professional Ethics	Candidate demonstrates ethical behavior; maintains confidentiality; is honest and trustworthy in communications and interactions with others; maintains a professional appearance; relates well to peers, faculty, staff and others; communicates effectively and appropriately with families	Candidate demonstrates ethical behavior; maintains confidentiality; is honest and trustworthy in communications and interactions with others; maintains a professional appearance	Candidate demonstrates ethical behavior; maintains confidentiality; is honest and trustworthy in communications and interactions with others	Candidate demonstrates ethical behavior; or Candidate maintains confidentiality; or Candidate is honest and trustworthy in communications and interactions with others;	

5. Responsibility	Candidate is punctual; participates in activities and discussions; consistently demonstrates reliability and accountability as a professional educator; consistently uses sound judgment	Candidate is punctual; participates in activities and discussions; demonstrates reliability and accountability;	Candidate is punctual; participates in activities and discussions;	Candidate shows punctuality, or Candidate participates in activities and discussions, or demonstrates reliability and accountability	
6. Initiative	Candidate is solution-oriented; anticipates situations and develops appropriate responses; actively seeks ways to make a positive difference; shows leadership in identifying tasks.	Candidate is solution-oriented; anticipates situations and develops appropriate responses; seeks ways to make a positive difference	Candidate identifies solutions; anticipates situations and develops appropriate responses	Candidate identifies solutions or Candidate anticipates situations or Candidate seeks ways to make a positive difference	
7. Diversity Sensitivity	Candidate is respectful of, and responsive to individual differences; embraces and is responsive to ideas and views of others; considers backgrounds, interests, and attitudes of all students when planning; provides equitable learning opportunities for all; responds to the needs of individual learners; assures representation of various cultures in learning protocols	Candidate is respectful of, and responsive to individual differences; embraces and is responsive to ideas and views of others; considers backgrounds, interests, and attitudes of all students when planning; provides equitable learning opportunities for all; responds to the needs of learners	Candidate is respectful of, and responsive to individual differences; embraces and is responsive to ideas and views of others; considers backgrounds, interests, and attitudes of all students when planning	Candidate is respectful of, and responsive to individual differences or Candidate embraces and is responsive to ideas and views of others; or Candidate considers backgrounds, interests and attitudes of all students when planning	
8. Reflectivity	Candidate seeks opportunities to evaluate self; recognizes personal strengths and seeks ways to enhance them; recognizes personal areas that need improvement and initiates plans to strengthen them; accepting of constructive feedback from others	Candidate seeks opportunities to evaluate self; recognizes personal strengths and seeks ways to enhance them; recognizes personal areas that need improvement and initiates plans to strengthen them	Candidate seeks opportunities to evaluate self; recognizes personal strengths and seeks ways to enhance them; recognizes personal areas that need improvement	Candidate seeks opportunities to evaluate self or Candidate recognizes personal strengths and seeks ways to enhance them or Candidate recognizes personal areas that need improvement	
	TOTAL SCORE				

COMMENTS:

Teacher Candidate Name (Please Print) _____

Teacher Candidate Signature _____

Date _____

Teacher Candidate Plans for Improvement

Outline a plan for improving all areas in need of improvement as evident in the rubric. Provide as much detail as you can. Attach additional page(s) if necessary.

Advisor/ Supervisor Signature _____

Date _____

Teacher Candidate Signature _____

Date _____

Disposition Rubric 3/11/18

Oakwood University Department of Education
Candidate Evaluation of **School Based Clinical Faculty**

Grade Level: _____ **Subjects:** _____ **Date:** _____ **Name of Intern:** _____ **Major:** _____

School Based Clinical Faculty: _____

Instruction: Carefully read each item and rate the extent to which you agree. **Strongly agree – 4, Agree-3, Disagree -2, Strongly Disagree – 1.**

#	DESCRIPTION	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1
1	The SBCF was accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	The SBCF provided helpful feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	The SBCF guided in the development of my skills as reflective practitioner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	The SBCF discussed all evaluation with me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	The SBCF paid close attention to my performance during observation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	The SBCF identified specific areas of strength	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	The SBCF identified specific areas needing improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	The SBCF was attentive to my concerns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	The SBCF was provided actionable feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	The SBCF encouraged me to think critically about my teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My overall rating of the SBCF is		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Oakwood University Education Department
Candidate Evaluation of **University Based Clinical Faculty**

Grade Level: _____ **Subjects:** _____ **Date:** _____

Name of Intern: _____ **Major:** _____

School Based Clinical Faculty: _____

Instruction: Carefully read each item and rate the extent to which you agree:

Strongly agree – 4, Agree-3, Disagree -2, Strongly Disagree – 1.

#	DESCRIPTION	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1
1	The University Based Clinical Faculty (UBCF) was accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	The UBCF provided helpful feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	The UBCF guided in the developing my skills as reflective practitioner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	The UBCF discussed all evaluation with me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	The UBCF paid close attention to my performance during scheduled observation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	The UBCF made specific suggestion for improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	The UBCF listened to my concerns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	The UBCF encouraged creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	The UBCF visited as scheduled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	The UBCF encouraged me to think critically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My overall rating of the University Based Clinical Faculty		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Oakwood University Department of Education
School Based Clinical Faculty Evaluation of **University Based Clinical Faculty (Supervisor)**

University Based Clinical Faculty _____ Semester: _____ Date: _____

School Based Clinical Faculty _____

Instruction: Carefully read each item and rate the extent to which you agree.

Strongly agree – 4, Agree-3, Disagree -2, Strongly Disagree – 1.

#	DESCRIPTION	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1
1	The University Based Clinical Faculty (UBCF) adequately explained the internship process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	The UBCF adequately explained the program requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	The UBCF attended scheduled conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	The UBCF demonstrated professional ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	The UBCF was accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	The UBCF demonstrated professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	The UBCF visited at least four times during internship				
Please provide an overall rating of the University Based Clinical Faculty		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

**OAKWOOD UNIVERSITY DEPARTMENT OF EDUCATION
SCHOOL-BASED CLINICAL FACULTY FEEDBACK TO THE EDUCATOR PREPARATION
PROVIDER**

1. Name of Teacher _____
2. Name of School _____ 3.
Type of classroom (e.g., self-contained, team teaching, elementary, middle, or
secondary). _____
1. How many Oakwood interns have you supervised? _____
2. Did you attend the School-Based Clinical Faculty's meeting at Oakwood University? **YES**
or **NO**
3. Do you consider Oakwood University interns helpful to your classroom? **YES** or **NO**

Please rate the Oakwood University Teacher Candidates' Preparedness based on the following criteria (**Excellent=4; Good=3; Fair=2; Poor=1**). The Oakwood University **intern's**:

	EVALUATION CRITERIA	EXCELLENT	VERY GOOD	FAIR	POOR
1	Knowledge of the facts and principles of the subject matter in his/her field CF 1				
2	Ability to use multiple, well-orchestrated approaches for instruction to assist and assess students in the mastery of content in his/her field of study CF2				
3	Knowledge of and ability to demonstrate effectively, the use of multiple strategies, while teaching content in a multicultural setting CF3				
4	Ability to integrate technology effectively as a tool to enhance students' learning experiences CF4				
5	Actions as caring professionals committed to preparing students for lifelong learning CF 5				
6	Broad knowledge of the humanities and sciences CF 6				
7	Knowledge of and skills in assessing student progress CF 7				
8	Ability to work with all students in the classroom, including students with special needs; CF 8				

9	Commitment to service through his/her participation in extra-curricular and service-related activities CF 9				
10	Ability to address diversity in teaching CF 8				
11	Commitment to professional development through attendance at faculty meetings etc., CF 10				
12	Use of research, assessment, and reflection to improve professional practice CF 11				
13	Ability to listen and respond thoughtfully to constructive feedback D1, 2				
14	Ability to work in a collegial and cooperative manner; S/he actively contributes to positive group functioning CF 15; D 4				
15	Familiarity with community interests and demographics when planning for instruction CF 15				
16	How would you rate the intern's knowledge of state curriculum? and programs?				
17	How would you rate Oakwood's teacher education program as a whole?				

What suggestions do you have for improving the Oakwood University's teacher preparation program?
Use the reverse of this page if necessary.

Oakwood University Education Department

University Based Clinical Faculty Evaluation of **School Based Clinical Faculty**

University Based Clinical Faculty _____ **Semester:** _____ **Date:** _____

School Based Clinical Faculty _____

Instruction: Carefully read each item and rate the extent to which you agree. **Strongly agree – 4, Agree-3,**

#	DESCRIPTION	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1
1	The School Based Clinical Faculty adequately explained the program objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	The SBCF adequately explained the program requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	The SBCF attend required university-scheduled meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	The SBCF demonstrated professional ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	The SBCF modeled best practice in education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please provide an overall rating of the School Based Clinical Faculty		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Disagree -2, Strongly Disagree – 1.

REFLECTIVE EVALUATION OF LESSON PRESENTATION

UNIVERSITY-BASED CLINICAL FACULTY & SCHOOL-BASED CLINICAL FACULTY EVALUATION FORM

Please use this form to assist you in evaluating the intern in your classroom. Do discuss your findings with the intern and the University -Based Clinical Faculty as needed. They will also assist you in documenting the weaknesses and strengths of the intern.

Rating Scale:

5 =Outstanding The lesson was clear and achieved all the objectives for the task and exceeds the expectations of an intern and is highly rated by my School-Based Clinical Faculty.

4 = Commendable The lesson was focused and demonstrated a logical sequence of presenting information to students in a meaningful manner.

3 = Average The lesson was adequate and achieved the major goals set for the task.

2= Marginal The lesson lacks the basic requirements of the task.

1=Unacceptable Performance reflect a failing level of teaching performance.

1. Anticipatory set (introduction of the lesson)	5	4	3	2	1
2. Connected to previous lesson	5	4	3	2	1
3. Lesson clarity	5	4	3	2	1
4. Teaching strategies	5	4	3	2	1
5. Utilized visual aids	5	4	3	2	1
6. Knowledge of subject matter	5	4	3	2	1
7. Addressed individual differences	5	4	3	2	1
8. Sensitivity to diversity	5	4	3	2	1
9. Objectives met	5	4	3	2	1
10. Classroom management techniques	5	4	3	2	1
11. Brought lesson to closure	5	4	3	2	1
12. Integrated technology	5	4	3	2	1
13. Promotion of critical thinking	5	4	3	2	1
14. Utilized cooperative learning techniques	5	4	3	2	1
15. Evaluation Techniques	5	4	3	2	1
16. Evidence of belief that all students can learn	5	4	3	2	1
17. OVERALL RATING OF LESSON	5	4	3	2	1

(Continued next page)

Overall evaluation of the teacher candidate's progress to date (Circle One):

Outstanding

Commendable

Average

Marginal

Unacceptable

School-Based Clinical Faculty/Supervisor's signature _____

Teacher candidate's signature _____

Please comment on or indicate areas in need improvement in the space below. Thank you.

Teacher Candidate's Response:

Elementary Education

Subject Area Evaluation

Student's Name _____ Area of Certification _____
Major _____ Classification _____ School _____
_____ School-Based Clinical Faculty _____ Grade _____

Recommendation for certification requires the student teacher's competency in synthesizing and sustaining all the following items, in a manner appropriate to a beginning professional. This recommendation should reflect the competency for the intern at the end of the intern experience.

Directions: Using the following symbols, enter the appropriate number on the line in front of each item.

- 4 - Exceptional - The candidate demonstrates *exceptional* understanding and/or skill expected of teaching professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard place the candidate at a level far beyond peers.
- 3 - Proficient - The candidate demonstrates *proficient* understanding and/or skill expected of teaching professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is consistent with that of effective pre-service teachers.
- 2 - Basic - The candidate demonstrates *basic* understanding and/or skill expected of teaching professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is consistent with pre-service teachers' initial understanding and/or performance in this area.
- 1 - Unacceptable - The candidate does not demonstrate *minimal* understanding and/or skill expected of teaching professionals at the Class B level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is unsatisfactory.

Candidate

Has knowledge of:

_____ Diagnostic tools to use in monitoring the acquisition of reading skills, improving reading instruction, and identifying students who require additional instruction. (1)(a)2., CF2

1. _____ Developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; the importance of the writing process in the teaching of reading; and the role of writing across the curriculum.

(1)(a)4., CF1

English Language Arts Education

Subject Area Evaluation

Student's Name _____ Area of Certification _____
Major _____ Classification _____ School _____
_____ School-Based Clinical Faculty _____ Grade _____

Recommendation for certification requires the student teacher's competency in synthesizing and sustaining all the following items, in a manner appropriate to a beginning professional. This recommendation should reflect the competency for the intern at the end of the intern experience.

Directions: Using the following symbols, enter the appropriate number on the line in front of each item in the table that follows.

- 4 - Exceptional - The candidate demonstrates *exceptional* understanding and/or skill expected of teaching professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard place the candidate at a level far beyond peers.
- 3 - Proficient - The candidate demonstrates *proficient* understanding and/or skill expected of teaching professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is consistent with that of effective pre-service teachers.
- 2 - Basic - The candidate demonstrates *basic* understanding and/or skill expected of teaching professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is consistent with pre-service teachers' initial understanding and/or performance in this area.
- 1 - Unacceptable - The candidate does not demonstrate *minimal* understanding and/or skill expected of teaching professionals at the Class B level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is unsatisfactory.

Candidate
Has knowledge of:
<ol style="list-style-type: none"> 1. _____ The writing process including the stages of prewriting, drafting, revising, editing, and publishing, and the role of writing across the curriculum. (1)(a)2., CF1 2. _____ The impact of purpose, occasion, and audience on written and spoken discourse. (1)(a)3., CF1 3. _____ Effective listening techniques. (1)(a)5., CF2 4. _____ Appropriate communication tasks consistent with the developmental levels of students and the inter-relatedness of listening, speaking, reading, and writing. ED 332 might also be used to meet this standard. (1)(a)8., CF3 5. _____ Strategies that enable students to read fluently at grade level and to be able to learn from reading. (1)(a)10, CF2
Has ability to: <ol style="list-style-type: none"> 1. _____ Use various patterns and research competency, support of a given view. 2. _____ Analyze questions objectively and write grammatically understanding will be crystal Clear. 3. _____ Identify subjects, thesis statements, types and characteristics of creative writing. 4. _____ Present ideas clearly and persuasively in support of given viewpoints and write analytically and grammatically. 5. _____ Teach students to explore and relate personal experiences and develop interpretations. (1)(b)9., CF2 6. _____ Teach students to identify facts, implications, assumptions, inferences, and judgments in both spoken and written discourse. (1)(b)10., CF3 7. _____ Teach students to structure and expand ideas into coherent writing. (1)(b)11., CF3 8. _____ Teach the writing process including the stages of prewriting, drafting, revising, editing, and publishing. (1)(b)12., CF2 9. _____ Use peer and teacher conferencing and rubric assessment to help students edit and revise their writing. (1)(b)13., CF7 10. _____ Teach students to apply discipline-specific reading and writing strategies in all content areas. (1)(b)14., CF3 11. _____ Select appropriate research-based strategies and materials to meet the needs of struggling readers. (1)(b)15, CF11

Mathematics Education

Subject Area Evaluation

Student's Name _____ Area of Certification _____
Major _____ Classification _____ School _____
School-Based Clinical Faculty _____ Grade _____

Recommendation for certification requires the student teacher's competency in synthesizing and sustaining all the following items, in a manner appropriate to a beginning professional. This recommendation should reflect the competency for the intern at the end of the intern experience.

Directions: Using the following symbols, enter the appropriate number on the line in front of each item.

- 4 - Exceptional - The candidate demonstrates *exceptional* understanding and/or skill expected of teaching professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard place the candidate at a level far beyond peers.
- 3 - Proficient - The candidate demonstrates *proficient* understanding and/or skill expected of teaching professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is consistent with that of effective pre-service teachers.
- 2 - Basic - The candidate demonstrates *basic* understanding and/or skill expected of teaching professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is consistent with pre-service teachers' initial understanding and/or performance in this area.
- 1 - Unacceptable - The candidate does not demonstrate *minimal* understanding and/or skill expected of teaching professionals at the Class B level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is unsatisfactory.

Candidate	
Has knowledge of:	
1. _____	Basic calculations, number systems and algebraic operations to solve problems. CF1
2. _____	Concepts of number (such as equivalency, greater than, and less than), number theory; and number systems, and computational algorithms, including estimation and approximation. (1)(a)2., CF1
3. _____	The intellectual, historical, philosophical and sequential nature of mathematics and the interrelated nature of the various branches of mathematics. (1)(a)3., CF1
4. _____	Math manipulatives and their use in effectively teaching mathematics. (1)(a)4., CF2

5. ____ Problems using the properties of geometric figures. CF1
6. ____ Understanding of basic concepts, principles, theories, and results in calculus. CF1
7. ____ Mathematics vocabulary and symbols and mathematics as the basic language of science and the relationship of mathematics to emerging technologies. (1)(a)7., CF1
8. ____ The role, nature, and limitations of calculators and computers as tools in solving problems. (1)(a)8., CF1
9. ____ Computer applications sufficient to be able to evaluate, modify, and/or use available programs to solve problems. (1)(a)9., CF7
10. ____ Inquiry and its use in effectively teaching mathematics. (1)(a)10., CF2
11. ____ Technological advances that affect the teaching of mathematics, such as calculators, computers, satellite classes, videotaping, and videodiscs (1)(a)11., CF7
12. ____ Basic properties of functions and their graphs and use these to solve problems. CF1
13. ____ An understanding of the relationship between discrete and continuous representations, and how they can be used in problem solving. CF1

Has ability to:

1. ____ Use fundamental mathematical operations, algorithms, and measurements essential to teaching the full range of secondary mathematics. (1)(b)1., CF2
2. ____ Demonstrate skill in mathematical reasoning, manipulation, and calculation CF2
3. ____ Demonstrate proficiency in unit analysis, approximate error and limit for problem situations involving measurement. CF2
4. ____ Use a variety of manipulative and visual materials to help students explore and develop mathematical concepts. (1)(b)4.
5. ____ Conduct and lead students in inquiry math activities. (1)(b)5., CF3
6. ____ Use estimation and approximation skills and assess the reasonableness of solutions to problems. (1)(b)6., CF7
7. ____ Demonstrate the ability to summarize, analyze and interpret data sets. CF2
8. ____ Compute the probability of simple and compound events. CF4
9. ____ Develop concrete models of mathematical concepts; use concrete models to develop algorithms; and select or create appropriate mathematical models to solve problems in mathematics and in other disciplines. (1)(b)9., CF2
10. ____ Use technology and other resources to enhance the teaching of mathematics and to promote students' understanding of mathematical concepts. (1)(b)10., CF7
11. ____ Use matrix properties to solve systems of linear equations. CF1

Religious Education
Subject Area Evaluation

Student's Name _____

Major _____ Classification _____ School _____
School-Based Clinical Faculty _____ Grade _____

Recommendation for certification requires the student teacher's competency in synthesizing and sustaining all the following items, in a manner appropriate to a beginning professional. This recommendation should reflect the competency for the intern at the end of the intern experience.

Directions: Using the following symbols, enter the appropriate number on the line in front of each item in the tables.

- 4 - Exceptional - The candidate demonstrates *exceptional* understanding and/or skill expected of teaching professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard place the candidate at a level far beyond peers.
- 3 - Proficient - The candidate demonstrates *proficient* understanding and/or skill expected of teaching professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is consistent with that of effective pre-service teachers.
- 2 - Basic - The candidate demonstrates *basic* understanding and/or skill expected of teaching professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is consistent with pre-service teachers' initial understanding and/or performance in this area.
- 1 - Unacceptable - The candidate does not demonstrate *minimal* understanding and/or skill expected of teaching professionals at the Class B level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is unsatisfactory.

Candidate
Has knowledge of: <ul style="list-style-type: none">1. _____ Interpreting the message of Scripture employing sound hermeneutical and exegetical principles that are compatible with a Christo-centric and SDA worldview.2. _____ Interpreting the history of the Christian Church, including Seventh-day Church, in light of God's guidance in the establishment of his kingdom and the fulfillment of his plan of salvation through history.

Has the ability to:

1. _____ Practice a personal Spirit-led relationship with Christ thorough a regular devotional life based on the spiritual disciplines to facilitate formation and maturation.
2. _____ Critique the dogmatic categories of theology and humanistic philosophies in light of biblical theology.
3. _____ Develop, from a Christ-centered perspective, a theology of social responsibility through structured service-learning projects that meet community needs.

**General Social Studies Education
Subject Area Evaluation**

Student's Name _____
 Major _____ Classification _____ School _____
 _____ School-Based Clinical Faculty _____ Grade _____

Recommendation for certification requires the student teacher's competency in synthesizing and sustaining all the following items, in a manner appropriate to a beginning professional. This recommendation should reflect the competency for the intern at the end of the intern experience.

Directions: Using the following symbols, enter the appropriate number on the line in front of each item.

- 4 - Exceptional - The candidate demonstrates *exceptional* understanding and/or skill expected of teaching professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard place the candidate at a level far beyond peers.
- 3 - Proficient - The candidate demonstrates *proficient* understanding and/or skill expected of teaching professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is consistent with that of effective pre-service teachers.
- 2 - Basic - The candidate demonstrates *basic* understanding and/or skill expected of teaching professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is consistent with pre-service teachers' initial understanding and/or performance in this area.
- 1 - Unacceptable - The candidate does not demonstrate *minimal* understanding and/or skill expected of teaching professionals at the Class B level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is unsatisfactory.

Candidate
<p>Has knowledge of:</p> <ol style="list-style-type: none"> 1. _____ Key concepts, generalizations, and methods of inquiry appropriate to the study of the target social science. (1), CF1 2. _____ Historical themes concerning the origin and evolution of the United States, the state and region, Western civilization, and non-Western civilization in a chronological setting. (1)(a)1., CF1 3. _____ American federal, state, and local governments; domestic and international issues facing the United States; governments of other nations; and basic characteristics of international relations. (1)(a)2., CF1

4. _____ Human behavior and social relationships. (1)(a)5., CF1
5. _____ The interrelationships of economic, political, social, psychological, and technological forces in the shaping of societies and cultures. (1)(a)6., CF1

Has the ability to:

1. _____ To interrelate social science concepts and teach the target social science from an interdisciplinary perspective. (1)(b), CF2
2. _____ Analyze the origins and evolution of the history of the United States from the dawn of history to the Present.
3. _____ Analyze the origins and evolution the history of the World from the birth of history to the Present.
4. _____ Analyze the American federal, state, and local government.
5. _____ Analyze the five basic themes of geography (location, place, relationships with places, movement, and regions) in the shaping of the state and the world.

Elementary:

Key Assessment 3

KEY ASSESSMENT #3 PLANNING FOR INSTRUCTION

Oakwood University

Program: Class B Elementary Education K-6

Course: ED 420 Internship

Expected Level of Performance: Level 3 "Proficient" or higher

Location to Post Assignment: _____

Due Date: _____

Scored by: Instructor

DIRECTIONS AND ASSIGNMENT GUIDE FOR THE PLANNING PORTFOLIO

You are required to teach 10 consecutive days for your first and second internship placements. During your 20 days of teaching, you must develop and write your own lesson plans. The lesson plans should be approved by the cooperating teacher before you are scheduled to teach them.

You are responsible for taking on the role of the teacher by planning and teaching lessons for English Language Arts, Mathematics, Science, Social Studies, and the Arts in a K-6 classroom. For this assignment candidates are required integrate health and physical education into at least one lesson plan. Select your best 10 consecutive lesson plans for each subject area or include integrated lesson plans across the content areas. All subject areas must be represented in the 10 lesson plans.

Part 1: Write Your Lesson Plans

- Review with the cooperating teacher the subject areas to note where you will start with the curriculum for each subject area: Reading, Writing and Oral Language (ELE 2.1), Science (ELE 2.2), Mathematics (ELE 2.3), Social Studies (ELE 2.4), The Arts (ELE 2.5), Health (ELE 2.6) and Physical Education (ELE 2.7)
- Develop lesson plans using the template provide for the internship. Be sure to discuss the subject standards, essential questions and goals set out for the unit from which this lesson comes. (ELE 1.0)
- Begin by identifying one or more standards using the Alabama Course of Study. Write your lesson plans incorporating all parts contained in the template. Be sure to include a detailed outline of the learning activities in the lesson plans. Include a variety of resources you will use to prepare the lessons (e.g., similar lesson plans that you found on the Internet, information from cooperating teacher, textbook, etc.). Attach these to the lesson plans. (ELE)

- Review the research on 21st Century learning skills. Identify and provide multiple opportunities for students to demonstrate 21st Century Learning Skills that focus on critical thinking, content knowledge, and social and emotional competencies that lead to essential life and career skills including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility. (ELE 3.1; 3.3; 3.4)
- Along with the lesson plan you should also attach all handouts provided to the students (this includes directions, worksheets, technology resources, etc.). Attach handouts only for the lesson you will teach. (ELE 1.0; 3.1)
- Attach your assessment. However, you should include a brief description of the performance task and other evidence (formative and summative assessment) that your cooperating teacher expects you to use. (Only for the lesson you will teach) Include in the lesson plan's developmentally appropriate and challenging learning experiences. (ELE 4.0)
- Outline the lesson plan (teaching & learning activities). This plan should be aligned clearly with the desired results (i.e., geared towards having students meet the objectives, answer the essential questions, and completing the assessment activities). The lesson plans should include all components:
 - A. List of instructional materials & resources (including language supports).
 - B. Timeline: next to each step, indicate approximate length of time you expect each step to take.
 - C. Introductory activities: hook/capture student interest to build a safe, positive learning environment. Set the stage, relate to previous learning (review), and how these fits into what is to follow (preview), tell students what they will learn and be expected to do because of the lesson.
 - D. Developmental activities: outline the content and outline the instructional strategies & learning activities. Include details of what you will do, how you will organize/prepare students for tasks, and what students will do. If you plan to involve students in discussion, list key/stem questions that you might ask to generate discussion.
 - E. Closing activities: list activities that you and students will do to summarize the lesson, reinforce what was covered, and tie everything together so students see how the lesson fits into the context of the rest of the course (what they have already done and what is coming next).

Pre-activities (ELE 1.0; 3.1; 3.4) Instruction

The pre-activities are what teachers and students need to do before beginning the lesson. They may be as simple as prerequisites — concepts or topics that should already have been covered. These activities may include activities that will help stimulate students' background knowledge

of the topic, refresh their memory of previous lessons related to this one, or teach critical vocabulary. Or they may list things the teacher needs to do to prepare to teach this lesson

Technology resources

The technology needed section includes technology resources used by both teacher and students, including computers and related resources (internet connections, printers, and specific software such as a word processing application or PowerPoint), scanners and digital cameras, projectors, DVD player, and so on.

- Be as specific as possible when listing software and hardware requirements.
- Specify how many of each resource is needed (one computer per student or one computer per group of students).
- Provide alternatives if possible. For example, if you teach this plan with one computer per student, try to offer a way to teach the plan with students in groups (in activities or supplemental information) and note here that the plan can be so adapted.

Modifications (ELE 2.8 and 3.2)

Modifications are ways a teacher could adapt this plan to teach special audiences, such as students with learning disabilities, gifted and talented children, or English language learners.

Provide information for modifications:

- Explain what audience the modifications are intended for.
- List specific activities for this audience and provide or link to any special resources needed.
- If possible or necessary, explain how the teacher can adapt classroom management strategies to use this plan with multiple audiences at the same time.
- Provide alternative assessments in the field below.

Alternative Assessments (ELE 2.8 or 4.0)

Alternative assessments are means of assessment for special audiences, such as students with learning disabilities or English language learners.

Part 2: Assessment

Develop and plan high quality, standards-based pre-assessments and a post assessments. List in your lesson plans what formal assessments will be used during the lesson to evaluate your student's developing knowledge and skills. The assessment should provide opportunities for students to demonstrate conceptual understanding and problem-solving strategies. (ELE 4.0)

Part 3: Reflecting on the lesson plan and your teaching of the lesson

Analyze the effectiveness of your lesson plan and your teaching using the Oakwood University's lesson plan guide. Use the following to guide you in developing this analysis. (ELE 5.1)

- After teaching the lesson take some time to talk with your cooperating teacher. Find out how she/he thought the lesson went. In your discussion with your teacher explore the following questions and any others on which you would like feedback.
 1. Did I plan and teach the lesson so that the students were able to achieve the objectives of the lesson?
 2. Did I assess my students' achievement of the objectives in the lesson (for many of you this will be informal - such as "name two things we learned.")?
 3. Were the steps to the lesson and instructions (a) clear in my plan (b) clear to the students when I explained these to them?
 4. Was I able to manage the students well? Did the lesson plan motivate the students?
 5. What did I do well? What can I improve upon?
- Then summarize your findings, reflecting in depth as you ask yourself the following more in-depth questions. Also, what is important for you to be successful in this assignment is for you to (a) recognize where you are in your progress towards mastery of these and (b) explain where and how you still need to improve.
 1. Did I plan for and provide learning opportunities that supported the students' intellectual, social, and personal development?
 2. Did I create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities?
 3. Did I plan and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, & performance skills?
 4. Did I plan and create a learning environment that encouraged positive social interaction, active engagement in learning, & self-motivation?
 5. Did I plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals?

To what extent did my plan and my teaching reflect by ability to use formal and informal assessment strategies to evaluate and ensure?

The Scoring Rubric – Planning for Instruction on the following pages serves as an evaluation tool for this process.

#	Element Criteria	Accomplished Level-4	Proficient Level-3	Developing Level-2	Beginning Level-1
1	<p>Development, Learning, and Motivation Learner Development. 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.</p> <p>ELE Standard 1</p>	<p>The lesson plan document includes references to research on major concept, principles, theories related to the development of students. Candidate uses their understanding of how children grow and develop across the developmental domains, how development in each domain impacts growth in the other domains, and how all together they impact learning to plan and implement learning experiences and environments that consider individual children's strengths and needs and are able to articulate the theoretical foundations for their plans and actions.</p> <p>AND</p> <p>The lesson plan provides references to meet all learners to challenge their academic growth.</p>	<p>The lesson plan includes references to support the selection of instructional strategies based on concepts, principles, and theories for the development of the elementary students intended. The lesson plan makes reference to students' culture, prior knowledge, and academic experience. The reference to research is evident for 3 or more the lesson plan phases.</p> <p>Candidate uses their understanding of how children grow and develop across the developmental domains, how development in each domain impacts growth in the other domains, and how all together they impact learning to plan and implement developmentally appropriate and challenging learning</p>	<p>The lesson plan includes general references to support the selection of instructional strategies based on concepts, principles, and theories for the development of the elementary students intended. The lesson plan makes reference to student's culture, OR prior knowledge, OR academic experiences.</p> <p>Candidate understands how children grow and develop across the developmental domains, how development in each domain impacts growth in the other domains, and how all together they impact learning, but do not use this knowledge to plan developmentally appropriate and challenging learning experiences or environments.</p>	<p>The lesson plan document includes a vague reference to research on major concept, principles, theories related to the development of students. The reference to research is evident through 1 of lesson plan phases.</p> <p>Candidate demonstrates little or no understanding of how children grow, develop, and learn. Candidate does not gather information about learners' development.</p>

			experiences and environments that consider individual children's strengths and needs.		
2	<p>Instruction 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.</p> <p>ELE Indicator 3.1 Activities, Activities I do-We do-You do</p>	<p>Candidate's instructional plans are based on evidence of individual student's strengths and needs, and include coordinated use of materials, learning activities, grouping models, educational technologies, and assessments, as well as and adaptations for students with special needs.</p> <p>Candidates plan for use of instructional time by allocating a balance of time for instruction, engaged student learning, and assessment.</p> <p>The lesson plan includes instruction that is based on knowledge of elementary students, learning theory suitable for teaching elementary students' mathematics. The lesson plan includes instructional strategies that include will develop students' problem solving, reasoning and proof, communication, connections, and representation throughout the lesson plan phases. And The lesson plan make reference to research throughout all lesson plan phases.</p>	<p>Candidate's instructional plans are based on evidence of individual student's strengths and needs, and include use of goals, materials, learning activities, grouping models, educational technologies, assessments, and modifications or adaptations for students with special needs.</p> <p>Candidates allocate a balance of time for instruction, academic engagement support, learning activities and assessments.</p> <p>The lesson plan includes instruction that is based on knowledge of elementary students, learning theory suitable for teaching elementary students' mathematics. The lesson plan includes instructional strategies that</p>	<p>Candidate's instructional plans address some but not all of these components: goals, materials, learning activities, grouping models, educational technologies, assessments, and modifications or adaptations for students with special needs, and does not connect or relate these components.</p> <p>Candidate's plans for use of instructional time do not address a balance of time for instruction, engaged student learning, and assessment.</p> <p>The lesson plan includes instruction that is based on some knowledge of elementary students, learning theory suitable for teaching elementary students' mathematics. The lesson plan includes some instructional strategies that include will develop students' problem solving, reasoning and proof, communication, connections, and representation 2 of</p>	<p>Candidate's instructional plans do not address goals, learning activities, materials, grouping models, educational technologies, assessments, and modifications or adaptations for students with special needs.</p> <p>Candidates do not plan for effective use of time in instruction.</p> <p>The lesson plan includes instruction that is loosely based on knowledge of elementary students, learning theory suitable for teaching elementary students' mathematics. The lesson plan includes instructional strategies that include develop students' surface level ability problem</p>

			include will develop students' problem solving, reasoning and proof, communication, connections, and representation throughout the lesson plan phases	the lesson plan phases.	solving, reasoning and proof, communication, connections, and representation.
3	<p>Instruction Adaptation to Students from Diverse populations</p> <p>Adaptation to students from diverse populations. Candidates understand how elementary students differ in their development and approaches to learning and create instructional opportunities that are adapted to students from diverse populations.</p> <p>ELE Indicator 3.2 & 2.8</p>	<p>The lesson plan includes many instructional strategies that are differentiated and based on the various instructional needs of diverse learners. The lesson is differentiated for 3 more activities of the lesson plans.</p> <p>AND</p> <p>The lesson plan includes specific instructional strategies for all diverse learners. Candidate plans are differentiated according to learner readiness, strengths, weaknesses, interests, and motivators of individual students, and include using a variety of instructional approaches, modifying content, instructional processes, products, and learning environments that address individual student interests and preferences for learning. Plans differentiate content by planning a variety of options that modify the difficulty, depth, or complexity of the materials.</p>	<p>The lesson plan includes many instructional strategies that are differentiated and based on the various instructional needs of diverse learners. The lesson is differentiated for 3 more activities of the lesson plans.</p> <p>Candidate plans are differentiated based on strengths and needs of individual students and include using a variety of instructional approaches, modifying content, instructional processes, products, and learning environments that address individual student interests and preferences for learning.</p> <p>Candidate plans specific strategies to scaffold learning for individual students by using their knowledge of current levels of student</p>	<p>The lesson plan includes some instructional strategies that are differentiated and based on the various instructional needs of diverse learners. The lesson is differentiated for 2 or 3 activities of the lesson plans.</p> <p>Candidate plans are differentiated based on strengths or needs of a subset of students in the classroom and include modifying content or instructional processes. Candidate plans specific strategies to scaffold learning for subsets of students but not for individuals.</p>	<p>The lesson plan includes instructional strategies that are minimally differentiated. The lesson is differentiated for 0 to 1 activities of the lesson plans.</p> <p>Candidate does not plan for differentiated instruction to meet the needs of subsets of students, or individual students in the classroom.</p>

			understanding, skill level, motivation, and individual strengths and needs.		
4	Instruction: 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. Activities I do-We do-You do ELE Indicator 3.3	The lesson plan includes various strategies that promote critical thinking skills, reasoning and sense making, and problem solving throughout the different phases of the lesson plans. AND The lesson plan make reference to research throughout all lesson plan phases.	The lesson plan includes various strategies that promote critical thinking skills, reasoning and sense making, and problem solving throughout the different phases of the lesson plans.	The lesson plan includes some strategies that promote critical thinking and problem solving in two parts of the lesson plan phases.	The lesson plan includes instructional strategies that minimally promotes critical thinking or problem-solving skills.
5	Instruction: 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 ELE Indicator 3.4	The lesson plan includes various instructional strategies that promote active engagement in learning, self-motivation, and positive interactions to create supportive learning environment. The instructional strategies are active in all parts of the lesson plan. AND The lesson plan make reference to research to support instructional strategies in the lesson plan.	The lesson plan includes various instructional strategies that promote active engagement in learning, self-motivation, and positive interactions to create supportive learning environment. The instructional strategies are active in all parts of the lesson plan.	The lesson plan includes some instructional strategies that promote active engagement in learning, self-motivation, and positive interactions to create supportive learning environment. The instructional strategies are active in some parts of the lesson plan.	The lesson plan includes minimal instructional strategies that promote active engagement in learning, self-motivation, and positive interactions to create supportive learning environment. The instructional strategies are active in marginal parts of the lesson plan.
6	Instruction Communication and Collaboration Communication to foster collaboration. Candidates use their knowledge and understanding of	The lesson plan includes instructional resources the appropriate use of non-verbal, verbal, and media communication technique to support active learning in the elementary classroom. The instructional resources	The lesson plan includes instructional resources that are appropriate use of non-verbal, verbal, and media communication technique to	The lesson plan includes some instructional resources that are appropriate use of non-verbal, verbal, and media communication technique to support	The lesson plan includes minimal instructional resources that are appropriate use of non-verbal, verbal, and media

	effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom. ELE Indicator 3.5	are throughout the lesson plan. AND The lesson plan makes reference to research supporting the instructional strategies.	support active learning in the elementary classroom. The instructional resources are throughout the lesson plan.	active learning in the elementary classroom. The instructional resources is evident in some parts of the lesson plan	communication technique to support active learning in the elementary classroom.
7	Assessment Formal and Informal 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. ELE Standard 4	The lesson plan includes the appropriate use of various types of formal and informal assessments based on the various phase of the lesson plan and diverse learner. The lesson includes assessments for 3 or more of the lesson plans phases. AND The lesson plans include accommodation/modifications for diverse learners represented based on research and theory.	The lesson plan includes the appropriate use of various types of formal and informal assessments based on the various phase of the lesson plan and diverse learner. The lesson includes assessments for 3 or more of the lesson plans phases.	The lesson plan includes the appropriate use of some types of formal and informal assessments based on the various phase of the lesson plan and diverse learner. The lesson includes assessments for 2 of the lesson plans phases.	The lesson plan includes the minimally use of formal or informal assessment. The lesson includes an assessment for 1 of the lesson plans phases.
Mathematics Standard Indicator 2.3					
8	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. ELE Indicator Standard 2.3	The lesson plan includes knowledge and understanding of the major concepts and procedures of elementary mathematics. The lesson plan includes accurate mathematical knowledge, content standards and objectives, and mathematical academic language for students to engage in problem solving, reasoning and proof, communication, connections and representations. AND The lesson plan provides an extensive and comprehensive framework that outlines the content, links the content to the standards, supports appropriate and comprehensive coverage of	The lesson plan includes knowledge and understanding of the major concepts and procedures of elementary mathematics. The lesson plan includes accurate mathematical knowledge, content standards and objectives, and mathematical academic language for students to engage in problem solving, reasoning and proof, communication, connections and representations.	The lesson plan includes general knowledge and understanding of the major concepts or procedures of elementary mathematics. The lesson plan includes somewhat accurate mathematical knowledge, content standards and objectives, and mathematical academic language for students to engage in problem solving, reasoning and proof, communication, connections and representations.	The lesson plan includes basic knowledge and understanding of the major concepts or procedures of elementary mathematics. The lesson plan includes inaccurate mathematical knowledge, content standards and objectives, and mathematical academic language for students to engage in problem solving, reasoning and

		the standards, and connects the learning of the standards to other key essential standards.			proof, communication, connections and representations
Indicator 2.1 Reading, Writing, and Oral Language					
9	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. ELE Indicator 1	The lesson plan includes evidence of knowledge and understanding of content, function and achievement to the performing and visual arts as well as human movement and physical activity to foster a healthy lifestyle and form of engagement amongst elementary students throughout the lesson plan phases. The lesson plan include evidence in the content knowledge of stated standards and objective and evident in the academic language. AND The lesson plan provides an extensive and comprehensive framework that outlines the content, links the content to the standards, supports appropriate and comprehensive coverage of the standards, and connects the learning of the standards to other key essential standards.	The lesson plan includes evidence of knowledge and understanding of content, function and achievement to the performing and visual arts as well as human movement and physical activity to foster a healthy lifestyle and form of engagement amongst elementary students throughout the lesson plan phases. The lesson plan include evidence in the content knowledge of stated standards and objective and evident in the academic language	The lesson plan includes some evidence of knowledge and understanding of content, function and achievement to the performing and visual arts as well as human movement and physical activity to foster a healthy lifestyle and form of engagement amongst elementary students through some parts of lesson plan phases. The lesson plan includes some evidence in the content knowledge in the stated standards and objective or evident in the academic language.	The lesson plan document includes minimum Understanding of content, function and achievement to the performing and visual arts as well as human movement and physical activity. The lesson plan includes minimal or inaccurate knowledge stated in the content standards or academic language.
Standard-2: Indicator 2.2 Science					
10	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	The lesson plan document includes a clear knowledge and understanding of specific fundamental concepts of physical, life, and earth/space science. The lesson plan includes correct science content and academic language through all 5 parts of the 5E inquiry-based science lesson plan AND The lesson plan provides an extensive and	The lesson plan document includes a clear knowledge and understanding of specific fundamental concepts of physical, life, and earth/space science. The lesson plan includes correct science content and academic language	The lesson plan document includes a partial knowledge and understanding of specific fundamental concepts of physical, life, and earth/space science. The lesson plan includes partially correct science content knowledge or correct academic language through the	The lesson plan document indicates limited or no knowledge and understanding of specific fundamental concepts of physical, life, and earth/space science. The lesson plan

	convey the nature of science. ELE 2.2	comprehensive framework that outlines the content, links the content to the standards, supports appropriate and comprehensive coverage of the standards, and connects the learning of the standards to other key essential standards.	through all 5 parts of the 5E inquiry-based science lesson plan.	5E inquiry-based science lesson plan.	includes partially correct science content knowledge or correct academic language through the 5E inquiry-based science lesson plan.
Indicator 2.4 Social Studies					
11	Social Studies Curriculum: Social studies. Candidates know, understand, and use the major concepts and modes of 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. ALCOS, Essential Question, Daily Objective; I Can Statement; Activities ELE Indicator 2.4	The lesson plan document includes clear and specific references to the standards for the major concepts and modes of the social studies. The plan includes correct content knowledge, content standards and objectives, and academic language throughout the lesson plan document.	The lesson plan document includes clear and specific references to the standards for the major concepts and modes of the social studies. The plan includes correct content knowledge, content standards and objectives, and academic language throughout the lesson plan document.	The lesson plan document includes partial knowledge and understanding of the major concept for the social studies. The lesson plan includes partially correct content knowledge, content standards and objective, or in partial knowledge of academic language throughout the lesson phases.	The lesson plan document includes minimum understanding of the major concepts of social studies. The lesson plan includes an incomplete or inaccurate social studies content or academic language.
Indicator 2.5 The Arts					
12	The Arts ELE Indicator 2.5	The lesson plan includes evidence of knowledge and understanding of content, function and achievement to the performing and visual arts as well as human movement and physical activity to foster a healthy lifestyle and form of engagement amongst elementary students throughout the lesson plan phases. The lesson plan include evidence in the	The lesson plan includes evidence of knowledge and understanding of content, function and achievement to the performing and visual arts as well as human movement. The lesson plans include evidence in the content knowledge of	The lesson plan includes some evidence of knowledge and understanding of content, function and achievement to the performing and visual arts. The lesson plans include limited knowledge stated in the content standards or academic language.	The lesson plan document includes minimum Understanding of content, function and achievement to the performing and visual arts. The lesson plan includes minimal or inaccurate

		<p>content knowledge of stated standards and objective and evident in the academic language.</p> <p>AND</p> <p>The lesson plan provides an extensive and comprehensive framework that outlines the content, links the content to the standards, supports appropriate and comprehensive coverage of the standards, and connects the learning of the standards to other key essential standards</p>	<p>stated standards and objective and evident in the academic language.</p>		<p>knowledge stated in the content standards or academic language.</p>
Indicator 2.7 Physical Education					
13	<p>Physical Education:</p> <p>Candidates know, understand, and use as appropriate to their own understanding and skills, human movement and physical activities as central elements to foster active, healthy life styles and enhanced quality of life for elementary students</p> <p>Indicator Standard 2.7</p>	<p>The lesson plans provide detail plans for the use of appropriate human movement and physical activities as central elements to foster active, healthy lifestyles and enhanced quality of life for all elementary students.</p>	<p>The lesson plans include organized human movement and physical activities as central elements to foster active, healthy lifestyles and enhanced quality of life for elementary students.</p>	<p>The lesson plans included limited activities for students to move and to participate in physical activities.</p>	<p>No physical or movement activities are planning in the lessons.</p>
Indicator 2.6 Health Education					
14	<p>Health education.</p> <p>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</p> <p>ELE Standard 2.6</p>	<p>The lesson plan provides an extensive and comprehensive framework that outlines the content, links the content to the standards, supports appropriate and comprehensive coverage of the standards, and connects the learning of the standards to other key essential standards.</p>	<p>The lesson plan document includes a clear knowledge and understanding of specific major concepts of health. The lesson plan includes correct health content and academic language through all 5 parts of the 5E inquiry-based science lesson plan.</p>	<p>The lesson plan document includes a partial knowledge and understanding of specific major concepts of health The lesson plan includes partially correct health content knowledge or correct academic language through the 5E inquiry-based science lesson plan</p>	<p>The lesson plan document includes minimum understanding of major concepts of health. The lesson plan includes an incomplete or inaccurate health or academic language.</p>

Professional Growth and Reflection Indicator 5.1					
15	Professional growth, reflection, and evaluation. ELE Indicator 5.1	Candidate uses self-reflection based upon assessments of student learning and development to develop and implement a professional learning activities plan aligned with professional standards, research and best practices; and uses on-going structured reflection to monitor plan's impact on their own teaching and students learning and development.	Candidate uses self-reflection based upon assessments of student learning and development to select and participate in professional learning activities that are aligned with professional standards, research and best practices.	Candidate uses self-reflection to consider their professional development needs.	Candidate demonstrates little or no evidence of using self-reflection as a basis for their professional development.
16	Professionalism 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.	The lesson plan document includes an in-depth reflection on their practice. The reflection includes an evaluation of strengths and areas of concerns for planning, teaching the lessons. The reflection includes recommendation for changes that will affect students. AND Reflection includes how	The lesson plan document includes an in-depth reflection on the planning and teaching practice. The reflection includes an evaluation of strengths and areas of concerns for planning and teaching the lessons. The reflection includes recommendation for changes that will affect students.	The lesson plan document includes a partial reflection on their practice. The reflection includes an evaluation of strengths and areas of concerns for planning or teaching the lessons. The reflection includes recommendation for changes that will effect students	The lesson plan document includes a reflection that is incomplete or lack in depth analysis on their practice. The reflection includes an evaluation of strengths and areas of concerns for planning or teaching the lessons. The reflection includes recommendation for changes that

	Reflection of the Lesson (Commentary) Indicator ELE Indicator 5.1	recommended changes based on research and theory.			will affect students.
17	Collaboration with families, colleagues, and community agencies ELE Indicator 5.2	<p>Candidate collaborates with classroom host teacher, and specialist teachers, or other grade level teachers in planning, implementing, and evaluating class activities.</p> <p>Candidate collaborates with classroom host teacher, and specialist teachers, or related school professionals, or external resources including professionals and community agencies to plan, implement, and evaluate classroom accommodations or modifications to meet individual student's learning and developmental needs</p>	<p>Candidate collaborates with classroom host teacher, or specialist teachers, or other grade level teachers, in planning and implementing class activities.</p> <p>Candidate collaborates with classroom host teacher, or specialist teachers, or related school professionals, or external resources including professionals and community agencies to plan and implement classroom accommodations or modifications to meet individual student's learning and developmental needs.</p>	<p>Candidate collaborates with classroom host teacher, or specialist teachers, or other grade level teachers, in planning or implementing class activities.</p> <p>Candidate collaborates with classroom host teacher, or specialist teachers, or related school professionals, or external resources including professionals and community agencies to plan classroom accommodations or modifications to meet individual student's learning and developmental needs</p>	<p>Candidate does not demonstrate ability to collaborate with others in planning or implementing class activities.</p> <p>Candidate does not demonstrate ability to collaborate with others in planning or implementing classroom accommodations or modifications to meet individual student's learning and developmental needs.</p>

Level 1 – Beginning-Level 1 implies a Beginning level of candidate performance characteristics, a level in which there is little or no evidence that the candidate meets the component's performance expectation.

Level 2 – Developing-Level 2 implies a level of Developing performance, a level in which the candidate provides evidence for demonstrating some of the performance characteristics

necessary to meet the standard at an acceptable level, and so has not yet provided sufficient evidence of ability for independent practice for all parts of the component performance expectation.

Level 3 – Proficient-Level 3 implies a level of proficient performance in which the candidate demonstrates proficiency—those performance characteristics that meet the component expectations at an acceptable level for a candidate who is just completing an Elementary teacher preparation program and is ready to begin teaching in any K-6 Elementary classroom as a novice licensed K-6 Elementary teacher.

Level 4 - Accomplished -Level 4 implies an Accomplished level of performance in which the candidate demonstrates performance characteristics that represent exemplary practice for a candidate who is just completing an Elementary teacher preparation program and is ready to begin teaching in any K-6 Elementary classroom as a novice licensed K-6 Elementary teacher. Expectations for performance at this level are demanding and candidate performance at this level requires evidence of highly skilled performance for a candidate who is just completing an Elementary teacher preparation program.

Key Assessment 4

Oakwood University Class B: Elementary Education K-6 EPP Electronic Internship Portfolio

DIRECTIONS FOR THE CANDIDATE: Write a conceptualized essay that addresses the specific elementary standards and submit two articles that align to the Alabama Elementary Education standards presented. The essay and artifacts should relate to your specific content area and the internship experiences.

DIRECTIONS TO THE COOPERATING TEACHERS AND THE CLINICAL FACULTY: The cooperating teacher and the clinical faculty will score the assessment instrument separately. The scores will be added for a sum and calculated by the number of scores for the mean score. The mean score will be shared with the candidate during the feedback conference. If areas for improvement are noted, the clinical faculty is responsible for providing resource supports and developing an action plan.

FOR SCORING THE INSTRUMENT: The clinical faculty will score the assessment instrument. If areas for improvement are noted, the clinical faculty is responsible for providing resource supports and developing an action plan.

PURPOSE: This rubric is used to evaluate the candidate's performance in demonstrating an understanding of the Elementary Education standards by providing artifacts of evidence from the internship clinical experiences.

EXPECTED LEVEL OF PERFORMANCE: Level 3 or above - Meets Expectations

Key Assessment #4: EPP Electronic Internship Portfolio

Outcome/ Element	AL Elementary Education Standard	Need Support Point 1	Developing Points 2	Meets Expectations Point 3	Exceeds Expectations Point 4
PLANNING					
CONCEPTUALIZING ESSAY					
#1-Knowledge of Children and Young Adolescent Development Candidate has knowledge of children and young adolescents' development and learning theories and how to use their knowledge to support diverse learners including students with exceptionalities.	ELE 1.0	Candidate does not provide an explanation of how their knowledge of children and young adolescents development and theoretical approaches for supporting the language development, comprehension, auditory and information processing of individuals with exceptionalities to support assertions and instructional decisions, displaying their in-depth knowledge about how theory informs practice; and are unable to articulate how research-based evidence was used to support planning for children's abilities, interests, culture, and active learning across domains and content areas in order to support their academic and nonacademic development across domains.	Candidate provides an incomplete explanation of how children and young adolescents development and theoretical approaches for supporting the language development, comprehension, auditory and information processing of individuals with exceptionalities are used to support assertions and instructional decisions, displaying their in-depth knowledge about how theory informs practice, with limited ability to articulate how research-based evidence was used to support planning for children's abilities, interests, culture, and active learning across domains and content areas in order to support their academic and nonacademic development across domains.	Candidate provides descriptions and examples from sources related to children and young adolescents development as well as theoretical approaches for supporting the language development, comprehension, auditory and information processing of individuals with exceptionalities to support assertions and instructional decisions, displaying their in-depth knowledge about how theory informs practice; specifically articulating how research-based evidence was used to support planning for children's abilities, interests, culture, and active learning across domains and content areas in order to support their academic and nonacademic development across domains.	Candidate provides a thorough and comprehensive synthesis of research and theories on child development as well as theoretical approaches for supporting the language development, comprehension, auditory and information processing of individuals with exceptionalities to support assertions and instructional decisions, displaying their in-depth knowledge about how theory informs practice; specifically articulating how research-based evidence was used to support planning for children's abilities, interests, culture, and active learning across domains and content areas in order to support their academic and nonacademic development across domains.

Outcome/ Element	AL Elementary Education Standard	Need Support Point 1	Developing Points 2	Meets Expectations Point 3	Exceeds Expectations Point 4
READING					
#2-Development to Read Candidate knows how elementary children develop and learn to read by using a variety of strategies to teach foundational reading skills based on the science of learning reading.	ELE 2.1.1	Candidate does not explain how elementary students develop as readers and writers.	Candidate provides a brief overview of the research; including a superficial description of children's development as readers and/or writers and the strategies that help students develop as readers and writers	Candidate describes how children develop as readers, using evidence from research and theories to help explain the reading process, and strategies that foster reading and writing connections.	Candidate synthesizes evidence from various sources to provide a comprehensive description and analysis of reading research and theory, evaluating the strengths and limitations of various strategies when supporting students' reading and writing development.
#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.	ELE 3.3	Candidate does not know how to design a lesson or unit using a balanced approach to reading and writing that includes critical thinking and problem solving.	Candidate knows and understands a balanced approach to teaching and/or writing and can explain how frameworks such as the workshop model can be used to differentiate and facilitate individualized instruction across content areas, but elements of the workshop model, evidence from research, and emphasis on critical thinking may be lacking.	Candidate knows and understands how to use a balanced approach to plan for reading and writing instruction: explaining how specific research-based strategies can be used during the workshop to differentiate, foster critical thinking and address the development of individual learners across content areas.	Candidate synthesizes research to demonstrate how a balanced approach can support students reading and writing development, while proving a comprehensive analysis of the limitations of specific strategies and how educators can problem-solve use of these approaches throughout the different segments of the workshop model to differentiate, foster critical thinking and problem solving, and address the reading and writing development of individual learners across content areas.
#4-Reading and Writing Assessment	ELE 4.0	Candidate may be able to identify reading and/or	Candidate describes how formal and informal reading	Candidate draws upon research-based strategies	Candidate synthesizes evidence from various

Outcome/ Element	AL Elementary Education Standard	Need Support Point 1	Developing Points 2	Meets Expectations Point 3	Exceeds Expectations Point 4
Candidate uses formal and informal reading and writing assessments to improve their instruction and to help their students grow as readers and writers.		writing assessments but does not understand how to use formal reading and writing assessments to improve their instruction or how to use data from these sources to help students grow as readers and writers.	and writing assessments are used to improve their instruction and to help students grow as readers and writers, but there is little discussion including use of research about how students can use these assessments to develop as readers and writers.	and provides specific examples to explain how formal and informal assessment of children's reading and writing determines provides insight about what students know, how students can demonstrate their understanding in relation to the teaching point, and how educators can facilitate opportunities for individual and/or groups of students to use information from assessments to grow as readers and writers.	research-based sources and theories to support the ways in which formal and informal reading and writing assessments are used to improve instruction and help individual and groups of students grow as readers and writers; providing a comprehensive discussion of how to include students in the assessment process to plan, evaluate, and strengthen instruction.
#5-Reflection with Families Candidate reflects on their practice, works with families, and other educators.	ELE 5.1	Candidate does not make connections to research or makes inaccurate connections as they reflect on their practice and professional growth, teaching, ethics, and learning and the impact of these on students, families, and other professionals in the learning community. Candidate does not show positive dispositions related to their own reading and writing and the teaching of reading and writing by serving as a model for	Candidate makes superficial and/or inconsistent connections to research to reflect on their practice and professional growth, teaching, ethics, and learning and the impact of these on students, families, and other professionals in the learning community. Candidate shows positive dispositions, albeit inconsistent when related to their own reading and writing and the teaching of reading and writing by serving as a model for students, promoting student	Candidate makes connections to research to reflect on their practice and professional growth, teaching, ethics, and learning and the impact of these on students, families, and other professionals in the learning community. Candidate demonstrates positive dispositions related to their own reading and writing by serving as a model for students, promoting student appreciation of the value of reading traditional print, digital, and online sources	Candidate draws upon research to engage in insightful and comprehensive reflection on their practice and professional growth, teaching, ethics, and learning and the impact of these on students, families, and other professionals in the learning community. Candidate consistently displays positive dispositions related to their own reading and writing and the teaching of reading and writing by serving as an

Outcome/ Element	AL Elementary Education Standard	Need Support Point 1	Developing Points 2	Meets Expectations Point 3	Exceeds Expectations Point 4
		students, promoting student appreciation of the value of reading traditional print, digital, and online sources in and out of school, work collaboratively and respectfully with families, colleagues, and communities to support reading and writing, implement plans and use results of their own professional growth including effective use of technology for improving student learning.	appreciation of the value of reading traditional print, digital, and online sources in and out of school, work collaboratively and respectfully with families, colleagues, and communities to support reading and writing, implement plans and use results of their own professional growth including effective use of technology for improving student learning.	in and out of school, work collaboratively and respectfully with families, colleagues, and communities to support reading and writing, implement plans and use results of their own professional growth including effective use of technology for improving student learning.	exemplary model for students, promoting student appreciation of the value of reading traditional print, digital, and online sources in and out of school, work collaboratively and respectfully with families, colleagues, and communities to support reading and writing, implement plans and use results of their own professional growth including effective use of technology for improving student learning.
SCIENCE					
#6-Use Theories and Research Construct Learning Opportunities Candidate knows, understands, and uses the major concepts, principles, theories, and research related to development of children and young adolescent to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.	ELE 2.2	Candidate is unable to explain the use of major concepts, principles, theories, and research related to development of children and young adolescent to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation. Candidate is unable to demonstrate understanding of the nature of science and how science and	Candidate knows major science concepts, principles, and theories in science and use the major concepts, principles, theories, and research related to development of children and young adolescent to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation. Candidate's explanations demonstrate understanding of the nature of science and	Candidate demonstrates knowledge and understanding of major concepts, principles, and theories of science and uses the major concepts, principles, theories, and research related to development of children and young adolescent to construct learning opportunities that support individual students' development, acquisition of scientific knowledge, and learning motivation.	Candidate comprehensively demonstrate knowledge and understanding of the major concepts, principles, and theories in science and eloquently uses the major concepts, principles, theories, and research related to development of children and young adolescent to connect and construct learning opportunities that support individual students' development, acquisition of

Outcome/ Element	AL Elementary Education Standard	Need Support Point 1	Developing Points 2	Meets Expectations Point 3	Exceeds Expectations Point 4
acquisition of knowledge, and motivation.		engineering are practiced in the classroom.	how science and engineering are practiced in the classroom.	Candidate understands the nature of science and how science and engineering are practiced and can model and incorporate the practices into classroom teaching and learning activities, while implementing curricular program lessons in science.	scientific knowledge, and science learning motivation. Candidate understands the nature of science and how science and engineering are practiced and can model, and implement curricular program lessons in science, as well as design instructional activities that encompass how science and engineering are practiced in classroom teaching and learning activities.
#7 Fundamental Concepts in Science Understand the current Alabama Science Course of Study: Science and interpret three dimensional (Scientific and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas) expectations outlined by appropriate grade-level standards.	ELE 2.2.1	Candidate's conceptualizing essay does not reflect their knowledge of the subject matter of science that they plan to teach.	Candidate's conceptualizing essay reflect their partial knowledge of the subject matter of science that they plan to teach.	Candidate's conceptualizing essay reflects their adequate knowledge of the subject matter of science that they plan to teach.	Candidates' conceptualizing essays reflect their in-depth knowledge of the subject matter of science that they plan to teach. At the same time the essays demonstrate that they have researched the concept they plan to teach.

Outcome/ Element	AL Elementary Education Standard	Need Support Point 1	Developing Points 2	Meets Expectations Point 3	Exceeds Expectations Point 4
MATH					
#8-Major Concepts in Math Candidate knows and understands the major concepts, procedures, and practices of mathematics.	ELE 2.3	Candidates' conceptualizing essay demonstrates no knowledge and no understanding of the major concepts, procedures, and practices of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra.	Candidate's conceptualizing essay demonstrates limited knowledge and understanding of the major concepts, procedures, and practices of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra by providing some evidence and a limited discussion that does not fully relate to mathematic understanding.	Candidate's conceptualizing essay demonstrates adequate and accurate knowledge and understanding of the major concepts, procedures, and practices of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra. Candidate describes and gives examples of knowledge and understanding in their essays.	Candidate's conceptualizing essay demonstrates comprehensive and thorough knowledge and understanding of the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra. Candidate describes and gives examples of knowledge and understanding in the essay. In-depth knowledge of the subject matter that they plan to teach and their knowledge of the constructivist and Concrete-Pictorial-Abstract methods for teaching mathematics. Candidate explains and describes various concepts, reasoning processes, and procedures for teaching and learning a variety of mathematical ideas.

Outcome/ Element	AL Elementary Education Standard	Need Support Point 1	Developing Points 2	Meets Expectations Point 3	Exceeds Expectations Point 4
#9-Plans and Implements Instruction - Math Candidate plans and implements instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.	ELE 3.1	Candidate plans and implements instruction based mainly on knowledge of students and learning theory.	Candidate plans and implements instruction based on knowledge of students, learning theory, and connections across the curriculum.	Candidate generally plans and implements instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.	Candidate consistently plans and implements instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.
#10 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.	ELE 3.4	The candidate's commentary alludes to individual and group motivation and behavior among students at the K-6 level, and makes vague reference to engaging students in learning	The candidate's commentary evidences the use of candidate's knowledge, but not clear understanding of individual and group motivation and behavior among students at the K-6 level. The commentary references engagement in learning and self-motivation but does not mention positive social interaction and to create supportive learning environments.	The candidate's commentary evidences the use of candidate's knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.	The candidate's commentary evidences the use of candidate's clear 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.
#11-Define Number System-Algebra	ELE 2.3	Candidate's planning demonstrates no knowledge and understanding to define	Candidate's planning demonstrates partial knowledge and	Candidate's planning demonstrates adequate and accurate knowledge and	Candidate's planning demonstrates comprehensive knowledge

Outcome/ Element	AL Elementary Education Standard	Need Support Point 1	Developing Points 2	Meets Expectations Point 3	Exceeds Expectations Point 4
Candidate can define number systems and number sense, geometry, measurement, statistics and probability, and algebra.		mathematics subject matters such as number systems and number sense, geometry, measurement, statistics and probability, and algebra.	understanding to define mathematics subject matters such as number systems and number sense, geometry, measurement, statistics and probability, and algebra.	understanding to define mathematics subject matters such as number systems and number sense, geometry, measurement, statistics and probability, and algebra.	and understanding to define mathematics subject matter such as number systems and number sense, geometry, measurement, statistics and probability, and algebra
#12-Communication to foster collaboration Candidates use their knowledge and understanding of effective verbal, non-verbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the elementary classroom	ELE 3.5	Candidates' planning <u>does not</u> reflect knowledge and understanding of verbal, non-verbal and media communication techniques.	Candidates' planning reflects <u>limited</u> knowledge and understanding of verbal, non-verbal and media communication techniques, and they seldom use these skills to facilitate inquiry, and create a collaborative classroom environment.	Candidates' planning reflects knowledge and understanding of verbal, non-verbal and media communication techniques, and they use these skills in facilitating inquiry, creating collaborative classroom environment, and fostering supportive interaction in the elementary classroom.	Candidates' planning reflects <u>deep</u> knowledge and understanding of verbal, non-verbal and media communication techniques, and they use these skills in facilitating inquiry, creating a collaborative classroom environment, and fostering supportive interaction in the elementary classroom.
#13-Plan Major Concepts in Social Studies Candidate planning demonstrates the knowledge and understanding of the major concepts from Social Studies—the integrated study of history, geography, the social sciences and other related areas.	ELE 2.4	Candidate planning and the essay does reflect an understanding of the major concepts from Social Studies—the integrated study of history, geography, the social sciences and other related areas.	Candidate planning and the essay commentary reflect their knowledge of one or two concepts from the Social Studies either history, geography, the social sciences. They provide textbook definitions of the concept(s) and mode(s) of inquiry.	Candidate planning and the essay reflect their knowledge of more than two concepts from the Social Studies either history, geography, and/or the social sciences. They write their own definitions and descriptions of the concepts and give brief examples of each.	Candidate planning essay reflects the knowledge of all the concepts from the Social Studies – history, geography, the social sciences. The candidate provides detailed definitions and descriptions of each of the concepts. The describe examples of each concept and how they will assist

Outcome/ Element	AL Elementary Education Standard	Need Support Point 1	Developing Points 2	Meets Expectations Point 3	Exceeds Expectations Point 4
the social sciences, and other related areas.					children to acquire knowledge of that concept.
#14 Integrating and applying knowledge for instruction. Candidate plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.	ELE 3.1	Candidate does not plan for differentiated instruction to meet the needs of subsets of students, or individual students in the classroom.	Candidate plans are differentiated based on strengths or needs of a subset of students in the classroom and include modifying content or instructional processes. Candidate plans specific strategies to scaffold learning for subsets of students but not for individuals.	Candidate plans are differentiated based on strengths and needs of individual students and include using a variety of instructional approaches, modifying content, instructional processes, products, and learning environments that address individual student interests and preferences for learning. Candidate plans specific strategies to scaffold learning for individual students by using their knowledge of current levels of student understanding, skill level, motivation, and individual strengths and needs.	Candidate plans are differentiated according to learner readiness, strengths, weaknesses, interests, and motivators of individual students, and include using a variety of instructional approaches, modifying content, instructional processes, products, and learning environments that address individual student interests and preferences for learning. Plans differentiate content by planning a variety of options that modify the difficulty, depth, or complexity of the materials Candidate plans specific strategies to scaffold learning by using their knowledge of current levels of student understanding, skill level, motivation, and individual strengths and needs. And, plans differentiate how students will demonstrate their learning.
#15 Active engagement in learning.	ELE 3.4	Candidate does not facilitate adequate motivation support such as scaffolding for cognitive tasks and does not	Candidate provides motivation support explicitly, through well- known	Candidate explicitly supports student motivation through practices such as: designing classroom goals	Candidate supports student motivation through practices such as assuring success, sharing control with

Outcome/ Element	AL Elementary Education Standard	Need Support Point 1	Developing Points 2	Meets Expectations Point 3	Exceeds Expectations Point 4
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.		<p>provide sufficient feedback for student learning.</p> <p>Candidate does not implement actions intended to increase student engagement in academic learning and activities and displays teacher-student interactions that are likely to decrease motivation and engagement such as overcontrol, disregard for students' needs, sarcasm or negativity.</p>	<p>practices such as arranging for choice or collaboration, but the motivation support is not integrated with teaching central concept and skills.</p> <p>Candidates support student engagement in learning through problem solving and inquiry.</p>	<p>that emphasize conceptual knowledge; assisting students in setting goals for their academic work; linking academic content to students experience and interests; arranging social learning structures such as partnerships and small group collaborations; and affording students' choices of texts and tasks in learning.</p> <p>Candidates support student engagement in learning by implementing practices such as: affording students an abundance of materials for academic learning to assure a high volume of time spent on challenging and realistic learning tasks; scheduling sufficient time for students' deep immersion in purposeful reading, mathematics, and content learning; and providing thought provoking questions that encourage reasoning individually and collaboratively</p>	<p>learners, making school learning relevant, sustaining collaborative activities, and enabling students to become self-regulating learners in all subject areas.</p> <p>Candidates support engagement by setting academic goals that encourage students to generate products, displays or accomplishments that show extended disciplinary involvement and communication.</p>
<p>#16 Instruction</p> <p>Candidates demonstrate the</p>	ELE 3.0	Candidate does not use explicit instruction to address established and	Candidate uses explicit instruction to address established and	Candidate uses explicit instruction to address established and developmentally appropriate	Using explicit instruction, the candidate determines and adjusts, as needed, established and

Outcome/ Element	AL Elementary Education Standard	Need Support Point 1	Developing Points 2	Meets Expectations Point 3	Exceeds Expectations Point 4
ability to teach according to the Alabama College and Career Ready Standards for K-6 using the Danielson Framework		<p>developmentally appropriate goals.</p> <p>Candidate does not monitor student progress in learning the identified content.</p>	<p>developmentally appropriate goals.</p> <p>Candidate monitors student progress in learning the identified content.</p>	<p>goals based on assessment information, knowledge of students, and the candidate's knowledge of content.</p> <p>Candidate monitors student progress in learning the identified content and uses this information to adjust planning and instruction.</p>	<p>developmentally appropriate goals based on assessment information, knowledge of students, and the candidate's knowledge of content.</p> <p>Candidate monitors student progress in learning the identified content and uses this information to provide guided instruction and practice to support students in addressing challenging learning goals.</p>

Key Assessment 5

KEY ASSESSMENT #5 Impact on Student Learning

Oakwood University

Program/Level: Class B Elementary Education K-6

Title of Assignment: Impact on Student Learning Commentary - Mathematics

Course: ED 315 Methods in Teaching Mathematics K-6

Due Date: _____

Submission Location: _____

Scored by: Instructor of the Course

Expected Level of Performance: Level 3 or higher

Mathematics Standards:

Standard 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.

Indicator 2.3.1: Make sense of problems, justify solutions with supporting evidence, use mathematical tools, make conjectures and connections, and provide student feedback that builds conceptual understanding and procedural fluency.

Indicator 2.3.2: Explain students' strategies while connecting and generalizing ideas, anticipating responses and misconceptions, applying reason, and representing and articulating relationships between mathematical concepts.

Indicator 2.3.3: Find, adapt, or create rigorous tasks with various entry levels and exit points for engaging all students in real-life problematic situations that orchestrate mathematical discourse and productive struggles for students

Standard 3: Instruction. Candidates demonstrate the ability to teach according to the Alabama College and Career Ready Standards for K-6.

Indicator 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.

Indicator 3.2: **Adaptation to students from diverse populations.** Candidates understand how elementary students differ in their development and approaches to learning and create instructional opportunities that are adapted to students from diverse populations.

Standard 4 Assessment for Instruction

Indicator 4.1: 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.

Standard 5

Indicator 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

Purpose

The purpose of this assignment is for you to demonstrate that you can:

- a) Design instruction that focuses on student learning,
- b) Analyze assessment information and use it to adjust your instruction
- c) Study the effects of your instruction,
- d) Monitor student learning through a variety of assessment techniques,
- e) Have a positive impact on learning for all students.

Evaluation: Your final Impact on Student Learning assignment will be evaluated by you and your instructor/University Supervisor using the “the assessment rubric.”

ASSIGNMENT DIRECTIONS AND GUIDE FOR THE IMPACT ON STUDENT LEARNING COMMENTARY

The Impact on Student Learning Assignment is written documentation of your ability to foster learning for all students during the teaching process. Please select ***one unit or a series of related lessons*** that you will teach during your internship and provide evidence of your ability to do each of the following elements. Please note that the sequence of the following items may vary—for example, you may give your pre-assessment before writing your initial plans. Please work with your cooperating teacher for guidance about appropriate sequencing of your work.

CONTEXTUAL INFORMATION – No points – Planning Information

Suggested Length – 1-2 pages

Task. Provide contextual information about the school and your students in the classroom. How many students are in your class? What the demographic background of your students? How many of your students speak another language? Do you have any students with an IEP, 504, or at-risk of failing? What are the community and personal assets of the students in your class? Describe the physical attributes of your classroom. For example: describe the technology and room arrangement of the classroom. What instructional resources are available for the lessons? Describe the characteristics of students in the class. This should include grade level, ages, genders, ethnicities, and the percentage of English Language Learners. (ELE Standard 1)

MATHEMATICS - PLANNING UNIT LESSON PLANS AND ASSESSMENTS (Requirement: Plan and include at least one electronic assessment – Technology Assessment)

Unit Lesson Plans 5 or more

PART A.

Task. Develop a series of related lessons and overall plan for instruction

Your lesson plans for mathematics **MUST** provide specific learning expectations, communicate clear expectations to your students, methods of instruction, and how you plan to assess student learning during the process (include pre-assessments, formative assessments, and post-

assessments). Plan high quality, standards-based pre-assessments - and a post assessment. List in your lesson plans what formal assessments will be used during the lesson to evaluate your student's developing knowledge and skills. The assessment should provide opportunities for students to demonstrate conceptual understanding and problem-solving strategies
** Provide a copy of your lesson plans with this assignment.

PRE-ASSESSMENT, INSTRUCTION, POST ASSESSMENT **(Requirement: Use technology to manage the data collection)**

Suggested Length – 4 pages

PART B.

Task. Give a math pre-assessment (or assessments) to your students and use the results to modify your instruction to better meet student needs.

Assess student knowledge prior to instruction to determine their prior learning and readiness for instruction. This math assessment can be formal (written quiz, etc.) or informal (discussion, etc.).
** Include a copy of the assessment questions along with your lesson plans.

PART C.

Task. Provide instructions and monitor student progress toward meeting the learning expectations.

Deliver your modified instruction to your students and carefully monitor the progress of each student through the learning process. Make additional modifications for individual students or the whole class as needed based on your monitoring process, and describe the modifications made in your written reflection. Provide descriptive feedback to students and require them to use feedback (including self- and peer-feedback) to make progress toward meeting the learning expectations.

PART D.

Task. Give a math post-assessment (or assessments) to your students.
Administer a post-assessment to your students that will give them the opportunity to demonstrate their knowledge of the learning expectations. Use this information to make final judgments about the progress made by each student as well as your ability to impact their learning.
** Include a copy of all assessments for the post assessment. Include samples of student work, remember to remove the names of the students.

ANALYSIS OF STUDENT LEARNING

Suggested Length – 4 + charts and samples of student work

Required: Discuss technology used for instruction

Part E.

Task: Analysis your assessment data, including pre/post assessments and formative assessments to determine students' progress related to the unit learning goals. Use visual representations and narrative to communicate the performance of the whole class, subgroups, and two individual students. Conclusions drawn from this analysis should be provided in the "Reflection and Self-Evaluation" section.

- In this section, you will analyze data to explain progress and achievement toward learning goals demonstrated by your whole class, subgroups of students, and individual students.
- Entire Class: To analyze the progress of your whole class, create a table that shows pre- and post-assessment data on every student on every learning goal. Then create a graphic summary that shows the extent to which your students made progress (from the pre to the post assessment) toward the learning elements that you identified for each learning goal. Summarize what the graph tells about the students learning in this unit (How many students met the goal)?
- Subgroups: Select a group characteristic (e.g., gender, performance level, socio-economic status, language proficiency) to analyze in terms of one learning goal. Provide a rationale for your selection of this characteristic to form subgroups (girls vs. boys; high-vs-middle- vs low performers). Create a graphic representation that compares pre-and-post assessment results for the subgroups on this learning goal. Summarize what these data show about student learning.
- Individual Students: Select two students that demonstrated different levels of performance. Explain why it is important to understand the learning of these particular students. Use pre-, formative, and post assessment data with examples of the students' work to draw conclusions about the extent to which these students attained the two learning goals. Graphic representations are not necessary for this section of the assignment. Provide possible reasons for why your students learned or did not learn in the next section, "Reflection and Self-Evaluation."

REFLECTION AND SELF EVALUATION

Suggested Length – 2 pages

PART F.

Task: Reflect on your performance as a teacher and link your performance to student learning results. Evaluate your performance and identify future actions for improved practice and professional growth. Provide a written reflection using the guiding questions provided. Complete a self-evaluation of your finished assignment using the assignment rubric.

- Select the learning goal where your students were most successful. Provide two or more possible reasons for this success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors under your control.
- Select the learning goal where your students were least successful. Provide two or more possible reasons for this lack of success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors under your control. Discuss what you could do differently or better in the future to improve your students' performance.
- Reflection on possibilities of professional development. Describe at least two professional learning goals that emerged from your insights and experiences with the

Impact of Student Learning assessment. Identify two specific steps you will take to improve your performance in the critical area(s) you identified.

FORMAL PRESENTATION

(Requirement: Use technology to manage the presentation of your findings in class)

PART G.

Task: Prepare a formal presentation on your data analysis and information covered in your commentary. Your presentation should highlight the following:

- Summarize contextual information about the school and your students,
- Summarize assessments used to collect data, including your pre- and post- assessments,
- Analysis of and reporting of assessment data, and
- your reflection on assessment results, supported appropriately by mathematics education research.

You will present your analysis in class. Your instructor will provide you with a date for your presentation. Review the Impact on Student Learning Rubric for expected performance requirements on the presentation.

SCORING RUBRIC – IMPACT ON STUDENT LEARNING COMMENTARY- MATHEMATICS

This rubric is used during the field experiences and the internship.

Expected level of performance: (Proficient- Level 3 or higher)

Required document to score: Commentary

Elements	Accomplished Level 4	Proficient Level 3	Developing Level 2	Beginning Level 1
ELE Standard 4 Assessments				
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.				
PART A – Unit Lesson Plans and Assessments for Mathematics				
PART B – PRE-ASSESSMENTS FOR MATHEMATICS				
Assessments: Mathematics Pre-test Candidate designs and/or selects a pre-test to gauge students' levels of understanding. (Standard 1 and Indicator 4.1)	Candidate develops or selects a pre-test that is highly correlated with the mathematics lesson objectives and the math central focus for the unit plans. The alignment between assessment and lesson	Candidate selects a pre-test that is correlated with mathematics lesson objectives. There is evidence of alignment	Candidate provides a pre-test that has limited mathematics alignment with lesson objectives. The alignment between assessment and	Candidate uses a pre-test with little thought given to the mathematics alignment with lesson objectives; assessment is not appropriate for the knowledge and/or skills being assessed.

	objectives is strong and clear.	between assessment and lesson objectives.	lesson objectives is not clear.	
PART C-NARRATIVE ANALYSIS OF THE PRE-TEST DATA TO THE MATH OBJECTIVES Content and Instruction				
Content Knowledge of Students: Make sense of problems, justify solutions with supporting evidence, use mathematical tools, make conjectures and connections, and provide student feedback that builds conceptual understanding and procedural fluency. Indicator 2.3.1	In Addition to Proficient... Candidate's commentary includes an in-depth analysis of how the K-6 students make sense of math problems while providing positive student feedback that builds conceptual understanding and procedural fluency	The commentary provides specific details on how students were engaged in making sense of math problems, using mathematical tools, making conjectures and connections, and providing student feedback.	The commentary includes some reflection on how students make sense of Math problems, justify solutions with no evidence of using mathematical tools to provide no clear feedback to K-6 students.	The commentary includes a limited reflection on how students were making sense of the math problems. The narrative lacks appropriate analysis of data required to describe trends and patterns identified among subgroups to make instructional decisions.
Content Knowledge: Verify Students' Strategies for Mathematics Candidates can explain students' strategies that connect and generalizing ideas, of misconceptions, applying reason, and representing and articulating relationships between mathematical concepts. Indicator 2.3.2	In Addition to Proficient... Candidate's commentary includes an in-depth analysis of how the strategies connect and how the generalized ideas, of misconceptions, applying reason, and representing and articulating relationships between mathematical concepts.	The commentary provides specific details on how the K-6 students' strategies connect and also explains the relationship between the math concepts and any misconceptions.	The commentary includes no more than three to five sentences reflecting on how K-6 students connect and generalizing ideas of misconceptions of the math objective.	The commentary includes a limited reflection on how the K-6 students connect ideas to the objective of the lesson.
Content Knowledge: Monitor Assessments for Mathematics Find, adapt, or create rigorous tasks with various entry levels and exit points for engaging all students in real-life problematic situations that orchestrate mathematical discourse and productive struggles for students. Indicator 2.3.3	In Addition to Proficient... Candidate's commentary includes an in-depth analysis of how and provides rationale/evidence of the productive struggles for students.	The commentary provides specific details on how various entry levels and exit points for engaging students in real-life problematic situations that orchestrate mathematical discourse and productive	The commentary includes a limited reflection on how students struggle with real-life problematic situations that relate to mathematics.	The commentary includes no reflection on how students are engaged in real-life problematic situations.

		struggles for students.		
<p>Instruction: Integrating and applying knowledge for instruction.</p> <p>Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community Indicator 3.1</p>	<p>In Addition to Proficient... Candidate's approach to discussing his/her impact on student learning demonstrates that he/she possesses a deep understanding of how to use research in mathematics to make assessment decisions and to enrich students' mathematical learning experiences.</p>	<p>The candidate commentary is effective in drawing upon research in mathematics to make assessment decisions and to enrich students' mathematical learning experiences.</p>	<p>Candidate commentary makes some effort to draw upon research in mathematics to make assessment decisions and to enrich students' mathematical learning experiences.</p>	<p>Candidate commentary makes minimum effort to draw upon research in mathematics to make assessment decisions and to enrich students' mathematical learning experiences.</p>
<p>Instruction: Adaptation to students from diverse populations</p> <p>Candidates understand how elementary students differ in their development and approaches to learning and create instructional opportunities that are adapted to students from diverse populations. Indicator 3.2</p>	<p>In Addition to Proficient... The commentary demonstrates candidate possesses extensive understandings of students' individual differences, including cultural and language diversity, and that the candidate is able to appropriately capture and summarize student differences.</p>	<p>The candidate provides a detailed overview of the individual differences and cultural and language diversity that exists within the classroom.</p>	<p>The candidate provides a somewhat appropriate overview of the individual differences and cultural and language diversity that exists within the classroom</p>	<p>The candidate alludes to student differences in the commentary but does not appropriately capture the individual differences and diversity that exists within the classroom.</p>
<p>Instruction Development of critical thinking and problem solving. (Technology-Instruction)</p> <p>Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving. Indicator 3.3</p>	<p>In Addition to Proficient... Candidate's approach to discussing his/her impact on student learning demonstrates that he/she possesses a deep understanding of how to use research in mathematics to make assessment decisions and to enrich students' mathematical learning experiences. The commentary also explains how high-impact activities involve the use of technology.</p>	<p>The candidate is effective in drawing upon research in mathematics to make assessment decisions and to enrich students' mathematical learning experiences including the use of mathematics-specific technology, and how these activities and investigations impacted student learning and the</p>	<p>Candidate makes some effort to draw upon research in mathematics to make assessment decisions and to enrich students' mathematical learning experiences, with limited technology.</p>	<p>Candidate makes minimum effort to draw upon research in mathematics to make assessment decisions and to enrich students' mathematical learning experiences using no technology.</p>

		building of new knowledge.		
Instruction 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. Indicator 3.4 <i>(Technology-Assessments)</i>	Candidate includes in the commentary a variety of teaching strategies that include technology assessments, methods, and assessments developed to meet the needs of individual learners that engage and challenge all students.	Candidate includes in the commentary appropriate teaching strategies and some technology assessments, methods, and assessments that are differentiated and can engage and challenge all students.	Candidate displays an awareness of appropriate teaching strategies with limited technology discussed in the commentary with methods and assessments.	Candidate does not include in the commentary teaching strategies, methods, or assessments that can engage and challenge the students. Technology discussions and explanations are missing.

PART D. POST ASSESSMENT FOR MATHEMATICS

Mathematics Post-Assessment 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. Indicator 4.1	Candidate develops or selects a post-test that is highly correlated with lesson objectives. The alignment between assessment and lesson objectives is strong and clear.	Candidate develops or selects a post-test that is correlated with lesson objectives. There is evidence of alignment between assessment and lesson objectives.	Candidate develops or selects a post-test that has limited alignment with lesson objectives. The alignment between assessment and lesson objectives is not clear.	Candidate develops or selects a post-test with little thought given to alignment with lesson objectives; assessments are not appropriate for the knowledge and/or skills being assessed.
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PART E. ANALYSIS OF STUDENT LEARNING

Graphic Representation of Data: Pre-Test Candidate creates a graphic representation of data in order to meaningfully demonstrate understanding of students' learning.	Candidate includes in the commentary multiple, varied representations of pre-test data to include charts and graphs that contain individual student scores, class mean, and subgroup means, and percentiles that fully describe the results from the data in	Candidate includes in the commentary multiple representations of pre-test data to include charts and/or graphs that contain individual student scores, class and sub-	Candidate includes in the commentary appropriate charts or another representation of pre-test data that contain individual student scores and class means but is missing or has inaccurate reporting of some	Candidate includes in the commentary inappropriate or misleading charts of pre-test data that contain class means and individual student scores but is missing or has inaccurate reporting of sub-groups and percentiles. Graphic
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	a meaningful and accurate manner.	group means and percentiles that describe the results from the data in a meaningful manner.	data. Graphic information is not described or is incomplete.	information is not described.
Narrative Analysis of Pre-Test Data Candidate writes a narrative analysis of pretest data that helps them make decisions about planning and instruction.	Candidate narrative analysis of pre-test describes trends and patterns in data among identified class means, individual student scores, and subgroups. Accurate conclusions concerning student's prior knowledge are drawn. Interpretations delineate instructional decisions that will influence instruction during the lesson.	Candidate narrative analysis of pre-test describes trends and patterns among identified class means, individual student scores, and subgroups. Conclusions concerning students' prior knowledge are drawn, but the analysis is superficial. Instructional decisions that will influence instruction during the lesson are discussed.	Candidate narrative analysis of pre-test does not use data to describe trends and patterns identified among class means, individual student scores, and subgroups. The analysis is incomplete or offers a limited interpretation of the findings. Conclusions do not offer details about students' prior knowledge or directions for future instructional decisions.	Candidate narrative lacks appropriate analysis of data required to describe trends and patterns identified among subgroups or to make instructional decisions.
Graphic Comparison of Post-test Data <i>(Technology-Management)</i> Candidate reports graphically on student-learning data in order to meaningfully demonstrate understanding of each students' learning.	Candidate includes multiple, varied representations of pre- and post-test data, to include charts and graphs. Individual student scores, class means, and subgroup scores, including percentiles and paired pre- and post-test data, are accurate and displayed. Graphic information from the data is fully	Candidate includes multiple representations of pre- and post-test data, to include charts and/or graphs. Individual student scores, class means, and subgroups scores including percentiles and paired pre- and post-test data, are accurate and displayed.	Candidate includes basic representation of pre- and/or post-test data. Individual scores, class means, and/or sub-groups scores are included, but paired data or percentiles are misrepresented. Graphic information from the data is not described or is incomplete.	Candidate includes inadequate representation pre- and/or post-test data. Charts and graphs are missing, or they are present but not meaningful or accurate. Individual scores and/or class means and/or sub-groups scores are included but lack or misrepresent paired data or percentiles.

	described in a meaningful and accurate manner.	Graphic information from the data is described.		Graphic information from the data is not described.
Narrative Analysis Post Data Candidate writes a narrative analysis of pretest data that helps them make decisions about planning and instruction.	Candidate narrative analysis of pre-test describes trends and patterns in data among identified class means, individual student scores, and subgroups. Accurate conclusions concerning students' prior knowledge are drawn. Interpretations delineate instructional decisions that will influence instruction during the lesson.	Candidate narrative analysis of pre-test describes trends and patterns among identified class means, individual student scores, and subgroups. Conclusions concerning students' prior knowledge are drawn, but the analysis is superficial. Instructional decisions that will influence instruction during the lesson are discussed.	Candidate narrative analysis of pre-test does not use data to describe trends and patterns identified among class means, individual student scores, and subgroups. The analysis is incomplete or offers a limited interpretation of the findings. Conclusions do not offer details about students' prior knowledge or directions for future instructional decisions.	Candidate narrative lacks appropriate analysis of data required to describe trends and patterns identified among subgroups or to make instructional decisions.
PART F. REFLECTION				
Reflection 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	Candidate commentary reflection on lesson is thoughtful and accurate, citing specific indicators of effectiveness based on multiple data points. Thoughtful consideration is given to reflecting on meeting the needs of diverse learners. Teacher candidate draws on an extensive repertoire to suggest specific alternative	Candidate provides an accurate and objective description in the commentary about the lesson, citing specific evidence. Teacher candidate makes some specific suggestions as to how the lesson might be improved.	Candidate provides a partially accurate and objective description in the commentary but does not cite specific evidence. Teacher candidate makes only general suggestions as to how the lesson might be improved.	Candidate does not accurately assess the effectiveness of the lesson in the commentary and has no ideas about how the lesson could be improved. Candidate does not self-reflect, or self-reflection does not indicate understanding of the adjustments needed to improve professional practice and its impact on diverse learners.

seek out opportunities to grow professionally	actions and predict the likely success of each.	Teacher candidate engages in self-reflection of teaching practice but does not articulate adjustments needed to improve personal practice and its impact on diverse learners.		
PART G. FORMAL PRESENTATION				
Formal Presentation Share data information in class and with the cooperating teacher using technology. <i>(Technology-Management)</i>	In Addition to Proficient... The presentation effectively demonstrates candidate's abilities to communicate with others about reflective practices including and using collected data from formative, summative, or diagnostic assessments to improve learning as well as teaching. Candidate's presentation reveals candidate's abilities to critically analyze, discuss, and present on how instruction can be improved from classroom data. The candidate used technology to present the presentations and included detailed data charts and graphs.	The presentation provides a detailed overview of assessments, assessment evidence, and analysis of data. Candidate thoroughly discusses the conclusions drawn from analyzed data and how his or her instruction impacted learning for the entire class and individual students. Candidate also discusses next steps in improving instruction during presentation. Improvements in instruction are directly tied to how learning can be improved in students. An electronic presentation was provided.	The presentation provides a complete overview of commentary, data analysis and conclusions drawn from an analysis of data using limited technology.	The presentation provides a general overview of commentary and data analysis using no technology.

Explanations of Levels of Performance

1. Beginning: The standard/element does not meet even the most basic levels of performance.
2. Developing: There is only partial evidence that this standard/element was addressed, or the standard/element was only partially addressed; more evidence is needed before determining proficiency with respect to this standard/element.
3. Proficient: Provides sufficient evidence of addressing the standard/element at least at the minimum acceptable level.
4. Exceeds Expectations: Provides an excellent example of addressing the standard/element.

English Language Arts

KEY ASSESSMENT #3: PLANNING FOR INSTRUCTION

Oakwood University

Program: Class B Secondary English Language Arts

Course: ED 430 Internship

Expected Level of Performance: Level 3 “Proficient” or higher

Location to Post Assignment: _____

Due Date: _____

Scored by: Instructor

DIRECTIONS AND ASSIGNMENT GUIDE FOR THE PLANNING PORTFOLIO

You are required to teach 10 consecutive days for your first and second internship placements. During your 20 days of teaching, you must develop and write your own lesson plans. The lesson plans should be approved by the cooperating teacher before you are scheduled to teach them.

You are responsible for taking on the role of the teacher by planning and teaching lessons for English Language Arts, in a secondary classroom. Select your best 10 consecutive lesson plans Secondary English Language Arts. Secondary English Language Arts must be represented in the 10 lesson plans.

Part 1: Write Your Lesson Plans

- Review with the cooperating teacher Secondary English Language Arts subject areas to note where you will start with the curriculum.
- Develop Secondary English Language Arts lesson plans using OU EPP official lesson plan template provide for the internship. Be sure to discuss the subject standards, essential questions and goals set out for the unit from which this lesson comes. (ELA 1.2)
- Begin by identifying one or more standards using the Alabama Course of Study. Write your Secondary English Language Arts lesson plans incorporating all parts contained in the template. Be sure to include a detailed outline of the learning activities in the lesson plans. Include a variety of resources you will use to prepare the lessons (e.g., similar lesson plans that you found on the Internet, information from cooperating teacher, textbook, etc.). Attach these to the lesson plans. (ELA 1.2)
- Review the research on 21st Century learning skills. Identify and provide multiple opportunities for students to demonstrate 21st Century Learning Skills that focus on critical thinking, content knowledge, and social and emotional competencies that lead to essential life and career skills including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility. (ELA 6.2)
- Along with the lesson plan you should also attach all handouts provided to the students (this includes directions, worksheets, technology resources, etc.). Attach handouts only for the lesson you will teach. (ELA 1.2)
- Attach your assessment. However, you should include a brief description of the performance task and other evidence (formative and summative assessment) that your cooperating teacher expects you to use. (Only for the lesson you will teach) Include in the lesson plans developmentally appropriate and challenging learning experiences. (ELA 4.0)
- Outline the lesson plan (teaching & learning activities). This plan should be aligned clearly with the desired results (i.e., geared towards having students meet the objectives, answer the essential questions, and completing the assessment activities). The lesson plans should include all components:

- F. List of instructional materials & resources (including language supports).
- G. Timeline: next to each step, indicate approximate length of time you expect each step to take.
- H. Introductory activities: hook/capture student interest to build a safe, positive learning environment. Set the stage, relate to previous learning (review), and how these fits into what is to follow (preview), tell students what they will learn and be expected to do because of the lesson.
- I. Developmental activities: outline the content and outline the instructional strategies & learning activities. Include details of what you will do, how you will organize/prepare students for tasks, and what students will do. If you plan to involve students in discussion, list key/stem questions that you might ask to generate discussion.
- J. Closing activities: list activities that you and students will do to summarize the lesson, reinforce what was covered, and tie everything together so students see how the lesson fits into the context of the rest of the course (what they have already done and what is coming next).

Pre-activities (ELA 1.0, 2.0,3.0, 4.0, 5.0) Instruction

The pre-activities are what teachers and students need to do before beginning the lesson. They may be as simple as prerequisites — concepts or topics that should already have been covered. These activities may include activities that will help stimulate students' background knowledge of the topic, refresh their memory of previous lessons related to this one, or teach critical vocabulary. Or they may list things the teacher needs to do to prepare to teach this lesson

Technology resources

The technology needed section includes technology resources used by both teacher and students, including computers and related resources (internet connections, printers, and specific software such as a word processing application or PowerPoint), scanners and digital cameras, projectors, DVD player, and so on.

- Be as specific as possible when listing software and hardware requirements.
- Specify how many of each resource is needed (one computer per student or one computer per group of students).
- Provide alternatives if possible. For example, if you teach this plan with one computer per student, try to offer a way to teach the plan with students in groups (in activities or supplemental information) and note here that the plan can be so adapted.

Modifications (ELA 5.2,5.3,5.4)

Modifications are ways a teacher could adapt this plan to teach special audiences, such as students with learning disabilities, gifted and talented children, or English language learners.

Provide information for modifications:

- Explain what audience the modifications are intended for.
- List specific activities for this audience and provide or link to any special resources needed.
- If possible or necessary, explain how the teacher can adapt classroom management strategies to use this plan with multiple audiences at the same time.

- Provide alternative assessments in the field below.

Alternative Assessments (ELA 5.3)

Alternative assessments are means of assessment for special audiences, such as students with learning disabilities or English language learners.

Part 2: Assessment

Develop and plan high quality, standards-based pre-assessments - and a post - assessments. List in your lesson plans what formal assessments will be used during the lesson to evaluate your student's developing knowledge and skills. The assessment should provide opportunities for students to demonstrate the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities. (ELA 4.3)

Part 3: Reflecting on the lesson plan and your teaching of the lesson

Analyze the effectiveness of your lesson plan and your teaching using the Oakwood University's lesson plan guide. Use the following to guide you in developing this analysis. (ELA 7.2)

- After teaching the lesson take some time to talk with your School Based Clinical Faculty. Find out how she/he thought the lesson went. In your discussion with your School Based Clinical Faculty to explore the following questions and any others on which you would like feedback.
 1. Did I plan and teach the lesson so that the students were able to achieve the objectives of the lesson?
 2. Did I assess my students' achievement of the objectives in the lesson (for many of you this will be informal - such as "name two things we learned.")?
 3. Were the steps to the lesson and instructions (a) clear in my plan (b) clear to the students when I explained these to them?
 4. Was I able to manage the students well? Did the lesson plan motivate the students?
 5. What did I do well? What can I improve upon?
- Then summarize your findings, reflecting in depth as you ask yourself the following more in-depth questions. Also, what is important for you to be successful in this assignment is for you to (a) recognize where you are in your progress towards mastery of these and (b) explain where and how you still need to improve.
 1. Did I plan for and provide learning opportunities that supported the students' intellectual, social, and personal development?
 2. Did I create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities?
 3. Did I plan and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, & performance skills?
 4. Did I plan and create a learning environment that encouraged positive social interaction, active engagement in learning, & self-motivation?
 5. Did I plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals?

To what extent did my plan and my teaching reflect my ability to use formal and informal assessment strategies to evaluate and ensure?

ELA Scoring Rubric – Planning for Instruction

#	Element Criteria	Accomplished Level-4	Proficient Level-3	Developing Level-2	Beginning Level-1
1	<p>Development: Learning, and Motivation Learner Development.</p> <p>Candidates use their knowledge of theory, research, and practice in English language arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.</p> <p>Indicator: 3.1</p>	<p>Lesson plan shows that candidates can use their knowledge of theory, research, and practice in English language arts to plan standards-based, coherent, and relevant learning experiences.</p> <p>Candidates utilize a range of different texts—across genres, periods, forms, authors, cultures, various forms of media, and instructional strategies that are motivating and accessible to all students with diverse learning needs and abilities.</p>	<p>Lesson plan shows that candidates can use their knowledge of theory, research, and practice in English language arts to plan standards-based, coherent, and relevant learning experiences.</p> <p>Candidates utilize different texts across genres, periods, forms, authors, various forms of media, and instructional strategies that are motivating and accessible to all students with diverse learning needs and abilities.</p>	<p>Lesson plan shows that candidates can use limited knowledge of theory and practice in English language arts to plan standards-based learning experiences.</p> <p>Candidates utilize different texts across genres, periods, forms, authors, media, and instructional strategies that are motivating to students with diverse learning needs and abilities.</p>	<p>Lesson plan does not show that candidates can use limited knowledge of theory and practice in English language arts to plan standards-based learning experiences.</p> <p>Candidates utilize a narrow selection of texts in teaching ELA students.</p>
2	<p>Instruction Integrating and applying knowledge for instruction</p> <p>Candidates can compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; candidate understands that writing is a recursive</p>	<p>Candidate designs a range of formal and informal lessons that are interdisciplinary.</p> <p>Candidate understands writing to be a recursive process and understands how to use technology in written presentations on a continuum from simple to more complex.</p>	<p>Candidate develops formal and informal lessons that are interdisciplinary.</p> <p>Candidate understands writing to be a recursive process and understands how to use technology in written presentations on a continuum from simple to more complex.</p>	<p>Candidates uses formal and informal lessons that are interdisciplinary.</p> <p>Candidate understands writing to be a recursive process and implements limited use of technology in written presentations.</p> <p>The lesson plan may include instruction that is based on</p>	<p>Candidates makes minimum effort to utilize formal and informal lessons that are interdisciplinary.</p> <p>Candidate teaches only limited revision and editing skills and is limited in the use of technology for presentations.</p>

	<p>process; candidates can use contemporary technologies and/or digital media to compose multimodal discourse.</p> <p>Indicator 2.1</p>	<p>Candidate includes in lesson plan, challenging written materials for students' analysis, interpretation, and response.</p> <p>AND</p> <p>Can use contemporary technologies and/or digital media to compose multimodal discourse.</p>	<p>Candidate includes in lesson plan, challenging written materials for students' analysis, interpretation, and response.</p> <p>AND</p> <p>Can use contemporary technologies and/or digital media to compose multimodal discourse.</p>	<p>knowledge of secondary English language arts.</p>	
3	<p>Instruction Adaptation to Students from Diverse populations</p> <p>Candidates use knowledge of theories and research to plan instruction responsive to students' local, national, and international histories, individual identities (e.g., race, ethnicity, gender, age, appearance, ability, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in English language arts.</p> <p>Indicator 6.2</p>	<p>Candidates demonstrate advanced knowledge of the use of theories and research to plan instruction.</p> <p>Candidates also adapt instruction to the needs of students' local, national, and international histories, individual identities, and languages/dialects as they affect students' opportunities to learn in English language arts.</p>	<p>Candidates demonstrate basic knowledge of theories and research to plan instruction.</p> <p>Candidates also adapt instruction to the needs of students' local, national, histories, individual identities, and languages/ dialects as they affect students' opportunities to learn in English language arts.</p>	<p>Candidates demonstrate minimal knowledge of the use of theories and research to plan instruction.</p> <p>Candidates also adapt instruction to the needs of students' local, national, and histories, individual identities, and languages/dialects as they affect students' opportunities to learn in English language arts.</p>	<p>Candidates use irrelevant theories and research to plan instruction.</p> <p>Candidate does not adapt instruction to the needs of students' local, national, histories, individual identities, and languages/ dialects as they affect students' opportunities to learn in English language arts.</p>
4	<p>Instruction: Development of critical thinking and problem solving</p> <p>Candidates plan and implement English language arts and literacy instruction that promote critical engagement with complex issues related to maintaining a diverse, inclusive, and equitable society.</p>	<p>Candidates plan extensively and implement English language arts and literacy instruction that promote critical engagement with complex issues related to maintaining a diverse, inclusive, and equitable society.</p>	<p>Candidates plan appropriately and implement English language arts and literacy instruction that promote critical engagement with challenging issues related to-maintaining a diverse, inclusive, and equitable society.</p>	<p>Candidates plan reasonably and implement English language arts and literacy instruction as they engage students to think about issues related to-maintaining a diverse, inclusive, and equitable society.</p>	<p>Candidates plan lack clear strategies to implement English language arts and literacy instruction that promotes critical engagement regarding issues related to-diverse, inclusive, and equitable society.</p>

	Indicator 6.1				
5	<p>Instruction: Active engagement in learning.</p> <p>Candidates use data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in English language arts.</p>	Candidates consistently use data about their students' individual differences, identities, and funds of knowledge to promote literacy learning and create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in English language arts.	Candidates regularly use data about their students' individual differences, identities, and funds of knowledge to promote literacy learning and create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in English language arts.	Candidates seldom use data about their students to inform their teaching of literacy learning and create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in English language arts.	Candidates do not rely on data about their students to promote literacy learning and pay little attention to learning environments that contextualize curriculum and instruction.
	Indicator 5.2				
6	<p>Instruction: Communication and Collaboration</p> <p>Candidates use their knowledge of theory, research, and practice in English language arts to plan standards-based, coherent, and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and demonstrate thorough understanding of writing processes and strategies in different genres for a variety of purposes and audiences.</p>	Candidates use their knowledge of theory, research, and practice in English language arts to plan standards-based, coherent, and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and demonstrate thorough understanding of writing processes and strategies in different genres for a variety of purposes and audiences.	Candidates use their knowledge of research, and practice in English language arts to plan standards-based, coherent, and relevant composing experiences that utilize a collaborative approaches and contemporary technologies demonstrate reasonable understanding of writing processes and strategies in different genres for a variety of purposes and audiences.	Candidates use their knowledge of research, and practice in English language arts to plan standards-based, coherent, and relevant composing experiences that utilize a collaborative approaches and contemporary technologies and reflect basic understanding of writing processes and strategies in different genres for a variety of purposes and audiences.	Candidates t knowledge of theory, research, and practice is inadequate to to plan standards-based, coherent, and relevant composing experiences. Reflection and understanding of writing processes and Strategies in different genres for a variety of purposes and audiences are not demonstrated
	Indicator: 4.1				
7	<p>Assessment Formal and Informal</p> <p>Candidates differentiate instruction based on</p>	Candidates differentiate instruction based on students' self-assessments and formal and informal assessments of	Candidates differentiate instruction based on students' self-assessments and formal assessments of learning in English	Candidates differentiate instruction based on students' self-assessments and formal assessments of learning in English	Candidates differentiate instruction based on students' self-assessments and formal assessments of learning in English

	<p>students' self-assessments and formal and informal assessments of learning in English language arts; candidates communicate with students about their performance in ways that actively involve them in their own learning.</p> <p>Indicator 5.3</p>	<p>learning in English language arts; candidates consistently communicate with students about their performance in ways that actively involve them in their own learning.</p>	<p>language arts. Candidates regularly communicate with students about their performance in ways that actively involve them in their own learning.</p>	<p>language arts. Candidates occasionally communicate with students about their performance in ways that actively involve them in their own learning.</p>	<p>language arts. Candidates occasionally communicate with students about their performance in ways that actively involve them in their own learning.</p>
Professional Growth and Reflection: Indicator 5.1					
8	<p>Professional growth, reflection, and evaluation.</p> <p>Candidates are prepared to interact knowledgeably with student, families, and colleagues based on social needs and instructional roles, engage in leadership and/or collaborative roles in English language arts professional learning communities, and actively develop as professional educators.</p> <p>Standard 7.0</p>	<p>Candidates are well prepared to interact knowledgeably with student, families, and colleagues. Candidates understand the social needs of stakeholders as well as their instructional roles and engage in collaborative leadership in English language arts professional learning communities that fosters professional development.</p>	<p>Candidates are somewhat prepared to interact knowledgeably with student, families, and colleagues. Candidates understand the social needs of stakeholders as well as their instructional roles and participate in leadership in English language arts professional learning communities that foster their development as professional educators.</p>	<p>Candidates are minimally prepared to interact knowledgeably with student, families, and colleagues based on social needs and instructional roles. They participate leadership roles in English language arts professional learning communities, in ways that help them realize the need for development as professional educators.</p>	<p>Candidates are unprepared to interact knowledgeably with student, families, and colleagues based on social needs and instructional roles. Candidates do not engage in leadership and/or collaborative roles in English language arts professional learning, and do not participate in professional development activities.</p>
9	<p>Professionalism: Reflection of the Lesson (Commentary)</p> <p>Candidates model literate and ethical practices in English language arts teaching and engage in and reflect on a variety of experience related to English language arts.</p> <p>Indicator 7.1</p>	<p>Candidates consistently model literate and ethical practices in English language arts teaching and engage in and reflect on a variety of experience related to English language arts.</p>	<p>Candidates regularly model literate and ethical practices in English language arts teaching and engage in and reflect on a variety of experience related to English language arts.</p>	<p>Candidates sometimes model literate and ethical practices in English language arts teaching and engage in a variety of experience related to English language arts.</p>	<p>Candidates seldom model literate and ethical practices in English language arts teaching and engage in few experiences related to English language arts.</p>

10	<p>Collaboration with families, colleagues, and community agencies</p> <p>Candidates engage in and reflect on a variety of experiences related to English language arts that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.</p> <p>Indicator 7.2</p>	<p>Candidates consistently engage in and reflect on a variety of experiences related to English language arts that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.</p>	<p>Candidates regularly engage in and reflect on a variety of experiences related to English language arts that demonstrate understanding of and readiness for leadership. Collaboration, with stakeholders, ongoing professional development, and community engagement are regularly engaged in by candidates</p>	<p>Candidates rarely engage in and reflect on a variety of experiences related to English language arts that demonstrate understanding of and readiness for leadership. Candidates do not collaborate with stakeholders.</p>	<p>Candidates do not engage in or reflect on experiences related to English language arts that demonstrate understanding of and readiness for leadership. Candidates do not collaborate in ongoing professional development.</p>
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Level 1 – **Beginning**-Level 1 implies a Beginning level of candidate performance characteristics, a level in which there is little or no evidence that the candidate meets the component’s performance expectation.

Level 2 – **Developing**-Level 2 implies a level of Developing performance, a level in which the candidate provides evidence for demonstrating some of the performance characteristics necessary to meet the standard at an acceptable level, and so has not yet provided sufficient evidence of ability for independent practice for all parts of the component performance expectation.

Level 3 – **Proficient**-Level 3 implies a level of proficient performance in which the candidate demonstrates proficiency—those performance characteristics that meet the component expectations at an acceptable level for a candidate who is just completing a Secondary English Language Arts teacher preparation program and is ready to begin teaching in any Secondary English Language Arts classroom as a novice licensed Secondary English Language Arts teacher.

Level 4 - **Accomplished** -Level 4 implies an Accomplished level of performance in which the candidate demonstrates performance characteristics that represent exemplary practice for a candidate who is just completing an Elementary teacher preparation program and is ready to begin teaching in any Secondary English Language Arts classroom as a novice licensed Secondary English Language Arts teacher. Expectations for performance at this level are demanding and candidate performance at this level requires evidence of highly skilled performance for a candidate who is just completing a Secondary English Language Arts teacher preparation program.

Key Assessment 4

Oakwood University Class B: English Language Arts 6-12 EPP Electronic Internship Portfolio

DIRECTIONS FOR THE CANDIDATE: Write a conceptualized essay that address the specific English Language Arts standards and submit two articles that align to the Alabama English Language Arts Education standards presented. The essay and artifacts should relate to your specific content area and the internship experiences.

DIRECTIONS TO THE COOPERATING TEACHERS AND THE CLINICAL FACULTY: The cooperating teacher and the clinical faculty will score the assessment instrument separately. The scores will be added for a sum and divided by the number of scores for the mean score. The mean score will be shared with the candidate during the feedback conference. If areas for improvement are noted, the clinical faculty is responsible for providing resource supports and developing an action plan.

FOR SCORING THE INSTRUMENT: The clinical faculty will score the assessment instrument. If areas for improvement are noted, the clinical faculty is responsible for providing resource supports and developing an action plan.

PURPOSE: This rubric is used to evaluate the candidate's performance in demonstrating an understanding of the ELA standards by providing artifacts or evidence from the internship clinical experiences.

EXPECTED LEVEL OF PERFORMANCE: Level 3 or above - Meets Expectations.

Outcome/ Element	Alabama English Language Arts Standard	Exceeds Expectations 4 Points	Meets Expectations 3 Points	Developing 2 Points	Needs Support 1 Point
CONCEPTUALIZING ESSAY					
#1: Knowledge of ELA and Adolescents Candidates demonstrate knowledge of the English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers	ELA Standard 1.0	Candidates demonstrate knowledge of ELA subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users. In addition, candidates demonstrate knowledge of theory and research specific to adolescents learning of English Language Arts	Candidates demonstrates knowledge of English Language Arts subject matter content that specifically includes language and writing processes as well as knowledge of adolescents as language users.	Candidates demonstrates Limited knowledge of ELA subject matter content that specifically includes some knowledge of language, writing and adolescents as language users.	Candidates fails to demonstrates knowledge of ELA subject matter content that specifically includes language, writing adolescents as language users.
#2: Knowledge of Language and Writing	ELA 2.0	Candidates demonstrate knowledge of English language arts subject matter content that	Candidates demonstrate advanced knowledge of English language	Candidates demonstrate average reasonable	Candidates demonstrate limited knowledge of English language

Candidates demonstrate knowledge of English language arts subject matter content that specifically <u>includes language and writing</u> as well as knowledge of adolescents as language users.		specifically <u>includes language and writing</u> as well as knowledge of adolescents as language users. In addition, candidates demonstrate knowledge of theory and research specific to adolescents learning of language and writing.	arts subject matter content that specifically <u>includes language and writing</u> processes as well as knowledge of adolescents as language users.	knowledge of English language arts subject matter content that specifically <u>includes language and writing</u> as well as knowledge of adolescents as language users.	arts subject matter content that specifically <u>includes language and writing</u> . Candidates' knowledge of adolescents as language users is unsubstantiated.
#3: Instruction and Assessment - Reading and Literature Candidates <u>plan instruction</u> and design assessments for reading and the study of literature to promote learning for all students.	ELA 3.0	Candidates <u>plan instruction</u> and design assessments for reading and the study of literature to promote learning for all students. In addition, candidates demonstrate understanding of research and theory that promote learning reading skills and literature.	Candidates <u>plan instruction</u> and relevant formative and summative assessments for reading and the study of literature to promote learning for all students.	Candidates <u>plan instruction</u> and design only summative assessments for reading and the study of literature to promote learning for all students.	Candidates <u>plan instruction</u> and design assessments that are vaguely related to lesson objectives for reading and the study of literature to promote learning for all students.
#4: Instruction – Learning for All Students Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.	ELA 4.0	Candidates <u>plan instruction</u> and design assessments for reading and the study of literature to promote learning for all students. In addition, candidates demonstrate knowledge of how to provide accommodation for exceptionalities	Candidates <u>plan instruction, based on context</u> , and design relevant assessments for reading and the study of literature to promote learning for all students.	Candidates <u>plan instruction</u> and design only formative assessment for reading and the study of literature to promote learning for all students.	Candidates <u>plan instruction</u> and design vaguely related assessments for reading and the study of literature that promote learning for some students.
#5: Instruction for Motivation and Active Engagement	St. 5.0	Candidates <u>plan, implement, assess, and reflect on research-based instruction</u> that	Candidates <u>plan, implement, assess, and reflect on research-based instruction</u>	Candidates <u>plan, implement, assess, and reflect on research-based instruction</u>	Candidates <u>plan, implement, assess, and reflect on instruction</u> that marginally

<p>Candidates <u>plan, implement, assess, and reflect on research-based instruction</u> that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students' context-based needs.</p>		<p>increases motivation and active student engagement, builds sustained learning of English Language Arts, and responds to diverse students' context-based needs.</p> <p>In addition, candidates demonstrate knowledge of theories related to effective planning for inclusiveness.</p>	<p>that effectively increases motivation and active student engagement, builds sustained learning of English Language Arts, and responds to diverse students' context-based needs.</p>	<p>that marginally increases motivation and active student engagement, builds learning of English Language Arts, and responds to some students' needs.</p>	<p>increases motivation and active student engagement, builds sustained learning of English Language Arts, but does not respond to diverse students' context-based needs.</p> <p>Candidates demonstrate <u>knowledge of how theories and research about social justice</u>, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English language arts.</p>
<p>#6: Knowledge of Theory and Research</p> <p>Candidates demonstrate <u>knowledge of how theories and research about social justice</u>, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English language arts.</p>	<p>ELA 3.1</p>	<p>Candidates demonstrate outstanding <u>knowledge of how theories and research about social justice</u>, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English language arts. In addition, candidates demonstrate knowledge of how students extend their learning of language arts.</p>	<p>Candidates demonstrate adequate <u>knowledge of how a single and research about social justice</u>, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English language arts.</p>	<p>Candidates demonstrate limited <u>knowledge of how research about social justice</u>, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English language arts.</p>	<p>Candidates fail to demonstrate <u>knowledge of how research about social justice</u>, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English language arts.</p>

<p>#7: Higher-Level Interaction with Stakeholders</p> <p>Candidates are prepared to <u>interact knowledgeably with student, families, and colleagues</u> based on social needs and instructional roles, engage in leadership and/or collaborative roles in English language arts professional learning communities, and actively develop as professional educators.</p>	<p>ELA Standard 7.0</p>	<p>Candidates are well prepared to <u>interact knowledgeably with student, families, and colleagues</u>, based on social needs and instructional roles, engage in leadership and/or collaborative roles in English language arts professional learning communities, and actively develop as professional educators.</p> <p>In addition, candidates are prepared to provide new perspectives on the issues</p>	<p>Candidates are partially prepared to <u>interact knowledgeably with student, families, and colleagues</u> based on social needs and instructional roles, engage in leadership and/or collaborative roles in English language arts professional learning communities, and actively develop as professional educators.</p>	<p>Candidates are somewhat prepared to <u>interact knowledgeably with student, families, and colleagues</u> based on social needs and instructional roles, engage in leadership and/or collaborative roles in English language arts professional learning communities, and actively develop as professional educators.</p>	<p>Candidates are unprepared to <u>interact knowledgeably with student, families, and colleagues</u> based on social needs and instructional roles, engage in leadership and/or collaborative roles in English language arts professional learning communities, and actively develop as professional educators.</p>
<p>#8: Major Concepts in English Language Arts</p> <p>Candidate knows and understands the major concepts, procedures, and practices of English Language Arts</p>	<p>ELA 2.2</p>	<p>Candidate exhibits excellent knowledge and understanding of the major concepts, procedures, and practices of English Language Arts. In addition, candidates are prepared to share their expertise with their colleagues.</p>	<p>Candidate exhibits advanced knowledge and understanding of the major concepts, procedures, and practices of English Language Arts.</p>	<p>Candidate exhibits average knowledge and understanding of the major concepts, procedures, and practices of English Language Arts.</p>	<p>Candidate exhibits no significant knowledge and understanding of the major concepts, procedures, and practices of English Language Arts.</p>

Key Assessment 5

KEY ASSESSMENT #5 Impact on Student Learning

Oakwood University

Program/Level: Class B Secondary Education 6-12

Title of Assignment: Impact on Student Learning Commentary-English Language Arts

Course: ED 332 Methods of Teaching Secondary English Language Arts

Due Date: _____

Submission Location: _____

Scored by: Instructor of the Course

Expected Level of Performance: Level 3 or higher

ELA Standard 1: Candidates demonstrate knowledge of the English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.

Indicator 1.1: Candidates are knowledgeable about texts—print and non-print texts, media texts, classic texts, and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experience of different genders, ethnicities, and social classes; they can use literary theories to interpret and critique a range of texts.

Indicator 1.2: Candidates are knowledgeable about how adolescents read texts and make meaning through interaction with media environments.

Standard 2: Candidates demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.

Indicator 2.1: Candidates can compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing is a recursive process; candidates can use contemporary technologies and/or digital media to compose multimodal discourse.

Indicator 2.2: Candidates know the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they understand the concept of dialect and are familiar with relevant grammar systems (e.g., descriptive, and prescriptive); they understand principles of language acquisition; they recognize the influence of English language history on English language arts content; and they understand the impact of language on society.

Indicator 2.3: Candidates are knowledgeable about how adolescents compose texts and make meaning through interaction with media environments.

Standard 3: Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.

Indicators 3.1: Candidates use their knowledge of theory, research, and practice in English language arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students,

including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.

Indicator 3.2: Candidates design a range of authentic assessments (e.g., formal, and informal, formative, and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.

Indicator 3.3: Candidates plan standards-based, coherent, and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.

Indicator 3.4: Candidate's design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.

Indicator 3.5: Candidates plan instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students' comprehension and interpretation of print and non-print texts.

Indicator 3.6: Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.

Standard 4: Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.

Indicators 4.1: Candidates use their knowledge of theory, research, and practice in English language arts to plan standards-based, coherent, and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.

Indicator 4.2: Candidates design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates can respond to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time.

Indicator 4.3: Candidates design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities.

Indicator 4.4: Candidates design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.

Standard 5: Candidate's plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students' context-based needs.

Indicators: 5.1 Candidates plan and implement instruction based on English language arts curricular requirements and standards, school and community contexts, and knowledge about students' linguistic and cultural backgrounds.

Indicator 5.2: Candidates use data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that

contextualize curriculum and instruction and help students participate actively in their own learning in English language arts.

Indicator 5.3: Candidates differentiate instruction based on students' self-assessments and formal and informal assessments of learning in English language arts; candidates communicate with students about their performance in ways that actively involve them in their own learning.

Indicator 5.4: Candidates select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English language arts.

Standard 6: Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English language arts.

Indicators 6.1: Candidates plan and implement English language arts and literacy instruction that promotes critical engagement with complex issues related to maintaining a diverse, inclusive, and equitable society.

Indicator 6.2: Candidates use knowledge of theories and research to plan instruction responsive to students' local, national, and international histories, individual identities (e.g., race, ethnicity, gender, age, appearance, ability, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in English language arts.

Standard 7: Candidates are prepared to interact knowledgeably with student, families, and colleagues based on social needs and instructional roles, engage in leadership and/or collaborative roles in English language arts professional learning communities, and actively develop as professional educators.

Indicators 7.1: Candidates model literate and ethical practices in English language arts teaching and engage in and reflect on a variety of experience related to English language arts.

Indicator 7.2: Candidates engage in and reflect on a variety of experiences related to English language arts that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.

Purpose

The purpose of this assignment is for you to demonstrate that you can:

- a) Design instruction that focuses on student learning,
- b) Analyze assessment information and use it to adjust your instruction
- c) Study the effects of your instruction,
- d) Monitor student learning through a variety of assessment techniques,
- e) Have a positive impact on learning for all students.

Evaluation: Your final Impact on Student Learning assignment will be evaluated by you and your instructor/University Supervisor using the "the assessment rubric."

ASSIGNMENT DIRECTIONS AND GUIDE FOR THE IMPACT ON STUDENT LEARNING COMMENTARY

The Impact on Student Learning Assignment is written documentation of your ability to foster learning for all students during the teaching process. Please select ***one unit or a series of related lessons*** that you will teach during your internship and provide evidence of your ability to do each of the following elements. Please note that the sequence of the following items may vary—for example, you may give your pre-assessment before writing your initial plans. Please work with your cooperating teacher for guidance about appropriate sequencing of your work.

CONTEXTUAL INFORMATION – No points – Planning Information

Suggested Length – 1-2 pages

Task. Provide contextual information about the school and the students in your classroom.

- How many students are in your class?
- What is the demographic background of your students?
- How many of your students speak another language?
- Do you have any students with an IEP 504, or who is at-risk of failing?
- What are the community and personal assets of the students in your class?
- Describe the physical attributes of your classroom. For example: describe the technology and room arrangement of the classroom.
- What instructional resources are available for the lessons?
- Describe the characteristics of students in the class. This should include grade level, ages, genders, ethnicities, and the percentage of English Language Learners. (ELE Standard 1)

ENGLISH LANGUAGE ARTS - PLANNING UNIT LESSON PLANS AND ASSESSMENTS

Overall Requirements:

Plan and include at least one electronic assessment (Technology Assessment)

Plan 5 or more Unit Lesson Plans.

PART A: Planning

Task: Develop a series of related lessons and an overall plan for instruction. Your lesson plans for English Language Arts **MUST**:

- provide specific learning expectations
- communicate clear expectations to your students, methods of instruction, and how you plan to assess student learning during the process (include pre-assessments, formative assessments, and post-assessments)
- include high quality, standards-based pre-assessments and a post assessment

- list what formal assessments will be used during the lesson to evaluate your student's developing knowledge and skills; the assessment should provide opportunities for students to demonstrate conceptual understanding and problem-solving strategies

**** Provide a copy of your lesson plans with this assignment.**

PART B: Pre-Assessment, Instruction, Post Assessment

Overall Requirement: Use technology to manage the data collection

Suggested Length – 4 pages

Task. Give an English Language Arts pre-assessment (or assessments) to your students and use the results to modify your instruction to better meet student needs.

- Assess student knowledge prior to instruction to determine their prior learning and readiness for instruction.
- This assessment can be formal (written quiz, etc.) or informal (discussion, etc.).

**** Include a copy of the assessment questions along with your lesson plans.**

PART C: Instruction

Task. Provide instructions and monitor student progress toward meeting the learning expectations.

- Deliver your modified instruction to your students and carefully monitor the progress of each student through the learning process.
- Make additional modifications for individual students or the whole class as needed based on your monitoring process, and describe the modifications made in your written reflection.
- Provide descriptive feedback to students and require them to use feedback (including self- and peer-feedback) to make progress toward meeting the learning expectations.

PART D: Post-assessment

Task. Give an English Language Arts post-assessment (or assessments) to your students.

- Administer a post-assessment to your students that will give them the opportunity to demonstrate their knowledge of the learning expectations.
- Use this information to make final judgments about the progress made by each student as well as your ability to impact their learning.

**** Include a copy of all assessments for the post assessment. Include samples of student work; remember to remove the names of the students.**

PART E: Analysis of Student Learning

Suggested Length – 4 pages + charts and samples of student work

Required: Discuss technology used for instruction

Task: Analyze your assessment data, including pre-/post- and formative assessments to determine students' progress related to the unit learning goals.

- Use visual representations and narrative to communicate the performance of the whole class, subgroups, and two individual students.
- Conclusions drawn from this analysis should be provided in the “Reflection and Self-Evaluation” section. In this section, you will analyze data to explain progress and achievement toward learning goals demonstrated by your whole class, subgroups of students, and individual students.
 - Entire Class: To analyze the progress of your whole class, create a table that shows pre-and post-assessment data on every student on every learning goal. Then create a graphic summary that shows the extent to which your students made progress (from the pre to the post assessment) toward the learning elements that you identified for each learning goal. Summarize what the graph tells about student learning in this unit (How many students met the goal)?
 - Subgroups: Select a group characteristic (e.g., gender, performance level, socio-economic status, language proficiency) to analyze in terms of one learning goal. Provide a rationale for your selection of this characteristic to form subgroups (girls vs. boys; high-vs-middle-vs low performers). Create a graphic representation that compares pre-and-post assessment results for the subgroups on this learning goal. Summarize what these data show about student learning.
 - Individual Students: Select two students that demonstrated different levels of performance. Explain why it is important to understand the learning of these students. Use pre-, formative, and post assessment data with examples of the students' work to draw conclusions about the extent to which these students attained the two learning goals. Graphic representations are not necessary for this section of the assignment. Provide possible reasons for why your students learned or did not learn in the next section, “Reflection and Self-Evaluation.”

PART F: Reflection and Self-Evaluation

Suggested Length – 2 pages

Task: Reflect on your performance as a teacher and link your performance to student learning results. Evaluate your performance and identify future actions for improved practice and professional growth. Provide a written reflection using the guiding questions provided. Complete a self-evaluation of your finished assignment using the assignment rubric.

- Select the learning goal where your students were **most** successful. Provide two or more possible reasons for this success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors under your control.
- Select the learning goal where your students were **least** successful. Provide two or more possible reasons for this lack of success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors under your control.

Discuss what you could do differently or better in the future to improve your students' performance.

- Reflect on possibilities of professional development. Describe at least two professional learning goals that emerged from your insights and experiences with the Impact of Student Learning assessment. Identify two specific steps you will take to improve your performance in the critical area(s) you identified.

PART G: Formal Presentation

Requirement: Use technology to manage the presentation of your findings in class.

Task: Prepare a formal presentation on your data analysis and information covered in your commentary. Your presentation should highlight the following:

- A summary of contextual information about the school and your students
- A summary of assessments used to collect data, including your pre- and post- assessments
- An analysis and report of assessment data
- Your reflection on assessment the results, supported appropriately by English Language Arts education research

You will present your analysis in class. Your instructor will provide you with a date for your presentation. Review the Impact on Student Learning Rubric, which follows, for expected performance requirements on the presentation.

SCORING RUBRIC – IMPACT ON STUDENT LEARNING COMMENTARY

English Language Arts

This rubric is used during the field experiences and the internship.

Expected level of performance: (Proficient- Level 3 or higher)

Required document to score: Commentary

Elements	Accomplished Level 4	Proficient Level 3	Developing Level 2	Beginning Level 1
<p style="text-align: center;">English Language Arts Standard 4 Assessments</p> <p>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 secondary student.</p>				
<p style="text-align: center;">PART A – Unit Lesson Plans and Assessments for English Language Arts</p>				
<p style="text-align: center;">PART B – Pre-Assessments for English Language Arts</p>				
<p>Assessments</p> <p>English Language Arts</p> <p>Pre-test</p> <p>Candidates use their knowledge of theory, research, and practice in English language arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.</p>	<p>Candidate develops or selects a pre-test that is highly correlated with the English Language Arts lesson objectives and the math central focus for the unit plans.</p> <p>The alignment between assessment and lesson objectives is strong and clear.</p>	<p>Candidate selects a pre-test that is correlated with English Language Arts lesson objectives.</p> <p>There is evidence of alignment between assessment and lesson objectives.</p>	<p>Candidate provides a pre-test that has limited English Language Arts alignment with lesson objectives.</p> <p>The alignment between assessment and lesson objectives is not clear.</p>	<p>Candidate uses a pre-test with little thought given to the English Language Arts alignment with lesson objectives; assessment is not appropriate for the knowledge and/or skills being assessed.</p>

Indicator: 3.1				
PART C: Narrative Analysis of the Pre-Test Data to the English Language Arts Objectives Content and Instruction				
Content Knowledge of Students: Candidates are knowledgeable about how adolescents compose texts and make meaning through interaction with media environments. Indicator 2.3	In Addition to Proficient... Candidate's commentary includes an in-depth analysis of how Secondary English Language Arts students compose texts and make meaning through interaction with media environments while providing positive student feedback.	The commentary provides specific details on how adolescents compose texts and make meaning through interaction with media environments and provide student feedback.	The commentary includes some reflection on adolescents compose texts and make meaning through interaction with media environments and provide no clear feedback to secondary students.	The commentary includes a limited reflection on how adolescents compose texts and make meaning through interaction with media environments. The narrative lacks appropriate analysis of data required to describe trends and patterns identified among subgroups to make instructional decisions.
Content Knowledge Verify Students' Strategies for English Language Arts Candidates design a range of assessments for students that promote their development as writers, are appropriate to the writing task and are consistent with current research and theory. Candidates can respond to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time. Indicator 4.2	In Addition to Proficient... The candidate's commentary includes an in-depth analysis of the candidate's ability to respond to students' writing in process and to finished text in ways that engage students' ideas and encourage them to be lifelong learners.	The commentary includes a range of assessments that promote student development as writers, are appropriate to the writing task, and are consistent with current research and theory. The candidate's responses to student writing support writing growth.	The commentary includes some assessments that promote student development as writers, are appropriate to the writing task, or are consistent with current research and theory. Candidate responses to student writing are adequate.	The commentary is limited in its ability to articulate the range of assessments that promote student development as writers, appropriateness to the writing task, and consistency with current research and theory. Candidate responses to student writing are limited or nonexistent.
Content Knowledge Monitor Assessments for English Language Arts	In Addition to Proficient... The candidate's commentary includes an in-depth	The commentary provides specific details on effectively designing	The commentary includes some details on the effective design of authentic assessments of	The commentary includes limited details on the effective design of authentic

<p>Candidates design a range of authentic assessments (e.g., formal, and informal, formative, and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.</p> <p>Indicator 3.2</p>	<p>analysis of formal, informal, formative, and summative assessments that are appropriate to the specific needs of the students and their abilities in reading, writing, speaking, listening, viewing, and presenting.</p>	<p>authentic assessments of reading and literature that demonstrate an understanding of how learners develop and address evaluative abilities in English Language Arts.</p>	<p>reading and literature that demonstrate an understanding of how learners develop and address evaluative abilities in English Language Arts.</p>	<p>assessments of reading and literature that demonstrate an understanding of how learners develop and address evaluative abilities in English Language Arts.</p>
<p>Instruction Integrating and applying knowledge for instruction.</p> <p>Candidates use their knowledge of theory, research, and practice in English language arts to plan standards-based, coherent, and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.</p> <p>Indicator 4.1</p>	<p>In Addition to Proficient... Candidate's approach to discussing his/her impact on student learning demonstrates that he/she possesses a deep understanding of how to use research in English Language Arts to make assessment decisions and to enrich students' English Language Arts learning experiences.</p>	<p>The candidate commentary is effective in drawing upon research in English Language Arts to make assessment decisions and to enrich students' English Language Arts learning experiences.</p>	<p>Candidate commentary makes some effort to draw upon research in English Language Arts to make assessment decisions and to enrich students' English Language Arts learning experiences.</p>	<p>Candidate commentary makes minimum effort to draw upon research in English Language Arts to make assessment decisions and to enrich students' English Language Arts learning experiences.</p>
<p>Instruction Adaptation to students from diverse populations</p> <p>Candidates use knowledge of theories and research to plan instruction responsive to students' local,</p>	<p>In Addition to Proficient... The commentary demonstrates candidate possesses extensive understandings of students' individual differences,</p>	<p>The candidate provides a detailed overview of the individual differences and cultural and language diversity that exists within the classroom.</p>	<p>The candidate provides a somewhat appropriate overview of the individual differences and cultural and language diversity that exists within the classroom</p>	<p>The candidate alludes to student differences in the commentary but does not appropriately capture the individual differences and</p>

national, and international histories, individual identities (e.g., race, ethnicity, gender, age, appearance, ability, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in English language arts. Indicator 6.2	including cultural and language diversity, and that the candidate can appropriately capture and summarize student differences.			diversity that exists within the classroom.
Instruction: Development of critical thinking and problem-solving. (Technology-Instruction) Candidates select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English language arts. Indicator 5.4	In Addition to Proficient... Candidate's approach to discussing his/her impact on student learning demonstrates that he/she possesses a deep understanding of how to use research in English Language Arts to make assessment decisions and to enrich students' English Language Arts learning experiences. The commentary also explains how high-impact activities involve the use of technology and the building of new knowledge.	The candidate is effective in drawing upon research in English Language Arts to make assessment decisions and to enrich students' English Language Arts learning experiences including the use of English Language Arts specific technology, and how these activities and investigations impacted student learning.	Candidate makes some effort to draw upon research in English Language Arts to make assessment decisions and to enrich students' English Language Arts learning experiences, with limited technology.	Candidate makes minimum effort to draw upon research in English Language Arts to make assessment decisions and to enrich students' English Language Arts learning experiences using no technology.
Instruction Active engagement in learning. Candidates differentiate instruction based on students' self-assessments and formal and informal	Candidate includes in the commentary a variety of teaching strategies that include technology assessments, methods, and assessments	Candidate includes in the commentary appropriate teaching strategies and some technology assessments,	Candidate displays an awareness of appropriate teaching strategies with limited technology discussed in the commentary with	Candidate does not include in the commentary teaching strategies, methods, or assessments that can engage and challenge the

assessments of learning in English language arts; candidates communicate with students about their performance in ways that actively involve them in their own learning. Indicator 5.3 (Technology-Assessments)	developed to meet the needs of individual learners that engage and challenge all students.	methods, and assessments that are differentiated and can engage and challenge all students.	methods and assessments.	students. Technology discussions and explanations are missing.
PART D: Post Assessment for English Language Arts				
English Language Arts Post-Assessment Candidates design a range of authentic assessments (e.g., formal, and informal, formative, and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting. Indicator 3.2	Candidate develops or selects a post-test that is highly correlated with lesson objectives. The alignment between assessment and lesson objectives is strong and clear.	Candidate develops or selects a post-test that is correlated with lesson objectives. There is evidence of alignment between assessment and lesson objectives.	Candidate develops or selects a post-test that has limited alignment with lesson objectives. The alignment between assessment and lesson objectives is not clear.	Candidate develops or selects a post-test with little thought given to alignment with lesson objectives; assessments are not appropriate for the knowledge and/or skills being assessed.
PART E: Analysis of Student Learning				
Graphic Representation of Data: Pre-Test Candidate creates a graphic representation of data to meaningfully demonstrate understanding of students' learning.	Candidate includes in the commentary multiple, varied representations of pre-test data to include charts and graphs that contain individual student scores, class mean, and subgroup means, and percentiles that fully describe the	Candidate includes in the commentary multiple representations of pre-test data to include charts and/or graphs that contain individual student scores, class and sub-group means and percentiles	Candidate includes in the commentary appropriate charts or another representation of pre-test data that contain individual student scores and class means but is missing or has inaccurate reporting of some data. Graphic information	Candidate includes in the commentary inappropriate or misleading charts of pre-test data that contain class means and individual student scores but is missing or has inaccurate reporting of sub-groups and percentiles.

	results from the data in a meaningful and accurate manner.	that describe the results from the data in a meaningful manner.	is not described or is incomplete.	Graphic information is not described.
Narrative Analysis of Pre-Test Data Candidate writes a narrative analysis of pretest data that helps them make decisions about planning and instruction.	Candidate narrative analysis of pre-test describes trends and patterns in data among identified class means, individual student scores, and subgroups. Accurate conclusions concerning student's prior knowledge are drawn. Interpretations delineate instructional decisions that will influence instruction during the lesson.	Candidate narrative analysis of pre-test describes trends and patterns among identified class means, individual student scores, and subgroups. Conclusions concerning students' prior knowledge are drawn, but the analysis is superficial. Instructional decisions that will influence instruction during the lesson are discussed.	Candidate narrative analysis of pre-test does not use data to describe trends and patterns identified among class means, individual student scores, and subgroups. The analysis is incomplete or offers a limited interpretation of the findings. Conclusions do not offer details about students' prior knowledge or directions for future instructional decisions.	Candidate narrative lacks appropriate analysis of data required to describe trends and patterns identified among subgroups or to make instructional decisions.
Graphic Comparison of Post-test Data (Technology-Management) Candidate reports graphically on student-learning data to meaningfully demonstrate understanding of each students' learning.	Candidate includes multiple, varied representations of pre- and post-test data, to include charts and graphs. Individual student scores, class means, and subgroup scores, including percentiles and paired pre- and post-test data, are accurate and displayed.	Candidate includes multiple representations of pre- and post-test data, to include charts and/or graphs. Individual student scores, class means, and subgroups scores including percentiles and paired pre- and post-test data, are accurate and displayed.	Candidate includes basic representation of pre- and/or post-test data. Individual scores, class means, and/or sub-groups scores are included, but paired data or percentiles are misrepresented. Graphic information from the data is not described or is incomplete.	Candidate includes inadequate representation pre- and/or post-test data. Charts and graphs are missing, or they are present but not meaningful or accurate. Individual scores and/or class means and/or sub-groups scores are included but lack or misrepresent paired data or percentiles.

	Graphic information from the data is fully described in a meaningful and accurate manner.	Graphic information from the data is described.		Graphic information from the data is not described.
Narrative Analysis of Post-Test Data Candidate writes a narrative analysis of pretest data that helps them make decisions about planning and instruction.	Candidate narrative analysis of post-test describes trends and patterns in data among identified class means, individual student scores, and subgroups. Accurate conclusions concerning students' prior knowledge are drawn. Interpretations delineate instructional decisions that will influence instruction during the lesson.	Candidate narrative analysis of post-test describes trends and patterns among identified class means, individual student scores, and subgroups. Conclusions concerning students' prior knowledge are drawn, but the analysis is superficial. Instructional decisions that will influence instruction during the lesson are discussed.	Candidate narrative analysis of post-test does not use data to describe trends and patterns identified among class means, individual student scores, and subgroups. The analysis is incomplete or offers a limited interpretation of the findings. Conclusions do not offer details about students' prior knowledge or directions for future instructional decisions.	Candidate narrative lacks appropriate analysis of data required to describe trends and patterns identified among subgroups or to make instructional decisions.
PART F: Reflection				
Reflection Candidates engage in and reflect on a variety of experiences related to English language arts that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement. Indicator: 7.2	Candidate commentary reflection on lesson is thoughtful and accurate, citing specific indicators of effectiveness based on multiple data points. Thoughtful consideration is given to reflecting on meeting the needs of diverse learners.	Candidate provides an accurate and objective reflection in the commentary about the lesson, citing specific evidence. Teacher candidate makes specific suggestions as to how the lesson might be improved.	Candidate provides a partially accurate and objective reflection in the commentary but does not cite specific evidence. Teacher candidate makes only general suggestions as to how the lesson might be improved. Teacher candidate engages in self-reflection of teaching	Candidate does not accurately assess the effectiveness of the lesson in the commentary and has no ideas about how the lesson could be improved. Candidate does not self-reflect, or self-reflection does not indicate understanding of the adjustments needed to improve

	Teacher candidate draws on an extensive repertoire to suggest specific alternative actions and predict the likely success of each.		practice but does not articulate adjustments needed to improve personal practice and its impact on diverse learners.	professional practice and its impact on diverse learners.
PART G. Formal Presentation				
Formal Presentation Share data information in class and with the cooperating teacher using technology. (Technology-Management)	In Addition to Proficient... The presentation effectively demonstrates candidate's abilities to successfully communicate with others about reflective practices including and using collected data from formative, summative, or diagnostic assessments to improve learning as well as teaching. Candidate's presentation reveals candidate's abilities to critically analyze, discuss, and present on how instruction can be improved from classroom data. The candidate used technology to present the presentations and included detailed data charts and graphs.	The presentation provides a detailed overview of assessments, assessment evidence, and analysis of data. Candidate thoroughly discusses the conclusions drawn from analyzed data and how his or her instruction impacted learning for the entire class and individual students. Candidate also discusses next steps in improving instruction during presentation. Improvements in instruction are directly tied to how learning can be improved in students. An electronic presentation was provided.	The presentation provides a complete overview of commentary, data analysis and conclusions drawn from an analysis of data using limited technology.	The presentation provides a general overview of commentary and data analysis using limited technology.

Explanations of Levels of Performance:

1. Beginning – This standard/element does not meet even the most basic levels of performance.
2. Developing – There is only partial evidence that this standard/element was addressed, or the standard/element was only partially addressed; more evidence is needed before determining proficiency with respect to this standard/element.
3. Proficient – provides sufficient evidence of addressing the standard/element at least at the minimum acceptable level.
4. Exceeds Expectations – provides an excellent example of addressing the standard/element.

MATHEMATICS

Key Assessment 3

KEY ASSESSMENT #3 PLANNING FOR INSTRUCTION

Oakwood University

Program: Class B Mathematics 6-12

Course: ED 430 Internship

Expected Level of Performance: Level 3 “Proficient” or higher

Location to Post Assignment: _____

Due Date: _____

Scored by: Instructor

DIRECTIONS AND ASSIGNMENT GUIDE FOR THE PLANNING PORTFOLIO

You are required to teach 10 consecutive days for your first and second internship placements. During your 20 days of teaching, you must develop and write your own lesson plans. The lesson plans should be approved by the cooperating teacher before you are scheduled to teach them. You are responsible for taking on the role of the teacher by planning and teaching Mathematics in Grades 6-12. Your discipline must be represented in the 10 lesson plans.

Part 1: Write Your Lesson Plans

- Review with the cooperating teacher the mathematics disciplines to note where you will start with the curriculum (**MATH 1.0**)
- Develop lesson plans using the template provide for the internship. Be sure to discuss the subject standards, essential questions and goals set out for the inquiry unit in which the lesson occurs. (**MATH 3.0**)
- Begin by identifying one or more standards using the Alabama Course of Study. Write your lesson plans incorporating all parts contained in the template. Be sure to include a detailed outline of the learning activities in the lesson plans. Include a variety of resources you will use to prepare the inquiry lessons (e.g., strategies that you found on the Internet, information from cooperating teacher, textbook, etc.). Attach these to the lesson plans. (**MATH 3.0, 4.2, 5.2**)
- Review the research on 21st Century learning skills. Identify and provide multiple opportunities for students to demonstrate 21st Century Learning Skills that focus on college and career readiness and civic life. (**MATH 3.0**)
- Along with the lesson plan you should also attach all handouts provided to the students (this includes directions, worksheets, technology resources, etc.). Attach handouts only for the lesson you will teach. (**MATH 3.3, 4.5, 5.2**)
- Attach your assessment. However, you should include a brief description of the performance task and other evidence (formative and summative assessment) that your cooperating teacher expects you to use (only for the lesson you will teach). Include in the lesson plans developmentally appropriate and challenging learning experiences. (**MATH 3.5, 3.6**)

- Outline the lesson plan (teaching & learning activities). This plan should be aligned clearly with the desired results (i.e., geared towards having students meet the objectives, seek answers to the essential questions, and complete authentic assessments). The lesson plans should include all components:
 - K. List of instructional materials & resources (including language supports).
 - L. Timeline: next to each step, indicate approximate length of time you expect each step to take.
 - M. Introductory activities: hook/capture student interest to build a safe, positive learning environment. Set the stage, relate to previous learning (review), and how these will launch and focus the inquiry, and guide students' decisions about how to seek answers to relevant questions.
 - N. Developmental activities: outline the strategies & learning activities that will be used to guide development of the content and outline. Include details of what you will do, how you will organize/prepare students for tasks, and what students will do. If you plan to involve students in discussion, list key/stem questions that you might ask to generate discussion.
 - O. Closing activities: list activities that you and students will do to summarize the inquiry, reinforce what was covered, and tie everything together so students see how the discoveries fit into the context of the rest of the course (what they have already done and what is coming next).

Pre-activities (MATH 4.2) Instruction

The pre-activities are what teachers and students need to do before beginning the unit. They may be as simple as prerequisites, laying out rules of operation, building a learning community, reviewing concepts or topics that should already have been covered. These activities may help draw on students' background knowledge of the topic, refresh their memory of previous related lessons, or review critical concepts. Or they may list things the teacher needs to do to prepare for the inquiry process.

Technology Resources (SS 3.3, 4.5, 5.2)

The technology needed section includes technology resources used by both teacher and students, including computers and related resources (internet connections, printers, and specific software such as a word processing application or PowerPoint, Apps), scanners and digital cameras, projectors, DVD player, and so on.

- Be as specific as possible when listing software and hardware requirements.
- Specify how many of each resource is needed (one computer per student or one computer per group of students).
- Provide alternatives, if possible. For example, if you teach this plan with one computer per student, try to offer a way to teach the plan with students in groups (in activities or supplemental information) and note here that the plan can be so adapted.

Modifications (MATH 4.2, 3.3)

Modifications are ways a teacher could adapt this plan to teach special audiences, such as students with learning disabilities, gifted and talented children, or socio-cultural differences.

Provide information for modifications:

- Explain what audience the modifications are intended for.
- List specific activities for this audience and provide or link to any special resources needed.
- If possible or necessary, explain how the teacher can adapt classroom management strategies to use this plan with multiple audiences at the same time.
- Provide alternative assessments in the field below.

Alternative Assessments (MATH 3.6)

Alternative assessments are means of assessment for special audiences, such as students with learning disabilities or English Language Learners.

Part 2: Assessment

Develop and plan high quality, standards-based pre-assessments and a post assessment. List in your lesson plans what formal assessments will be used during the lesson to evaluate your student's developing knowledge and skills. The assessment should provide opportunities for students to demonstrate conceptual understanding and problem-solving strategies. (MATH 3.6)

Part 3: Reflecting on the lesson plan and your teaching of the lesson

Analyze the effectiveness of your lesson plan and your teaching using the Oakwood University's lesson plan guide. Use the following to guide you in developing this analysis. (MATH 6.2)

- After facilitating a stage of inquiry, take some time to talk with your cooperating teacher. Find out how she/he thought the process went. In your discussion with your teacher explore the following questions and any others on which you would like feedback.
 1. Did I plan and conduct the inquiry process so that the students were able to advance toward attaining the established objectives?
 2. Did I assess my students' achievement of the established objectives in the activities?
 3. Were the steps in the process and instructions (a) clear in my plan (b) clear to the students when I explained these to them?
 4. Was I able to manage the students well? Did the plan motivate the students?
 5. What did I do well? What can I improve upon?

- Summarize your findings, reflecting in depth as you ask yourself the following more in-depth questions. Also ask yourself what is important for you to be successful in this assignment? It is important for you to (a) recognize where you are in your progress towards mastery of these areas and (b) explain where and how you still need to improve.
 1. Did I plan for and provide learning opportunities that supported the students' intellectual, social, and personal development?
 2. Did I plan for and develop learning opportunities that promote students' civic competence and instill a desire for a more just and equitable society?
 3. Did I create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities?
 4. Did I plan for and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, & performance skills?
 5. Did I plan for and create a learning environment that encouraged positive social interaction, active engagement in learning, & self-motivation?
 6. Did I plan for and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals?

To what extent did my plan and the inquiry process reflect my ability to use formal and informal assessment strategies to evaluate inquiry?

KEY ASSESSMENT #3 PLANNING FOR INSTRUCTION

Oakwood University

Program: Class B Mathematics 6-12

Course: ED 430 Internship

#	Element Criteria	Accomplished Level 4	Proficient Level 3	Developing Level 2	Beginning Level 1
1	Development, Learning, and Motivation Learner Development Indicator 4.1: Exhibit knowledge of adolescent learning, development, and behavior and demonstrate a positive disposition toward mathematical processes and learning.	Plans demonstrate that the candidate has extensive knowledge of adolescent learning, development, and behavior and demonstrate a positive disposition toward mathematical processes and learning.	Plans demonstrate that the candidate has basic knowledge of adolescent learning, development, and behavior and demonstrate a positive disposition toward mathematical processes and learning.	Plans demonstrate that the candidate has minimum knowledge of adolescent learning, development, and behavior and demonstrate a positive disposition toward mathematical processes and learning.	Plans lack knowledge of adolescent learning, development, and behavior as well as a positive disposition toward mathematical processes and learning.
2	Development, Learning, and Motivation Learner Development Indicator 4.2: Plan and create developmentally appropriate, sequential, and challenging learning opportunities grounded in mathematics education research in which students are actively engaged in building new knowledge from prior knowledge and experiences.	Candidate's plan demonstrates the ability to create developmentally appropriate, sequential , and challenging learning opportunities grounded in mathematics education research in which students are actively engaged in building new knowledge from prior knowledge and experiences.	Candidate's plan demonstrates the ability to create developmentally appropriate, and challenging learning opportunities grounded in mathematics education research in which students are actively engaged in building new knowledge from prior knowledge and experiences.	Candidate's plan demonstrates the ability to create developmentally appropriate, and challenging learning opportunities grounded in mathematics education in which students engage in building new knowledge from prior knowledge.	Candidate's plan does not demonstrate the ability to create appropriate, sequential , and learning opportunities grounded in mathematics education research in which students are not engaged in building new knowledge from prior knowledge.
3	Application of Knowledge Indicators 3.1: Apply knowledge of curriculum standards for secondary mathematics and their relationship to student learning	Candidate's plan shows that the candidate possesses extensive knowledge of curriculum standards for secondary mathematics and can apply	Candidate's plan shows that the candidate possesses working knowledge of curriculum standards for secondary mathematics and can	Candidate's plan shows that the candidate can apply knowledge of few curriculum standards for secondary mathematics and their relationship to	Candidate's plan does not show that candidate can apply knowledge of curriculum standards for secondary mathematics and their relationship to student

	within and across mathematical domains.	this knowledge in relationship to student learning within and across mathematical domains.	apply this knowledge in relationship to student learning within and across mathematical domains.	student learning within and across mathematical domains.	learning across mathematical domains.
4	Planning and Instruction Indicator 3.3: Plan lessons and units that incorporate a variety of strategies, differentiated instruction for diverse populations, and mathematics-specific and instructional technologies in building all students' conceptual understanding and procedural proficiency.	Candidate's lesson and unit plans incorporate a variety of strategies, to differentiate instruction for diverse populations, and mathematics-specific and instructional technologies in effectively building all students' conceptual understanding and procedural proficiency.	Candidate's lesson and unit plans incorporate many strategies, to differentiate instruction for diverse populations, and mathematics-specific and instructional technologies in effectively building most students' conceptual understanding and procedural proficiency.	Candidate's lesson and unit plans incorporate few strategies, to differentiate instruction for diverse populations, and instructional technologies in building some students' conceptual understanding and procedural proficiency.	Candidate's lesson and unit plans do not incorporate strategies, to differentiate instruction for diverse populations, and do not utilize technologies in building some students' conceptual understanding.
5	Active Engagement Indicator 5.2: Engage students in developmentally appropriate mathematical activities and investigations that require active engagement and include mathematics-specific technology in building new knowledge.	Candidate's lesson plans show that students are engaged in developmentally appropriate mathematical activities and investigations that require active engagement and include several mathematics-specific technologies in building new knowledge.	Candidate's lesson plans show that appropriate mathematical activities and investigations that require active engagement and include few mathematics-specific technologies in building new knowledge.	Candidate's lesson plans show mathematical activities and investigations that require few mathematics-specific technologies in building new knowledge.	Candidate's lesson plans do not show that students are engaged in mathematical activities and investigations that require engagement and does not include mathematics-specific technologies in building knowledge.
6	Assessment Indicator 3.6: Plan, select, implement, interpret, and use formative and summative assessments to inform instruction by reflecting on mathematical proficiencies essential for all students.	Candidate's lesson plans, indicate that the candidate selects, implements, interprets, and uses formative and summative assessments to inform instruction by reflecting on	Candidate's lesson plans, indicate that the candidate selects, implements, interprets, and uses formative and summative assessments to inform instruction by reflecting on mathematical	Candidate's lesson plans, indicate that the candidate selects, implements, interprets, and uses summative assessments to inform instruction without reflection on mathematical	Candidate's lesson plans, do not indicate that the candidate selects, implements, interprets, and uses assessments to inform instruction by reflecting on mathematical proficiencies essential for students.

		mathematical proficiencies essential for all students.	proficiencies essential for most students.	proficiencies essential for many students.	
7	Collaboration Indicator 5.1: Verify that secondary students demonstrate conceptual understanding; procedural fluency; the ability to formulate, represent, and solve problems; logical reasoning and continuous reflection on that reasoning; productive disposition toward mathematics and the application of mathematics in a variety of contexts within major mathematical domains.	The candidate's lesson plans provide verification that all secondary students demonstrate conceptual understanding; procedural fluency; the ability to formulate, represent, and solve problems; logical reasoning and continuous reflection on that reasoning; productive disposition toward mathematics and the application of mathematics in a variety of contexts within major mathematical domains.	The candidate's lesson plans provide verification that most secondary students demonstrate conceptual understanding; procedural fluency; the ability to formulate, represent, and solve problems; logical reasoning and demonstrate positive disposition toward mathematics and the application of mathematics in a most contexts within major mathematical domains.	The candidate's lesson plans provide verification that few secondary students demonstrate conceptual understanding; procedural fluency; the ability to formulate, represent, and solve problems; logical reasoning and demonstrate positive disposition toward mathematics and the application of mathematics in many contexts within major mathematical domains.	The candidate's lesson plans do not provide verification that most secondary students demonstrate conceptual understanding; procedural fluency; the ability to formulate, represent, and solve problems; logical reasoning and demonstrate positive disposition toward mathematics and the application of mathematics in many contexts within major mathematical domains.
8	Collaboration Indicator 6.2: Engage in continuous and collaborative learning that draws upon research in mathematics education to inform practice; enhance learning opportunities for all students' mathematical knowledge development; involve colleagues, other school professionals, families, and various stakeholders; and advance their development as a reflective practitioner.	The candidate's lesson plans include opportunities for continuous and collaborative student learning that draws upon research in mathematics education to inform practice; enhance learning opportunities for all students' mathematical knowledge development; involve colleagues, other school professionals, families, and various stakeholders; and advance their development as a reflective practitioner.	The candidate's lesson plans indicate that students engage in collaborative learning that draws upon research in mathematics education to inform practice; enhance learning opportunities for most students' mathematical knowledge development; as a reflective practitioner.	The candidate's lesson plans indicate that students engage in collaborative learning that draws upon research in mathematics.	The candidate's lesson plans do not indicate that students engage in collaborative learning that draws upon research in mathematics.

KEY ASSESSMENT #3 PLANNING FOR INSTRUCTION

Oakwood University

Program: Class B Mathematics 6-12

Course: ED 430 Internship

Outcome/Element	Alabama Mathematics 6-12 Standard	Exceeds Expectations Points: 4	Meets Expectations Points: 3	Developing Points: 2	Needs Support Point: 1
CONCEPTUALIZING ESSAY					
#1: Knowledge of Standards Demonstrate knowledge of curriculum standards for secondary mathematics and their relationship to student learning within and across mathematical domains.	Math 6-12 Indicator 3.1	Candidates demonstrate knowledge of curriculum standards for secondary mathematics and their relationship to student learning within and across mathematical domains.	Candidates demonstrate knowledge of curriculum standards for secondary mathematics and their relationship to student learning within and across mathematical domains.	Candidates demonstrate knowledge of curriculum standards for secondary mathematics and their relationship to student learning within and across mathematical domains.	Candidates fail to demonstrate knowledge of curriculum standards for secondary mathematics and their relationship to student learning within and across mathematical domains.
#2: Knowledge: Adolescents & Mathematics Learning Exhibit knowledge of adolescent learning, development, and behavior and demonstrate a positive disposition toward mathematical processes and learning.	Math 6-12 Indicator 4.1	Candidates exhibit knowledge of adolescent learning, development, and behavior and demonstrate a positive disposition toward mathematical processes and learning. In addition, candidates demonstrate knowledge of theories and research related to adolescent learning of mathematics.	Candidates exhibit knowledge of adolescent learning, development, and behavior and demonstrate a positive disposition toward mathematical processes and learning.	Candidates exhibit some knowledge of adolescent learning, development, and behavior and demonstrate a positive disposition toward mathematical processes and learning.	Candidates fail to exhibit an adequate knowledge of adolescent learning, development, and behavior, but demonstrate a positive disposition toward mathematical processes and learning.

<p>#3: Mathematics: Conceptual Understanding & Mathematical Disposition</p> <p>Verify that secondary students demonstrate conceptual understanding; procedural fluency; the ability to formulate, represent, and solve problems; logical reasoning and continuous reflection on that reasoning; productive disposition toward mathematics and the application of mathematics in a variety of contexts within major mathematical domains.</p>	<p>MATH 6-12</p> <p>Indicator 5.1</p>	<p>Candidates verify that secondary students demonstrate conceptual understanding; procedural fluency; the ability to formulate, represent, and solve problems; logical reasoning and continuous reflection on that reasoning; productive disposition toward mathematics and the application of mathematics in a variety of contexts within major mathematical domains.</p> <p>In addition, candidates demonstrate knowledge of theories related to the acquisition of mathematics knowledge.</p>	<p>Candidates verify that secondary students demonstrate conceptual understanding; procedural fluency; the ability to formulate, represent, and solve problems; logical reasoning and continuous reflection on that reasoning; productive disposition toward mathematics and the application of mathematics in a variety of contexts within major mathematical domains. And in real-world situations.</p>	<p>Candidates suggest that secondary students demonstrate conceptual understanding; and ability to formulate, represent, and solve problems; logical reasoning and reflection on that reasoning; productive disposition toward mathematics and the application of mathematics in a variety of contexts.</p>	<p>Candidates have not verified that secondary students demonstrate conceptual understanding and procedural fluency. The ability to formulate, represent, and solve problems; logical reasoning has not been verified, and disposition toward mathematics and the application of mathematics in a variety of contexts have not been verified by the candidate.</p>
<p>#4: Learning Through Collaboration</p> <p>Engage in continuous and collaborative learning that draws upon research in mathematics education to inform practice; enhance learning opportunities for all students' mathematical knowledge development; involve colleagues, other</p>	<p>MATH</p> <p>Indicator 6-2</p>	<p>Candidates engage in continuous and collaborative learning that draws upon research in mathematics education to inform practice; enhance learning opportunities for all students' mathematical knowledge development; involve colleagues, other school professionals, families, and various stakeholders; and advance</p>	<p>Candidates engage in continuous and collaborative learning that draws upon research in mathematics education to inform practice; enhance learning opportunities for all students' mathematical knowledge development; involve colleagues, other school professionals, families, and various stakeholders; and advance</p>	<p>Candidates engage in periodic and collaborative learning that draws upon experience in mathematics education to inform practice; enhance learning opportunities for most students' mathematical knowledge development; involve colleagues, other school professionals, families, and various stakeholders; and advance</p>	<p>Candidate does not engage in continuous and collaborative learning, but does draw upon experience in mathematics to inform practice; enhance learning opportunities for a few students' mathematical knowledge development involving colleagues, other school professionals,</p>

school professionals, families, and various stakeholders; and advance their development as a reflective practitioner.		their development as a reflective practitioner.	their development as a reflective practitioner.	their development as a reflective practitioner.	families, and various stakeholders.
# 5: Mathematics: Active Engagement Engage students in developmentally appropriate mathematical activities and investigations that require active engagement and include mathematics-specific technology in building new knowledge.	MATH Indicator 5.2	Candidates engage students in developmentally appropriate mathematical activities and investigations that require active engagement and include mathematics-specific technology in building new knowledge. In addition, candidates demonstrate understanding of theories and research related to building new knowledge in mathematics.	Candidates engage students in developmentally appropriate mathematical activities and investigations that require active engagement and include a variety of mathematics-specific technologies in building new knowledge.	Candidates engage students in mathematical activities and investigations that require active engagement in technologies to explore new ways to build knowledge.	Candidates does not engage students in developmentally appropriate mathematical activities that require active engagement and mathematics-specific technology in building new knowledge.
#6: Mathematics: Equity & High Expectations Demonstrate equitable and ethical treatment of and high expectations for all students.	MATH Indicator 4.4	Candidates always demonstrate equitable and ethical treatment of and high expectations for all students. ³⁶ In addition, candidates model excellence in teaching challenging math content to 6-12 students	Candidates regularly demonstrate equitable, ethical treatment and high expectations for all students.	Candidates seldom demonstrate equitable, ethical treatment and high expectations for all students.	Candidate does not demonstrate equitable and ethical treatment for all students. OR Candidate fails to demonstrate high expectations for all students.

<p>#7: Mathematics: Assessment Data</p> <p>Collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment evidence and determine the extent to which students' mathematical proficiencies have increased as a result of their instruction.</p>	<p>MATH</p> <p>Indicator 5.3</p>	<p>Candidates regularly collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment evidence and determine the extent to which students' mathematical proficiencies have increased as a result of their instruction.</p>	<p>Candidates frequently collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment evidence and determine the extent to which students' mathematical proficiencies have increased as a result of their instruction.</p>	<p>Candidates sometime collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment evidence and determine the extent to which students' mathematical proficiencies have increased as a result of their instruction.</p>	<p>Candidates seldom collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment evidence to determine the extent to which students' mathematical proficiencies have increased as a result of their instruction.</p>
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Key Assessment 4

Oakwood University
Class B: Mathematics 6-12
EPP Electronic Internship Portfolio

DIRECTIONS FOR THE CANDIDATE: Write a conceptualized essay that addresses the specific Mathematics 6-12 standards and submit two articles that align to the Alabama Mathematics Education standards presented. The essay and artifacts should relate to your specific content area and the internship experiences.

DIRECTIONS TO THE COOPERATING TEACHERS AND THE CLINICAL

FACULTY: The cooperating teacher and the clinical faculty will score the assessment instrument separately. The scores will be added for a sum and divided by the number of scores for the mean score. The mean score will be shared with the candidate during the feedback conference. If areas for improvement are noted, the clinical faculty is responsible for providing resource supports and developing an action plan.

FOR SCORING THE INSTRUMENT: The clinical faculty will score the assessment instrument. If areas for improvement are noted, the clinical faculty is responsible for providing resource supports and developing an action plan.

PURPOSE: This rubric is used to evaluate the candidate's performance in demonstrating an understanding of the Mathematics Education standards by providing artifacts or evidence from the internship clinical experiences.

EXPECTED LEVEL OF PERFORMANCE: Level 3-Meets Expectations or above.

Key Assessment 5:

Oakwood University
Program/Level: Class B Mathematics (6-12)
Course: ED 334 Methods in Teaching Mathematics

Title of Assignment: Impact on Student Learning Commentary-Mathematics

Due Date: _____ Submission Location: _____

Scored by: Instructor of the Course

Expected Level of Performance: Level 3 or higher

Mathematics Standards:

Standard 3: Math Content Pedagogy

Candidates apply knowledge of curriculum standards for mathematics and their relationship to student learning within and across mathematical domains. They incorporate research-based mathematical experiences and include multiple instructional strategies and mathematics-specific technological tools in their teaching to develop all students' mathematical understanding and proficiency. They provide students with opportunities to do mathematics – talking about it and connecting it to both theoretical and real-world contexts. They plan, select, implement, interpret, and use formative and summative assessments for monitoring student learning, measuring student mathematical understanding, and informing practice. Candidates:

Indicators 3.1: Apply knowledge of curriculum standards for secondary mathematics and their relationship to student learning within and across mathematical domains.

Indicator 3.2: Analyze and consider research in planning for and leading students in rich mathematical learning experiences.

Indicator 3.3: Plan lessons and units that incorporate a variety of strategies, differentiated instruction for diverse populations, and mathematics-specific and instructional technologies in building all students' conceptual understanding and procedural proficiency.

Indicator 3.4: Provide students with opportunities to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace.

Indicator 3.5: Implement techniques related to student engagement and communication including selecting high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying, and addressing student misconceptions, and employing a range of questioning strategies.

Indicator 3.6: Plan, select, implement, interpret, and use formative and summative assessments to inform instruction by reflecting on mathematical proficiencies essential for all students.

Indicator 3.7: Monitor students' progress, make instructional decisions, and measure students' mathematical understanding and ability using formative and summative assessments.

Standard 4: Mathematical Learning Environment

Candidates exhibit knowledge of adolescent learning, development, and behavior. They use this knowledge to plan and create sequential learning opportunities grounded in mathematics education research where students are actively engaged in the mathematics they are learning and building from prior knowledge and skills. They demonstrate a positive disposition toward mathematical practices and learning, include culturally relevant perspectives in teaching, and

demonstrate equitable and ethical treatment of and high expectations for all students. They use instructional tools such as manipulatives, digital tools, and virtual resources to enhance learning while recognizing the possible limitations of such tools. Candidates:

Indicator 4.1: Exhibit knowledge of adolescent learning, development, and behavior and demonstrate a positive disposition toward mathematical processes and learning.

Indicator 4.2: Plan and create developmentally appropriate, sequential, and challenging learning opportunities grounded in mathematics education research in which students are actively engaged in building new knowledge from prior knowledge and experiences.

Indicator 4.3: Incorporate knowledge of individual differences and the cultural and language diversity that exists within classrooms and include culturally relevant perspectives as a means to motivate and engage students.

Indicator 4.4: Demonstrate equitable and ethical treatment of and high expectations for all students.

Indicator 4.5: Apply mathematical content and pedagogical knowledge to select and use instructional tools such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies (e.g., graphing tools, interactive geometry software, computer algebra systems, and statistical packages); and make sound decisions about when such tools enhance teaching and learning, recognizing both the insights to be gained and possible limitations of such tools.

Standard 5: Impact on Student Learning

Candidates provide evidence demonstrating that as a result of their instruction, secondary students' conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and application of major mathematics concepts in varied contexts have increased. They support the continual development of a productive disposition toward mathematics. They show that new student mathematical knowledge has been created as a consequence of their ability to engage students in mathematical experiences that are developmentally appropriate, require active engagement, and include mathematics-specific technology in building new knowledge. Candidates:

Indicator 5.1: Verify that secondary students demonstrate conceptual understanding; procedural fluency; the ability to formulate, represent, and solve problems; logical reasoning and continuous reflection on that reasoning; productive disposition toward mathematics and the application of mathematics in a variety of contexts within major mathematical domains.

Indicator 5.2: Engage students in developmentally appropriate mathematical activities and investigations that require active engagement and include mathematics-specific technology in building new knowledge.

Indicator 5.3: Collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment evidence and determine the extent to which students' mathematical proficiencies have increased as a result of their instruction.

Standard 6: Professional Knowledge and Skills

Candidates are lifelong learners and recognize that learning is often collaborative. They participate in professional development experiences specific to mathematics and mathematics education, draw upon mathematics education research to inform practice, continuously reflect on their practice, and utilize resources from professional mathematics organizations. Candidates:

Indicator 6.1: Take an active role in their professional growth by participating in professional development experiences that directly relate to the learning and teaching of mathematics.

Indicator 6.2: Engage in continuous and collaborative learning that draws upon research in mathematics education to inform practice; enhance learning opportunities for all students' mathematical knowledge development; involve colleagues, other school professionals, families, and various stakeholders; and advance their development as a reflective practitioner.

Indicator 6.3: Utilize resources from professional mathematics education organizations such as print, digital, and virtual resources/collections.

Purpose:

The purpose of this assignment is for you to demonstrate that you can:

- a) Design instruction that focuses on student learning
- b) Analyze assessment information and use it to adjust your instruction
- c) Study the effects of your instruction
- d) Monitor student learning through a variety of assessment techniques,
- e) Have a positive impact on learning for all students.

Evaluation: Your final Impact on Student Learning assignment will be evaluated by you and your instructor/University Supervisor using the "the assessment rubric."

ASSIGNMENT DIRECTIONS AND GUIDE FOR THE IMPACT ON STUDENT LEARNING COMMENTARY

The Impact on Student Learning Assignment is written documentation of your ability to foster learning for all students during the teaching process. Please select one unit or a series of related lessons that you will teach during your internship and provide evidence of your ability to do each of the following elements. Please note that the sequence of the following items may vary—for example, you may give your pre-assessment before writing your initial plans. Please work with your cooperating teacher for guidance about appropriate sequencing of your work.

CONTEXTUAL INFORMATION – No points – Planning Information

Suggested Length – 1-2 pages

Task. Provide contextual information about the school and your students in the classroom. How many students are in your class? What the demographic background of your students? How many of your students speak another language? Do you have any students with an IEP, 504, or at-risk of failing? What are the community and personal assets of the students in your class? Describe the physical attributes of your classroom. For example: describe the technology and room arrangement of the classroom. What instructional resources are available for the lessons? Describe the characteristics of students in the class. This should include grade level, ages, genders, ethnicities, and the percentage of English Language Learners. (ELE Standard 1)

MATHEMATICS - PLANNING UNIT LESSON PLANS AND ASSESSMENTS

Requirement: Plan and include at least one electronic assessment (Technology Assessment)

Unit Lesson Plans: 5 or more

PART A

Task: Develop a series of related lessons and overall plan for instruction.

Your lesson plans for mathematics **MUST:**

- provide specific learning expectations
- communicate clear expectations to your students
- describe methods of instruction and how you plan to assess student learning during the process (include pre-assessments, formative assessments, and post-assessments).

Plan high quality, standards-based pre-assessments - and a post assessment. List in your lesson plans what formal assessments will be used during the lesson to evaluate your student's developing knowledge and skills. The assessment should provide opportunities for students to demonstrate conceptual understanding and problem-solving strategies

**** Provide a copy of your lesson plans with this assignment.**

Pre-Assessment, Instruction, Post Assessment

Requirement: Use technology to manage the data collection.

Suggested Length – 4 pages

PART B

Task: Give a math pre-assessment (or assessments) to your students and use the results to modify your instruction to better meet student needs.

Assess student knowledge prior to instruction to determine their prior learning and readiness for instruction. This math assessment can be formal (written quiz, etc.) or informal (discussion, etc.).

****** Include a copy of the assessment questions along with your lesson plans.

PART C

Task: Provide instructions and monitor student progress toward meeting the learning expectations.

Deliver your modified instruction to your students and carefully monitor the progress of each student through the learning process. Make additional modifications for individual students or the whole class as needed, based on your monitoring process, and describe the modifications you have made in your written reflection. Provide descriptive feedback to students and require them to use feedback (including self- and peer-feedback) to make progress toward meeting the learning expectations.

PART D

Task: Give a math post-assessment (or assessments) to your students.

Administer a post-assessment to your students that will give them the opportunity to demonstrate their knowledge of the learning expectations. Use this information to make final judgments about the progress made by each student as well as your ability to impact their learning.

****** Include a copy of all assessments for the post assessment. Include samples of student work, remember to remove the names of the students.

ANALYSIS OF STUDENT LEARNING

Suggested Length – 4 pages + charts and samples of student work

Required: Discuss the technology used for instruction

PART E:

Task: Analyze your assessment data, including pre/post assessments and formative assessments to determine students' progress related to the unit learning goals. Use visual representations and narrative to communicate the performance of the whole class, subgroups, and two individual students. Conclusions drawn from this analysis should be provided in the "Reflection and Self-Evaluation" section.

In this section, you will analyze data to explain progress and achievement toward learning goals demonstrated by your whole class, subgroups of students, and individual students.

Entire Class: To analyze the progress of your whole class, create a table that shows pre-and post-assessment data on every student on every learning goal. Then create a graphic summary that shows the extent to which your students made progress (from the pre to the post assessment) toward the learning elements that you identified for each learning goal. Summarize what the graph tells about the students learning in this unit (How many students met the goal)?

Subgroups: Select a group characteristic (e.g., gender, performance level, socio-economic status, language proficiency) to analyze in terms of one learning goal. Provide a rationale for your selection of this characteristic to form subgroups (girls vs. boys; high-vs-middle-vs low performers). Create a graphic representation that compares pre-and-post assessment results for the subgroups on this learning goal. Summarize what these data show about student learning.

Individual Students: Select two students that demonstrated different levels of performance. Explain why it is important to understand the learning of these particular students. Use pre-, formative, and post assessment data with examples of the students' work to draw conclusions about the extent to which these students attained the two learning goals. Graphic representations are not necessary for this section of the assignment. Provide possible reasons for why your students learned or did not learn in the next section, "Reflection and Self-Evaluation."

REFLECTION AND SELF EVALUATION

Suggested Length – 2 pages

PART F

Task: Reflect on your performance as a teacher and link your performance to student learning results. Evaluate your performance and identify future actions for improved practice and professional growth. Provide a written reflection using the guiding questions provided. Complete a self-evaluation of your finished assignment using the assignment rubric.

- Select the learning goal where your students were most successful. Provide two or more possible reasons for this success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors under your control.

- Select the learning goal where your students were least successful. Provide two or more possible reasons for this lack of success, Consider your goals, instruction, and assessment along with student characteristics and other contextual factors under your control. Discuss what you could do differently or better in the future to improve your students' performance.
- Reflection on possibilities of professional development. Describe at least two professional learning goals that emerged from your insights and experiences with the Impact of Student Learning assessment. Identify two specific steps you will take to improve your performance in the critical area(s) you identified.

FORMAL PRESENTATION

Requirement: Use technology to manage the presentation of your findings in class.

PART G

Task: Prepare a formal presentation on your data analysis and information covered in your commentary. Your presentation should highlight the following:

- Summary of contextual information about the school and your students
- Summary of assessments used to collect data, including your pre- and post- assessments
- Analysis of and reporting of assessment data
- Your reflection on assessment results, supported appropriately by mathematics education research.

You will present your analysis in class. Your instructor will provide you with a date for your presentation. Review the Impact on Student Learning Rubric for expected performance requirements on the presentation.

SCORING RUBRIC – IMPACT ON STUDENT LEARNING COMMENTARY- MATHEMATICS 6 -12

This rubric is used during the field experiences and the internship.

Expected level of performance: {Proficient- Level-3 or higher)

Required document to score: Commentary

Elements	Accomplished Level 4	Proficient Level 3	Developing Level 2	Beginning Level 1
SEC Standard 4 Assessments 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.				
PART A – Unit Lesson Plans and Assessments for Mathematics 6-12				
PART B – PRE-ASSESSMENTS FOR MATHEMATICS 6-12				
Assessments Mathematics Pre-test Plan, select, implement, interpret, and use formative and summative assessments to inform instruction by reflecting on mathematical proficiencies essential for all students. Indicator 3.6	Candidate develops or selects a pre-test that is highly correlated with the mathematics lesson objectives and the math central focus for the unit plans. The alignment between assessment and lesson objectives is strong and clear.	Candidate selects a pre-test that is correlated with mathematics lesson objectives. There is evidence of alignment between assessment and lesson objectives.	Candidate provides a pre-test that has limited mathematics alignment with lesson objectives. The alignment between assessment and lesson objectives is not clear.	Candidate uses a pre-test with little thought given to the mathematics alignment with lesson objectives; assessment is not appropriate for the knowledge and/or skills being assessed.
PART C-NARRATIVE ANALYSIS OF THE PRE-TEST DATA TO THE MATH OBJECTIVES				
Content and Instruction				
Content Knowledge of Students: Exhibit knowledge of adolescent learning, development, and behavior and demonstrate a positive disposition toward mathematical processes and learning. Indicator 4.1	In Addition to Proficient... Candidate's commentary includes an in-depth analysis of how the 6 -12 students make sense of math problems while providing positive student feedback that builds conceptual understanding and procedural fluency	The commentary provides specific details on how students were engaged in making sense of math problems, using mathematical tools, making conjectures and connections, and providing student feedback.	The commentary includes some reflection on how students make sense of Math problems, justify solutions with no evidence of using mathematical tools to provide no clear feedback to 6 -12 students.	The commentary includes a limited reflection on how students were making sense of the math problems. The narrative lacks appropriate analysis of data required to describe trends and patterns identified among subgroups to make instructional decisions.

<p>Content Knowledge Verify Students’ Strategies for Mathematics</p> <p>Candidates can Implement techniques related to student engagement and communication including selecting high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying, and addressing student misconceptions, and employing a range of questioning strategies.</p> <p>Indicator 3.5</p>	<p>In Addition to Proficient... Candidate’s commentary includes an in-depth analysis of how the strategies connect and how the generalized ideas, of misconceptions, applying reason, and representing and articulating relationships between mathematical concepts.</p>	<p>The commentary provides specific details on how the 6 -12 students’ strategies connect and also explains the relationship between the math concepts and any misconceptions.</p>	<p>The commentary includes no more than three to five sentences reflecting on how 6 -12 students connect and generalizing ideas of misconceptions of the math objective.</p>	<p>The commentary includes a limited reflection on how the 6 -12 students connect ideas to the objective of the lesson.</p>
<p>Content Monitor Assessments for Mathematics</p> <p>Monitor students’ progress, make instructional decisions, and measure students’ mathematical understanding and ability using formative and summative assessments.</p> <p>Indicator: 3.7</p>	<p>In Addition to Proficient... Candidate’s commentary includes an in-depth analysis of how and provides rationale/evidence of the productive struggles for students.</p>	<p>The commentary provides specific details on how various entry levels and exit points for engaging students in real-life problematic situations that orchestrate mathematical discourse and productive struggles for students.</p>	<p>The commentary includes a limited reflection on how students struggle with real-life problematic situations that relate to mathematics.</p>	<p>The commentary includes no reflection on how students are engaged in real-life problematic situations.</p>
<p>Instruction Integrating and applying knowledge for instruction.</p> <p>Provide students with opportunities to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace.</p> <p>Indicator 3.4</p>	<p>In Addition to Proficient... Candidate’s approach to discussing his/her impact on student learning demonstrates that he/she possesses a deep understanding of how to use research in mathematics to make assessment decisions and to enrich students’ mathematical learning experiences.</p>	<p>The candidate commentary is effective in drawing upon research in mathematics to make assessment decisions and to enrich students’ mathematical learning experiences.</p>	<p>Candidate commentary makes some effort to draw upon research in mathematics to make assessment decisions and to enrich students’ mathematical learning experiences.</p>	<p>Candidate commentary makes minimum effort to draw upon research in mathematics to make assessment decisions and to enrich students’ mathematical learning experiences.</p>
<p>Instruction Adaptation to students from diverse populations</p> <p>Incorporate knowledge of individual differences and the</p>	<p>In Addition to Proficient... The commentary demonstrates candidate possesses</p>	<p>The candidate provides a detailed overview of the individual differences and</p>	<p>The candidate provides a somewhat appropriate overview of the individual differences and</p>	<p>The candidate alludes to student differences in the commentary but does not appropriately capture the individual</p>

<p>cultural and language diversity that exists within 6 – 12 classrooms and include culturally relevant perspectives as a means to motivate and engage students.</p> <p>Indicator 4.3</p>	<p>extensive understandings of students’ individual differences, including cultural and language diversity, and that the candidate is able to appropriately capture and summarize student differences.</p>	<p>cultural and language diversity that exists within the classroom.</p>	<p>cultural and language diversity that exists within the classroom</p>	<p>differences and diversity that exists within the classroom.</p>
<p>Instruction Development of critical thinking and problem solving. (<i>Technology-Instruction</i>)</p> <p>Apply mathematical content and pedagogical knowledge to select and use instructional tools such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies (e.g., graphing tools, interactive geometry software, computer algebra systems, and statistical packages); and make sound decisions about when such tools enhance teaching and learning, recognizing both the insights to be gained and possible limitations of such tools.</p> <p>Indicator: 4.5</p>	<p>In Addition to Proficient... Candidate’s approach to discussing his/her impact on student learning demonstrates that he/she possesses a deep understanding of how to use research in mathematics to make assessment decisions and to enrich students’ mathematical learning experiences. The commentary also explains how high-impact activities involve the use of technology.</p>	<p>The candidate is effective in drawing upon research in mathematics to make assessment decisions and to enrich students’ mathematical learning experiences including the use of mathematics-specific technology, and how these activities and investigations impacted student learning and the building of new knowledge.</p>	<p>Candidate makes some effort to draw upon research in mathematics to make assessment decisions and to enrich students’ mathematical learning experiences, with limited technology.</p>	<p>Candidate makes minimum effort to draw upon research in mathematics to make assessment decisions and to enrich students’ mathematical learning experiences using no technology.</p>
<p>Instruction Active engagement in learning.</p> <p>Engage students in developmentally appropriate mathematical activities and investigations that require active engagement and include mathematics-specific technology in building new knowledge.</p>	<p>Candidate includes in the commentary a variety of teaching strategies that include technology assessments, methods, and assessments developed to meet the needs of individual learners that engage and challenge all students.</p>	<p>Candidate includes in the commentary appropriate teaching strategies and some technology assessments, methods, and assessments that are differentiated and can engage and challenge all students.</p>	<p>Candidate displays an awareness of appropriate teaching strategies with limited technology discussed in the commentary with methods and assessments.</p>	<p>Candidate does not include in the commentary teaching strategies, methods, or assessments that can engage and challenge the students. Technology discussions and explanations are missing.</p>

Indicator 5.2 (Technology-Assessments)				
PART D. POST ASSESSMENT FOR MATHEMATICS 6-12				
Mathematics Post-Assessment Verify that secondary students demonstrate conceptual understanding; procedural fluency; the ability to formulate, represent, and solve problems; logical reasoning and continuous reflection on that reasoning; productive disposition toward mathematics and the application of mathematics in a variety of contexts within major mathematical domains. Indicator 5.1	Candidate develops or selects a post-test that is highly correlated with lesson objectives. The alignment between assessment and lesson objectives is strong and clear.	Candidate develops or selects a post-test that is correlated with lesson objectives. There is evidence of alignment between assessment and lesson objectives.	Candidate develops or selects a post-test that has limited alignment with lesson objectives. The alignment between assessment and lesson objectives is not clear.	Candidate develops or selects a post-test with little thought given to alignment with lesson objectives; assessments are not appropriate for the knowledge and/or skills being assessed.
PART E. ANALYSIS OF STUDENT LEARNING				
Graphic Representation of Data- Pre-Test Collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment evidence and determine the extent to which students' mathematical proficiencies have increased as a result of their instruction. Indicator 5.3	Candidate includes in the commentary multiple, varied representations of pre-test data to include charts and graphs that contain individual student scores, class mean, and subgroup means, and percentiles that fully describe the results from the data in a meaningful and accurate manner.	Candidate includes in the commentary multiple representations of pre-test data to include charts and/or graphs that contain individual student scores, class and sub-group means and percentiles that describe the results from the data in a meaningful manner.	Candidate includes in the commentary appropriate charts or another representation of pre-test data that contain individual student scores and class means but is missing or has inaccurate reporting of some data. Graphic information is not described or is incomplete.	Candidate includes in the commentary inappropriate or misleading charts of pre-test data that contain class means and individual student scores but is missing or has inaccurate reporting of sub-groups and percentiles. Graphic information is not described.
Narrative Analysis of Pre-Test Data Analyze and consider research in planning for and leading students in rich mathematical learning experiences. Indicators 3.2	Candidate narrative analysis of pre-test describes trends and patterns in data among identified class means, individual student scores, and subgroups. Accurate conclusions concerning student's prior knowledge are drawn.	Candidate narrative analysis of pre-test describes trends and patterns among identified class means, individual student scores, and subgroups. Conclusions concerning students' prior knowledge are drawn, but the	Candidate narrative analysis of pre-test does not use data to describe trends and patterns identified among class means, individual student scores, and subgroups. The analysis is incomplete or offers a limited interpretation of the findings.	Candidate narrative lacks appropriate analysis of data required to describe trends and patterns identified among subgroups or to make instructional decisions.

	Interpretations delineate instructional decisions that will influence instruction during the lesson.	analysis is superficial. Instructional decisions that will influence instruction during the lesson are discussed.	Conclusions do not offer details about students' prior knowledge or directions for future instructional decisions.	
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<p>Graphic Comparison of Post-test Data (Technology-Management)</p> <p>Collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment evidence and determine the extent to which students' mathematical proficiencies have increased as a result of their instruction.</p> <p>Indicator 5.3</p>	<p>Candidate includes multiple, varied representations of pre- and post-test data, to include charts and graphs.</p> <p>Individual student scores, class means, and subgroup scores, including percentiles and paired pre- and post-test data, are accurate and displayed.</p> <p>Graphic information from the data is fully described in a meaningful and accurate manner.</p>	<p>Candidate includes multiple representations of pre- and post-test data, to include charts and/or graphs.</p> <p>Individual student scores, class means, and subgroups scores including percentiles and paired pre- and post-test data, are accurate and displayed.</p> <p>Graphic information from the data is described.</p>	<p>Candidate includes basic representation of pre- and/or post-test data.</p> <p>Individual scores, class means, and/or sub-groups scores are included, but paired data or percentiles are misrepresented.</p> <p>Graphic information from the data is not described or is incomplete.</p>	<p>Candidate includes inadequate representation pre- and/or post-test data. Charts and graphs are missing, or they are present but not meaningful or accurate.</p> <p>Individual scores and/or class means and/or sub-groups scores are included but lack or misrepresent paired data or percentiles.</p> <p>Graphic information from the data is not described.</p>
<p>Narrative Analysis Post Data</p> <p>Plan, select, implement, interpret, and use formative and summative assessments to inform instruction by reflecting on mathematical proficiencies essential for all students.</p> <p>Indicator: 3.6</p>	<p>Candidate narrative analysis of pre-test describes trends and patterns in data among identified class means, individual student scores, and subgroups.</p> <p>Accurate conclusions concerning students' prior knowledge are drawn.</p> <p>Interpretations delineate instructional decisions that will influence instruction during the lesson.</p>	<p>Candidate narrative analysis of pre-test describes trends and patterns among identified class means, individual student scores, and subgroups.</p> <p>Conclusions concerning students' prior knowledge are drawn, but the analysis is superficial.</p> <p>Instructional decisions that will influence instruction during</p>	<p>Candidate narrative analysis of pre-test does not use data to describe trends and patterns identified among class means, individual student scores, and subgroups.</p> <p>The analysis is incomplete or offers a limited interpretation of the findings.</p> <p>Conclusions do not offer details about students' prior knowledge or directions for future</p>	<p>Candidate narrative lacks appropriate analysis of data required to describe trends and patterns identified among subgroups or to make instructional decisions.</p>

		the lesson are discussed.	instructional decisions.	
PART F. REFLECTION				
Reflection Engage in continuous and collaborative learning that draws upon research in mathematics education to inform practice; enhance learning opportunities for all students' mathematical knowledge development; involve colleagues, other school professionals, families, and various stakeholders; and advance their development as a reflective practitioner Indicator 6.2	Candidate commentary reflection on lesson is thoughtful and accurate, citing specific indicators of effectiveness based on multiple data points. Thoughtful consideration is given to reflecting on meeting the needs of diverse learners. Teacher candidate draws on an extensive repertoire to suggest specific alternative actions and predict the likely success of each.	Candidate provides an accurate and objective description in the commentary about the lesson, citing specific evidence. Teacher candidate makes some specific suggestions as to how the lesson might be improved. Teacher candidate engages in self-reflection of teaching practice but does not articulate adjustments needed to improve personal practice and its impact on diverse learners.	Candidate provides a partially accurate and objective description in the commentary but does not cite specific evidence. Teacher candidate makes only general suggestions as to how the lesson might be improved.	Candidate does not accurately assess the effectiveness of the lesson in the commentary and has no ideas about how the lesson could be improved. Candidate does not self-reflect, or self-reflection does not indicate understanding of the adjustments needed to improve professional practice and its impact on diverse learners.
PART G. FORMAL PRESENTATION				
Formal Presentation Take an active role in their professional growth by participating in professional development experiences that directly relate to the learning and teaching of mathematics. Indicator 6.1 <i>(Technology-Management)</i>	In Addition to Proficient... The presentation effectively demonstrates candidate's abilities to successfully communicate with others about reflective practices including and using collected data from formative, summative, or diagnostic assessments to improve learning as well as teaching. Candidate's presentation reveals candidate's abilities to critically analyze,	The presentation provides a detailed overview of assessments, assessment evidence, and analysis of data. Candidate thoroughly discusses the conclusions drawn from analyzed data and how his or her instruction impacted learning for the entire class and individual students. Candidate also discusses next steps in improving instruction during	The presentation provides a complete overview of commentary, data analysis and conclusions drawn from an analysis of data using limited technology.	The presentation provides a general overview of commentary and data analysis using no technology.

	discuss, and present on how instruction can be improved from classroom data. The candidate used technology to present the presentations and included detailed data charts and graphs.	presentation. Improvements in instruction are directly tied to how learning can be improved in students. An electronic presentation was provided.		
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Explanations of Levels of Performance:

1. Beginning – This standard/element does not meet even the most basic levels of performance.
2. Developing – There is only partial evidence that this standard/element was addressed, or the standard/element was only partially addressed; more evidence is needed before determining proficiency with respect to this standard/element.
3. Proficient...provides sufficient evidence of addressing the standard/element at least at the minimum acceptable level.
4. Exceeds Expectations –provides an excellent example of addressing the standard/element.

General Social Studies

Key Assessment 3

KEY ASSESSMENT #3 PLANNING FOR INSTRUCTION

Oakwood University

Program: Class B Social Studies 6-12

Course: ED 430 Internship

Expected Level of Performance: Level 3 “Proficient” or higher

Location to Post Assignment: _____

Due Date: _____

Scored by: Instructor

DIRECTIONS AND ASSIGNMENT GUIDE FOR THE PLANNING PORTFOLIO

You are required to teach 10 consecutive days for your first and second internship placements. During your 20 days of teaching, you must develop and write your own lesson plans. The lesson plans should be approved by the cooperating teacher before you are scheduled to teach them. You are responsible for taking on the role of the teacher by planning and teaching Social Studies (History, Civics, Geography, economics, social behavioral sciences), and inquiry process skills in Grades 6-12. All disciplines must be represented in the 10 lesson plans.

Part 1: Write Your Lesson Plans

- Review with the cooperating teacher the social studies disciplines to note where you will start with the curriculum (**SS 1.0**)
- Develop lesson plans using the template provide for the internship. Be sure to discuss the subject standards, essential questions and goals set out for the inquiry unit in which the lesson occurs. (**SS 2.0**)
- Begin by identifying one or more standards using the Alabama Course of Study. Write your lesson plans incorporating all parts contained in the template. Be sure to include a detailed outline of the learning activities in the lesson plans. Include a variety of resources you will use to prepare the inquiry lessons (e.g., strategies that you found on the Internet, information from cooperating teacher, textbook, etc.). Attach these to the lesson plans. (**SS 2.1**)
- Review the research on 21st Century learning skills. Identify and provide multiple opportunities for students to demonstrate 21st Century Learning Skills that focus on college and career readiness and civic life. (**SS 2.1**)
- Along with the lesson plan you should also attach all handouts provided to the students (this includes directions, worksheets, technology resources, etc.). Attach handouts only for the lesson you will teach. (**SS 1.0, 2.5**)
- Attach your assessment. However, you should include a brief description of the performance task and other evidence (formative and summative assessment) that your cooperating teacher expects you to use. (Only for the lesson you will teach.) Include in the lesson plans developmentally appropriate and challenging learning experiences. (**SS 3.1**)

- Outline the lesson plan (teaching & learning activities). This plan should be aligned clearly with the desired results (i.e., geared towards having students meet the objectives, seek answers to the essential questions, and complete authentic assessments). The lesson plans should include all components:
 - P. List of instructional materials & resources (including language supports).
 - Q. Timeline: next to each step, indicate approximate length of time you expect each step to take.
 - R. Introductory activities: hook/capture student interest to build a safe, positive learning environment. Set the stage, relate to previous learning (review), and how these will launch and focus the inquiry, and guide students' decisions about how to seek answers to relevant questions.
 - S. Developmental activities: outline the strategies & learning activities that will be used to guide development of the content and outline. Include details of what you will do, how you will organize/prepare students for tasks, and what students will do. If you plan to involve students in discussion, list key/stem questions that you might ask to generate discussion.
 - T. Closing activities: list activities that you and students will do to summarize the inquiry, reinforce what was covered, and tie everything together so students see how the discoveries fit into the context of the rest of the course (what they have already done and what is coming next).

Pre-activities (SS 3.2) Instruction

The pre-activities are what teachers and students need to do before beginning the inquiry. They may be as simple as prerequisites, laying out rules of operation, building a learning community, reviewing concepts or topics that should already have been covered. These activities may help draw on students' background knowledge of the topic, refresh their memory of previous related lessons, or review critical concepts. Or they may list things the teacher needs to do to prepare for the inquiry process.

Technology Resources (SS 2.5)

The technology needed section includes technology resources used by both teacher and students, including computers and related resources (internet connections, printers, and specific software such as a word processing application or PowerPoint, Apps), scanners and digital cameras, projectors, DVD player, and so on.

- Be as specific as possible when listing software and hardware requirements.
- Specify how many of each resource is needed (one computer per student or one computer per group of students).
- Provide alternatives if possible. For example, if you teach this plan with one computer per student, try to offer a way to teach the plan with students in groups (in activities or supplemental information) and note here that the plan can be so adapted.

Modifications (SS 4.1)

Modifications are ways a teacher could adapt this plan to teach special audiences, such as students with learning disabilities, gifted and talented children, or socio-cultural differences.

Provide information for modifications:

- Explain what audience the modifications are intended for.
- List specific activities for this audience and provide or link to any special resources needed.
- If possible or necessary, explain how the teacher can adapt classroom management strategies to use this plan with multiple audiences at the same time.
- Provide alternative assessments in the field below.

Alternative Assessments (SS 3.5)

Alternative assessments are means of assessment for special audiences, such as students with learning disabilities or English Language Learners.

Part 2: Assessment

Develop and plan high quality, standards-based pre-assessments, and a post assessment. List in your lesson plans what formal assessments will be used during the lesson to evaluate your student's developing knowledge and skills. The assessment should provide opportunities for students to demonstrate conceptual understanding and problem-solving strategies. (SS 3.0)

Part 3: Reflecting on the lesson plan and your teaching of the lesson

Analyze the effectiveness of your lesson plan and your teaching using the Oakwood University's lesson plan guide. Use the following to guide you in developing this analysis. (SS 5.1)

- After facilitating a stage of the inquiry, take some time to talk with your cooperating teacher. Find out how she/he thought the process went. In your discussion with your teacher explore the following questions and any others on which you would like feedback.
 1. Did I plan and conduct the inquiry process so that the students were able to advance toward attaining the established objectives?
 2. Did I assess my students' achievement of the established objectives in the activities?
 3. Were the steps in the process and instructions (a) clear in my plan (b) clear to the students when I explained these to them?
 4. Was I able to manage the students well? Did the plan motivate the students?
 5. What did I do well? What can I improve upon?
- Then summarize your findings, reflecting in depth as you ask yourself the following more in-depth questions. Also, what is important for you to be successful in this assignment? It

is for you to (a) recognize where you are in your progress towards mastery of these and (b) explain where and how you still need to improve. Ask yourself:

1. Did I plan for and provide learning opportunities that supported the students' intellectual, social, and personal development?
2. Did I plan for and develop learning opportunities that promote students' civic competence and instill a desire for a more just and equitable society.?
3. Did I create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities?
4. Did I plan for and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, & performance skills?
5. Did I plan for and create a learning environment that encouraged positive social interaction, active engagement in learning, & self-motivation?
6. Did I plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals?

To what extent did my plan and the inquiry process reflect my ability to use formal and informal assessment strategies to evaluate inquiry?

Scoring Rubric – Planning for Instruction.

KEY ASSESSMENT #3 PLANNING FOR INSTRUCTION

Oakwood University

Program: Class B Social Studies 6-12

#		Accomplished Level-4	Proficient Level-3	Developing Level-2	Beginning Level-1
1	<p>Social Studies Development, Learning, and Motivation</p> <p>Learner Development</p> <p>Candidates demonstrate ability to use knowledge of learners to plan and implement relevant and responsive pedagogy, create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for an inclusive and equitable society.</p> <p>SS Standard 4</p>	<p>The inquiry plan document includes references to research on major concept, principles, theories related to the development of students. Candidate uses their understanding of how children grow and develop across the developmental domains, how development in each domain impacts growth in the other domains, and how all together they impact learning to plan and implement learning experiences and environments that consider individual children's strengths and needs and can articulate the theoretical foundations for their plans and actions.</p> <p>AND</p> <p>The inquiry plan provides references to meet all learners to challenge their academic growth.</p>	<p>The inquiry plan includes references to support the selection of instructional strategies based on concepts, principles, and theories for the development of the 6-12 students intended. The inquiry plan makes reference to students' culture, prior knowledge, and academic experience. The reference to research is evident for 3 or more the lesson plan phases.</p> <p>Candidate uses their understanding of how children grow and develop across the developmental domains, how development in each domain impacts growth in the other domains, and how all together they impact learning to plan and implement developmentally appropriate and challenging learning experiences and environments that consider individual children's strengths and needs.</p>	<p>The lesson plan includes general references to support the selection of instructional strategies based on concepts, principles, and theories for the development of the 6-12 students intended. The lesson plan makes reference to student's culture, OR prior knowledge, OR academic experiences.</p> <p>Candidate understands how children grow and develop across the developmental domains, how development in each domain impacts growth in the other domains, and how all together they impact learning, but do not use this knowledge to plan developmentally appropriate and challenging learning experiences or environments.</p>	<p>The inquiry plan document includes a vague reference to research on major concept, principles, theories related to the development of students. The reference to research is evident through 1 of lesson plan phases.</p> <p>Candidate demonstrates little or no understanding of how children grow, develop, and learn. Candidate does not gather information about learners' development.</p>

2	<p>Instruction Integrating and applying knowledge for instruction</p> <p>Candidate uses knowledge of learners' socio-cultural assets, learning demands, and individual identities to plan and implement relevant and responsive pedagogy that ensures equitable learning opportunities in social studies.</p> <p>SS 4.1</p>	<p>Candidate's instructional plans are based on evidence of individual student's strengths and needs, and include coordinated use of materials, learning activities, grouping models, educational technologies, and assessments, as well as adaptations for students with special needs and have addressed all components.</p> <p>Candidate plans for efficient use of inquiry time by allocating for engaging students in active learning experiences, and assessment.</p> <p>The lesson plan includes instruction that is based on knowledge of 6-12 students & learning theory suitable for teaching 6-12 Social Studies. The lesson plan includes instructional strategies that will develop students' inquiry skills, learn Social Studies concepts, facts, disciplinary knowledge & forms of representation for civic competence.</p> <p>And</p> <p>The lesson plan makes reference to research throughout all lesson plan phases.</p>	<p>Candidate's instructional plans are based on evidence of individual student's strengths and needs, and include use of goals, materials, learning activities, grouping models, educational technologies, assessments, and modifications or adaptations for students with special needs.</p> <p>Candidate plans for use of inquiry time by allocating for engaging students in activities, experiences, and assessment.</p> <p>The lesson plan includes instruction that is based on knowledge of 6-12 students, learning theory suitable for teaching 6-12 Social Studies.</p> <p>Candidate makes reference to research in some phases of the lesson plan.</p>	<p>Candidate's instructional plans are vaguely based on evidence of individual student's needs and may include use of educational resources and some modifications or adaptations for students with special needs.</p> <p>Candidate plans to engage students in activities, experiences, and assessment.</p> <p>The lesson plan may include instruction that is based on knowledge of 6-12 students, learning theory suitable for teaching 6-12 Social Studies.</p>	<p>Candidate's instructional plans are not based on evidence of individual student's needs and includes some use of educational resources. There are no modifications or adaptations for students with special needs.</p>
3	<p>Instruction Data Literacy</p> <p>Exhibit data literacy by using assessment data to guide instructional decision-making and reflect on student learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.</p> <p>SS 3.4</p>	<p>Candidate develops or selects an assessment that is highly correlated with the Social Studies lesson objectives and the Social Studies central focus for the unit plans.</p> <p>AND</p> <p>Based on the assessment results, the candidate develops lesson plans that include specific instructional strategies for all diverse learners, differentiated according to learner readiness, strengths, weaknesses, and interests.</p>	<p>Candidate selects an assessment that is correlated with the Social Studies lesson objectives and the Social Studies central focus for the unit plans.</p> <p>AND</p> <p>Based on the assessment results, the candidate develops lesson plans that include specific instructional strategies for diverse</p>	<p>Candidate selects an assessment that is somewhat correlated with the Social Studies lesson objectives and the Social Studies central focus for the unit plans.</p> <p>AND</p> <p>The candidate develops lesson plans that include instructional strategies for</p>	<p>The lesson plan includes instructional strategies that are minimally differentiated. The lesson is differentiated for 0 to 1 activities of the lesson plans.</p> <p>Candidate uses inquiry time inefficiently and students' activities, experiences, and</p>

		Plans includes motivators of individual students, utilizes a variety of instructional approaches: modifying content, instructional processes, products, and learning environments that address individual student interests and preferences for learning. And Focuses on students' learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.	learners, differentiated according to learner readiness, strengths, weaknesses, and interests. Plans utilize a variety of instructional approaches: modifying content, products, and learning environments that address individual student interests and preferences for learning. And Focuses on students' learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.	diverse learners, differentiated according to learner readiness, strengths, weaknesses, and interests. Plans utilize a variety of instructional approaches: modifying content, products, and learning environments that address individual student interests and preferences for learning. And Focuses on students' learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.	assessment are not well planned.
4	Instruction: Development of critical thinking and problem solving. Facilitate collaborative, interdisciplinary learning environments in which learners use disciplinary facts, concepts, and tools, engage in disciplinary inquiry, and create disciplinary forms of representation. SS 4.2	The inquiry plan effectively demonstrates various strategies that promote interdisciplinary learning environments which engages students in the use of Social Studies tools to create disciplinary forms of representation. AND The inquiry plan references research throughout all plan phases.	The inquiry plan provides a detailed overview of strategies that promote interdisciplinary learning environments which engages students in the use of Social Studies tools to create disciplinary forms of representation. AND The inquiry plan references research throughout all plan phases.	The inquiry plan provides an unclear overview of strategies necessary to promote interdisciplinary learning environments. Plan includes minimal use of Social Studies tools. Uses 0-1 references to research throughout plan phases.	The inquiry plan lacks strategies necessary to promote interdisciplinary learning environments. Plan does not include the use of Social Studies tools to create disciplinary forms of representation, nor references research throughout all plan phases.
5	Instruction: Active engagement in learning.	The inquiry plan includes various strategies that promote active engagement in learning, self-motivation,	The inquiry plan includes strategies that promote active engagement in learning, self-	The inquiry plan includes some strategies that promote active engagement in	The inquiry plan includes 0-1 strategies that promote active engagement in

	<p>Design and implement learning experiences that engage learners in disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards.</p> <p>SS 3.2</p>	<p>and positive interactions to create supportive learning environments. The strategies are active in all stages of the inquiry process that support students' acquisition of civic competence.</p> <p>AND</p> <p>The inquiry plan makes reference to research and supports strategies in the process.</p>	<p>motivation, and positive interactions to create supportive learning environments. The strategies are active in various stages of the inquiry process and support students' acquisition of civic competence.</p> <p>AND</p> <p>The inquiry plan makes reference to research and supports strategies in the process.</p>	<p>learning, positive interactions, and supportive learning environments. The strategies are active in some stages of the inquiry process and little thought is given to support for students' acquisition of civic competence.</p> <p>The inquiry plan makes limited reference to research.</p>	<p>learning, positive interactions, and supportive learning environments. The strategies are not applied at different stages of the inquiry process.</p> <p>The inquiry plan makes no reference to research.</p>
6	<p>Engaging Learners</p> <p>Engage learners with disciplinary concepts, facts, and tools from the social studies disciplines to facilitate social studies literacies for civic life.</p> <p>SS 2.2</p>	<p>The Inquiry plan includes activities and interactions that engages learners with disciplinary, concepts, facts and tools from history, geography, economics, and the social sciences.</p> <p>Aspects of the inquiry plan requires students to demonstrate mastery and fluency in social studies literacies (E.g., use of contextual Vocabulary and syntax, read, write, listen, speak, think critically, Etc.) as they simulate civic life through the inquiry process for.</p>	<p>The Inquiry plan includes activities and interactions that engages learners with disciplinary, facts and tools from history, geography, economics, and the social sciences.</p> <p>Aspects of the inquiry plan requires students to demonstrate fluency in social studies literacies (e.g., use of contextual Vocabulary and syntax, read, write, listen, speak, etc.) as they simulate civic life through the inquiry process for...</p>	<p>The Inquiry plan includes some engagement of learners with disciplinary, facts from some social studies disciplines.</p> <p>The inquiry plan requires students to know about social studies literacies (e.g., use of contextual Vocabulary and syntax, read, write, listen, speak, etc.) but does not require mastery or fluency.</p>	<p>The Inquiry plan includes some engagement of learners with disciplinary, facts from some social studies disciplines.</p>
7	<p>Assessment Formal and Informal</p> <p>Design and implement a range of authentic assessments that measure learners' mastery of disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment</p>	<p>The inquiry plan includes the appropriate use of various types of formal and informal assessments based on the various stages of the inquiry.</p> <p>The inquiry includes formative assessments throughout the various stages and authentic summative assessments to measure mastery in the inquiry process.</p>	<p>The inquiry plan includes the appropriate use of various types of formal and informal assessments based on the various stages of the inquiry process.</p> <p>The inquiry includes formative assessments for up</p>	<p>The inquiry plan utilizes some types of formal and informal assessments based on the various stages of the inquiry process.</p> <p>The inquiry includes assessments for 1-2</p>	<p>The inquiry plan includes the minimal use of formal or informal assessment. The inquiry includes assessments for at least 1 of the inquiry stages.</p>

	with state-required content standards. SS 3.1	AND The plans include accommodation/modifications for diverse learners represented based on research and theory.	to 3 of the inquiry stages. AND Summative assessments measure mastery in the inquiry process.	of the inquiry stages.	
Professional Growth and Reflection					
8	Professional growth, Development, reflection, and evaluation. Use theory and research to continually improve their social studies knowledge, inquiry skills, and civic dispositions, and adapt practice to meet the needs of each learner. SS 5.1	Candidate uses self-reflection based upon assessments of student learning and development to develop and implement a professional learning activities plan aligned with professional standards, research, and best practices; and uses on-going structured reflection to monitor plan's impact on their own teaching, civic dispositions, and students learning.	Candidate uses self-reflection based upon assessments of student learning and development to select and participate in professional learning activities that are aligned with professional standards, research and best practices.	Candidate uses self-reflection to consider their professional development needs, civic dispositions, and the needs of each learner.	Candidate demonstrates little or no evidence of using self-reflection as a basis for their professional development.
9	Professional Reflection Explore, interrogate, and reflect upon their own cultural frames to attend to issues of equity, diversity, access, power, human rights, and social justice within their schools and/or communities. SS 5.2	The candidate includes an in-depth reflection on their practice. The reflection includes an evaluation of strengths and areas of concerns for planning and executing the inquiry process. The reflection includes recommendation for changes that will affect students. AND Reflection also includes candidate's position on issues concerning equity, diversity, access, power, human rights, and social justice.	The candidate includes an in-depth reflection on the planning and executing the inquiry process. The reflection includes an evaluation of strengths and areas of concerns for planning and executing the inquiry process. AND Reflection includes some thoughts on candidate's position concerning equity, diversity, access, power, human rights, and social justice.	The candidate includes a partial reflection on their practice. The reflection includes an evaluation of strengths and areas of concerns for planning and executing the inquiry process. The reflection includes recommendation for changes that will affect students.	The candidate includes a reflection that is incomplete or lack in-depth analysis on their practice. The reflection does not include an evaluation of strengths and areas of concerns for planning and executing the inquiry process.

10	<p>Collaboration with families, colleagues, and community agencies</p> <p>Take informed action in schools and/or communities and serve as advocates for learners, the teaching profession, and/or social studies.</p> <p>SS 5.3</p>	<p>Candidate takes informed action in:</p> <ul style="list-style-type: none"> • Collaborating with classroom host teacher specialist teachers, or other grade level teachers in planning, implementing, and evaluating class activities • Collaborating with related school professionals, external resources, and community agencies to advocate for learners, the teaching profession, and/or social studies. 	<p>Candidate takes informed action in:</p> <ul style="list-style-type: none"> • Collaborating with classroom host teacher specialist teachers, or other grade level teachers in planning, implementing, and evaluating class activities • Collaborating with related school professionals and external resources to advocate for learners, the teaching profession, and/or social studies. 	<p>Candidate takes action in:</p> <ul style="list-style-type: none"> • Collaborating with classroom host teacher and specialist teachers in planning and implementing classroom activities • Collaborating with related school professionals and external resources to advocate for learners, 	<p>Candidate takes minimal action in:</p> <ul style="list-style-type: none"> • Collaborating with classroom host teacher and specialist teachers in planning and implementing classroom activities • Collaborating with related school professionals to advocate for learners
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Level 1 – **Beginning**-Level 1 implies a Beginning level of candidate performance characteristics, a level in which there is little or no evidence that the candidate meets the component’s performance expectation.

Level 2 – **Developing**-Level 2 implies a level of Developing performance, a level in which the candidate provides evidence for demonstrating some of the performance characteristics necessary to meet the standard at an acceptable level, and so has not yet provided sufficient evidence of ability for independent practice for all parts of the component performance expectation.

Level 3 – **Proficient**-Level 3 implies a level of proficient performance in which the candidate demonstrates proficiency—those performance characteristics that meet the component expectations at an acceptable level for a candidate who is just completing a secondary Social Studies teacher preparation program and is ready to begin teaching in any 6-12 classroom as a novice licensed 6-12 Social Studies teacher.

Level 4 - **Accomplished** -Level 4 implies an Accomplished level of performance in which the candidate demonstrates performance characteristics that represent exemplary practice for a candidate who is just completing a secondary Social Studies teacher preparation program and is ready to begin teaching in any 6-12 Social Studies classroom as a novice licensed Social Studies teacher 6-12 Social Studies teacher. Expectations for performance at this level are demanding and candidate performance at this level requires evidence of highly skilled performance for a candidate who is just completing a Social Studies teacher preparation program.

Key Assessment 4

Oakwood University Class B: General Social Studies 6-12 EPP Electronic Internship Portfolio

DIRECTIONS FOR THE CANDIDATE: Write a conceptualized essay that address the specific Social Studies standards and submit two articles that align to the Alabama Social Studies standards. Complete the essay and attach artifacts that include student's assignments that showcase your teaching skills, related to your specific content area and the internship experiences.

DIRECTIONS TO THE UNIVERSITY AND SCHOOL-BASED CLINICAL FACULTY:

The school-based and university-based clinical faculty will score the assessment instrument separately. The scores will be added for a sum and divided by the number of scores for the mean score. The mean score will be shared with the candidate during the feedback conference. If areas for improvement are noted, the clinical faculty (school and university) are responsible for providing resource supports and developing an action plan.

FOR SCORING THE INSTRUMENT: The clinical faculty (school and university) will score the assessment instrument. If areas for improvement are noted, the clinical faculty is responsible for providing resource supports and developing an action plan.

PURPOSE: This rubric is used as a guide for the evaluation of the candidate's performance in demonstrating an understanding of the standards for Social Studies, including artifacts and other evidence from the internship clinical experiences.

EXPECTED LEVEL OF PERFORMANCE: Level 3-Meets Expectations or above.

Outcome/Element	AL Social Studies Standard	Need Support Point: 1	Developing Points: 2	Meets Expectations Points: 3	Exceeds Expectations Point 4
PLANNING					
CONCEPTUALIZING ESSAY					
#1- Social Studies Learners and Learning Candidates demonstrate ability to use knowledge of learners to plan and implement relevant and responsive pedagogy, create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for an inclusive and equitable society.	SS Standard 4	Candidate does not provide an explanation of how adolescents development and theoretical approaches on how they develop and learn social Studies concepts. Candidate's synthesis does not include knowledge of how learner development impact learning to plan and implement learning experiences and environments that consider individual learner's strengths and needs. The candidate does not articulate the theoretical foundations for their plans and actions.	Candidate provides an incomplete explanation of how adolescents development and theoretical approaches on how they develop and learn social Studies concepts. Candidate's synthesis demonstrates limited knowledge of how learner development impact learning to plan and implement learning experiences (inquiry) and environments that consider individual learner's strengths and needs. The candidate vaguely articulates the theoretical foundations for their plans and actions. AND The inquiry plan provides inadequate references to meet the needs of all learners to challenge their academic growth.	Candidate provides descriptions and examples from sources related to adolescent development as well as theoretical approaches on how they develop and learn social Studies concepts. Candidate's synthesis demonstrate that they know how learner development impact learning to plan and implement learning experiences (inquiry) and environments that consider individual learner's strengths and needs and can articulate the theoretical foundations for their plans and actions. AND The inquiry plan provides references to meet the needs of all learners to challenge their academic growth.	Candidate provides a thorough and comprehensive synthesis of research and theories on concept, principles, theories related to the development of 6-12 learner, and how they develop and learn social Studies concepts. Candidate's synthesis demonstrate that they know how learner development impact learning to plan and implement learning experiences (inquiry) and environments that consider individual children's strengths and needs and can articulate the theoretical foundations for their plans and actions. AND The inquiry plan provides references to meet the needs of all learners to challenge their academic growth.

<p>#2 Use knowledge of learners' socio-cultural assets, learning demands, and individual identities to plan and implement relevant and responsive pedagogy that ensures equitable learning opportunities in social studies.</p>	<p>SS Standard 4</p> <p>Indicator 4.1</p>	<p>Commentary bears no evidence of consideration for individual student's strengths and needs. limited or no technologies are included. Candidate plans do not include the use of inquiry time or engaging students in active learning experiences, or assessment.</p> <p>AND</p> <p>The inquiry plan includes instruction that vaguely relates to knowledge of 6-12 students & learning theory suitable for teaching 6-12 Social Studies. And</p> <p>Makes no reference to research.</p>	<p>Candidate's Commentary bear limited evidence of consideration of individual student's strengths and needs, and include a limited use of materials, learning activities, grouping models, educational technologies,</p> <p>AND limited assessments, as well as few adaptations for students with special needs and have addressed some components.</p> <p>Candidate plans do not include the use of inquiry time or engaging students in active learning experiences, or assessment.</p> <p>AND</p> <p>The inquiry plan includes minimal instruction that is based on knowledge of 6-12 students & learning theory suitable for teaching 6-12 Social Studies.</p> <p>And</p> <p>Makes minimal reference to research.</p>	<p>Candidate's Commentary reveals that the instructional plans are based on evidence of individual student's strengths only</p> <p>AND</p> <p>include use of materials, learning activities, grouping models, educational technologies, and assessments, as well as minimal adaptation for students with special needs and have addressed all components.</p> <p>Candidate plans for use of inquiry time by allocating for engaging students in active learning experiences, and assessment are clearly revealed in the commentary.</p> <p>AND</p> <p>The inquiry plan includes instruction that is based on knowledge of 6-12 students & learning theory suitable for teaching 6-12 Social Studies. The inquiry plan includes instructional strategies that will develop students' inquiry skills, develop learners' Social Studies concepts, facts, disciplinary knowledge & forms of representation for civic competence.</p> <p>And</p>	<p>Candidate's Commentary reveals that the instructional plans are based on evidence of individual student's strengths and needs, and include coordinated use of materials, learning activities, grouping models, educational technologies, and assessments, as well as adaptations for students with special needs and have addressed all components.</p> <p>Candidate plans for efficient use of inquiry time by allocating for engaging students in active learning experiences, and assessment are clearly revealed in the commentary.</p> <p>AND</p> <p>The inquiry plan includes instruction that is based on knowledge of 6-12 students & learning theory suitable for teaching 6-12 Social Studies. The inquiry plan includes instructional strategies that will develop students' inquiry skills, develop learners' Social Studies concepts, facts, disciplinary knowledge &</p>
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				That the inquiry plan makes reference to research.	forms of representation for civic competence. And That the inquiry plan makes reference to research throughout all inquiry plan phases.
<p>#3 Instruction Data Literacy</p> <p>Exhibit data literacy by using assessment data to guide instructional decision-making and reflect on student learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.</p>	<p>SS Indicator 3.4</p>	<p>Candidate's Commentaries assessments are unrelated to Social Studies lesson objectives and the Social Studies central focus for the unit plans. AND Based on the assessment results, the candidate lesson plans do not include specific instructional strategies for all diverse learners, differentiated according to learner readiness, strengths, weaknesses, and interests.</p> <p>Plans do not include motivators of individual students, utilizes a variety of instructional approaches: modifying content, instructional processes, products, AND</p> <p>learning environments do not address individual student interests and preferences for learning.</p>	<p>Candidate's Commentaries provide minimal evidence of the use of assessments that correlated with the Social Studies lesson objectives and the Social Studies central focus for the unit plans. AND the candidate develops lesson plans lack specific instructional strategies for all diverse learners, differentiated according to learner readiness, strengths, weaknesses, and interests.</p> <p>Plans show minimal motivators of individual students, utilizes a variety of instructional approaches: modifying content, instructional processes, products, AND</p> <p>learning environments minimally address individual student interests and preferences for learning.</p>	<p>Candidate's Commentaries evidence the use an assessment that is highly correlated with the Social Studies lesson objectives and the Social Studies central focus for the unit plans. AND Based on the assessment results, the candidate develops lesson plans that include specific instructional strategies for learners, differentiated according to learner readiness, strengths, weaknesses, and interests.</p> <p>Plans includes motivators of individual students, utilizes instructional approaches: modifying content, instructional processes, products, AND</p> <p>learning environments that address individual student interests and preferences for learning. AND</p>	<p>Candidate's Commentaries evidence the use of multiple assessments that is highly correlated with the Social Studies lesson objectives and the Social Studies central focus for the unit plans. AND Based on the assessment results, the candidate develops lesson plans that include specific instructional strategies for all diverse learners, differentiated according to learner readiness, strengths, weaknesses, and interests.</p> <p>Plans includes motivators of individual students, utilizes a variety of instructional approaches: modifying content, instructional processes, products, AND</p> <p>learning environments that address individual student</p>

		<p>AND do not focus on students' learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.</p>	<p>AND Minimal focus on students' learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.</p>	<p>Focuses on students' learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.</p>	<p>interests and preferences for learning. AND Focuses on students' learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.</p>
<p>#4 Design and implement learning experiences that engage learners in disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards.</p>	<p>Indicator SS 3.2</p>	<p>The inquiry plan has no strategies that promote active engagement in learning, self-motivation, and interactions to create learning environments.</p> <p>Candidate's plans provide no support for student motivation AND No opportunities for students to become lifelong learners.</p> <p>Candidates provide no support for engagement by setting academic goals that encourage students to generate Social Studies knowledge, displays or accomplishments that show disciplinary involvement and collaboration. AND The inquiry plan makes no reference to research and</p>	<p>The inquiry plan includes limited strategies promote active engagement in learning, self-motivation, and interactions to create learning environments.</p> <p>Candidate's provides limited support for student motivation AND enable provides limited opportunities for students to become lifelong learners.</p> <p>Candidates provide limited support for engagement by setting academic goals that encourage students to generate Social Studies knowledge, displays or accomplishments that show disciplinary involvement and collaboration. AND The inquiry plan makes limited reference to</p>	<p>The inquiry plan includes strategies promote active engagement in learning, self-motivation, and positive interactions to create supportive learning environments.</p> <p>Candidate's inquiry plan supports student motivation through incremental success, sharing control with learners, making school learning relevant, sustaining collaborative activities, AND enable students to become lifelong learners.</p> <p>Candidates support engagement by setting academic goals that encourage students to generate Social Studies knowledge, displays or accomplishments that show disciplinary involvement and collaboration. AND</p>	<p>The inquiry plan includes multiple strategies that promote active engagement in learning, self-motivation, and positive interactions to create supportive learning environments.</p> <p>Candidate's inquiry plan supports student motivation through incremental success, sharing control with learners, making school learning relevant, sustaining collaborative activities, and enabling students to become lifelong learners.</p> <p>Candidates support engagement by setting academic goals that encourage students to generate Social Studies knowledge, displays or accomplishments that show extended disciplinary</p>

		supports strategies in the inquiry process.	research and supports strategies in the inquiry process.	The strategies are active in most stages of the inquiry process that support students' acquisition of civic competence. AND The inquiry plan makes reference to research and supports strategies in the inquiry process.	involvement and collaboration. AND The strategies are active in all stages of the inquiry process that support students' acquisition of civic competence. AND The inquiry plan makes extensive reference to research and supports strategies in the inquiry process.
<p>#5 Demonstrates social studies knowledge aligned with the Alabama Course of Study: Social Studies, the National Council for the Social Studies C3 Framework (college, career, and civic life), and theory and research. (SS 2.1)</p> <p>Engage learners with disciplinary concepts, facts, and tools from the social studies disciplines to facilitate social studies literacies for civic life. (SS 2.2)</p>	<p>SS Indicators 2.1 & 2.2</p>	<p>The candidate's commentary evidence the following: The Inquiry plan includes no related activities and interactions that engages learners with disciplinary, concepts, facts and tools from history, geography, economics, and the social sciences.</p> <p>Aspects of the inquiry plan require no students to demonstrate mastery and fluency in social studies literacies (E.g., use of contextual Vocabulary and syntax, read, write, listen, speak, think critically, Etc.) as they simulate civic life through the inquiry process for.</p>	<p>The candidate's commentary evidence the following: The Inquiry plan includes vaguely related activities and interactions that engages learners with disciplinary, concepts, facts and tools from history, geography, economics, and the social sciences.</p> <p>Aspects of the inquiry plan require few students to demonstrate mastery and fluency in social studies literacies (E.g., use of contextual Vocabulary and syntax, read, write, listen, speak, think critically, Etc.) as they simulate civic life through the inquiry process for.</p>	<p>The candidate's commentary evidence the following: The Inquiry plan includes limited activities and interactions that engages learners with disciplinary, concepts, facts and tools from history, geography, economics, and the social sciences.</p> <p>Aspects of the inquiry plan require most students to demonstrate mastery and fluency in social studies literacies (E.g., use of contextual Vocabulary and syntax, read, write, listen, speak, think critically, Etc.) as they simulate civic life through the inquiry process for. Candidate monitors individual struggling student progress in learning the</p>	<p>The candidate's commentary evidence the following: The Inquiry plan includes activities and interactions that engages learners with disciplinary, concepts, facts and tools from history, geography, economics, and the social sciences.</p> <p>Aspects of the inquiry plan requires all students to demonstrate mastery and fluency in social studies literacies (E.g., use of contextual Vocabulary and syntax, read, write, listen, speak, think critically, Etc.) as they simulate civic life through the inquiry process for.</p>

		Candidate does not monitor struggling student progress in learning the identified content and does not use information about learners to provide guided instruction	Candidate monitors struggling student progress in learning the identified content and uses this information to provide guided instruction	identified content and uses this information to provide guided instruction AND practice to support students in small groups to address challenging learning goals.	Candidate monitors all student progress in learning the identified content and uses this information to provide guided instruction and practice to support individual students in addressing challenging learning goals.
#6-Assessment Formal and Informal Design and implement a range of authentic assessments that measure learners' mastery of disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards.	SS Standard 3.1	The inquiry plan includes the minimal use of formal or informal assessment. The assessment excludes the inquiry process.	The inquiry plan utilizes some types of formal and informal assessments based while excluding of the inquiry process. The inquiry includes assessments for 1-2 of the inquiry stages.	The inquiry plan includes the appropriate use of various types of formal and informal assessments based on the various stages of the inquiry process. The inquiry includes formative assessments for up to 3 of the inquiry stages. AND Summative assessments measure mastery in the inquiry process.	The inquiry plan includes the appropriate use of various types of formal and informal assessments based on the various stages of the inquiry. The inquiry includes formative assessments throughout the various stages and authentic summative assessments to measure mastery in the inquiry process. AND The plans include accommodation/modifications for diverse learners represented based on research and theory
#7 Technology Use technology to foster civic competence. [According to NCSS, civic competence fosters "political knowledge, a self-	SS Indicator 2.5	The Candidate's approach to discussing his/her impact on student learning does not demonstrate that he/she possesses a general understanding of how to use a variety of	The Candidate's approach to discussing his/her impact on student learning demonstrates that he/she possesses a limited understanding of how to use a variety of Social	The Candidate's approach to discussing his/her impact on student learning demonstrates that he/she possesses a general understanding of how to use a variety of Social Studies specific technologies to plan	The Candidate's approach to discussing his/her impact on student learning demonstrates that he/she possesses a deep understanding of how to use a variety of Social

interested investment in political engagement, and a disposition towards a more inclusive, just, and equitable society.		Social Studies specific technologies to plan AND implement Social Studies inquiry that fosters civic competence, political engagement AND lacks a disposition toward a more, inclusive, just, and equitable society.	Studies specific technologies to plan AND implement Social Studies inquiry that vaguely fosters civic competence, political engagement AND a disposition toward a more, inclusive, just, and equitable society.	AND implement Social Studies inquiry that fosters civic competence, political engagement AND a disposition toward a more, inclusive, just, and equitable society.	Studies specific technologies to plan AND implement Social Studies inquiry that fosters civic competence, political engagement, AND a disposition toward a more, inclusive, just, and equitable society.
#8 Professional Responsibility and Informed Action. Candidates reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities.	SS Standard 5	Candidate uses self-reflection based on unrelated assessment of student learning AND does not implement any professional learning activities in the plans aligned with professional standards, research, AND does not use on-going structured reflection to monitor plan's impact on their own teaching, civic dispositions, and students learning	Candidate uses self-reflection based on unrelated assessments of student learning AND develops and implements a professional learning activity plan which lacks alignment with professional standards, research, AND best practices; and uses on-going structured reflection to monitor plan's impact on their own teaching, civic dispositions, and students learning.	Candidate uses self-reflection based on a single assessment of student learning AND develops and implements a professional learning activities plan aligned with professional standards, research, AND best practices; and uses on-going structured reflection to monitor plan's impact on their own teaching, civic dispositions, and students learning.	Candidate uses self-reflection based on varied assessments of student learning AND develops and implements a professional learning activities plan aligned with professional standards, research, AND best practices: and uses on-going structured reflection to monitor plan's impact on their own teaching, civic dispositions, and students learning.

Key Assessment 5

KEY ASSESSMENT #5 Effect on Student Learning

Oakwood University

Program/Level: Class B Social Studies 6-12

Title of Assignment: Impact on Student Learning Commentary-Social Studies

Course: ED 333 Methods in Teaching Social Studies 6-12

Due Date: _____

Submission Location: _____

Scored by: Instructor of the Course

Expected Level of Performance: Level 3 or higher

Social Studies Standards:

Standard 1: Candidates demonstrate knowledge of social studies disciplines and are knowledgeable of disciplinary concepts, facts, and tools; structures of inquiry; and forms of representation.

Indicator 1.1: Candidates know the concepts, facts, and tools in civics, economics, geography, history, and the social/behavioral sciences.

Indicator 1.2: Use disciplinary inquiry in civics, economics, geography, history, and the social/behavioral sciences.

Indicator 1.3: Create disciplinary forms of representation in civics, economics, geography, history, and the social/behavioral sciences.

Standard 2: Application of Content through Planning

Candidates demonstrate the ability to plan learning sequences that leverage social studies knowledge and literacies, technology, and theory and research to support the civic competence of learners.

Indicator 2.1: Demonstrates social studies knowledge aligned with the Alabama Course of Study: Social Studies, the National Council for the Social Studies C3 Framework (college, career, and civic life), and theory and research.

Indicator 2.2: Engage learners with disciplinary concepts, facts, and tools from the social studies disciplines to facilitate social studies literacies for civic life.

Indicator 2.3: Engage learners in disciplinary inquiry to develop social studies literacies for civic life.

Indicator 2.4: Guide students to create disciplinary forms of representation that convey social studies knowledge and civic competence.

Indicator 2.5: Use technology to foster civic competence. [According to NCSS, civic competence fosters “political knowledge, a self-interested investment in political engagement, and a disposition towards a more inclusive, just, and equitable society.”]

Standard 3: Design and Implementation of Instruction and Assessment.

Candidates design and implement instruction and authentic assessments (including, but not limited to assessing how students explain, apply, or justify their positions on various social studies topics), informed by data literacy and learner self-assessment, that promote civic competence. [According to NCSS, “data literacy for teaching social studies is the ability to

transform information into actionable curriculum, content knowledge, knowledge of students, and instructional practices by collecting, analyzing, and interpreting all types of data including student learning outcomes to help determine instructional decision-making.”]

Indicator 3.1: Design and implement a range of authentic assessments that measure learners’ mastery of disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards.

Indicator 3.2: Design and implement learning experiences that engage learners in disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards.

Indicator 3.3: Use theory and research to implement a variety of instructional practices and authentic assessments featuring disciplinary knowledge, inquiry, and forms of representation for civic competence.

Indicator 3.4: Exhibit data literacy by using assessment data to guide instructional decision-making and reflect on student learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.

Indicator 3.5: Engage learners in self-assessment practices that support individualized learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.

Standard 4: Social Studies Learners and Learning

Candidates demonstrate ability to use knowledge of learners to plan and implement relevant and responsive pedagogy, create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for an inclusive and equitable society.

Indicator 4.1: Use knowledge of learners’ socio-cultural assets, learning demands, and individual identities to plan and implement relevant and responsive pedagogy that ensures equitable learning opportunities in social studies.

Indicator 4.2: Facilitate collaborative, interdisciplinary learning environments in which learners use disciplinary facts, concepts, and tools, engage in disciplinary inquiry, and create disciplinary forms of representation.

Indicator 4.3: Engage learners in ethical reasoning to deliberate social, political, and economic issues, communicate conclusions, and take informed action toward achieving a more inclusive and equitable society.

Standard 5: Professional Responsibility and Informed Action.

Candidates reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities.

Indicator 5.1: Use theory and research to continually improve their social studies knowledge, inquiry skills, and civic dispositions, and adapt practice to meet the needs of each learner.

Indicator 5.2: Explore, interrogate, and reflect upon their own cultural frames to attend to issues of equity, diversity, access, power, human rights, and social justice within their schools and/or communities.

Indicator 5.3: Take informed action in schools and/or communities and serve as advocates for learners, the teaching profession, and/or social studies.

Purpose

The purpose of this assignment is for you to demonstrate that you can:

- f) Design instruction that focuses on student learning,
- g) Analyze assessment information and use it to adjust your instruction
- h) Study the effects of your instruction,
- i) Monitor student learning through a variety of assessment techniques,
- j) Have a positive impact on learning for all students.

Evaluation: Your final effect on Student Learning assignment will be evaluated by you and your instructor/University Supervisor using the “the assessment rubric.”

ASSIGNMENT DIRECTIONS AND GUIDE FOR THE EFFECT ON STUDENT LEARNING COMMENTARY

The effect on Student Learning Assignment is written documentation of your ability to foster learning for all students during the teaching process. Please select *one unit or a series of related lessons* that you will teach during your internship and provide evidence of your ability to do each of the following elements. Please note that the sequence of the following items may vary—for example, you may give your pre-assessment before writing your initial plans. Please work with your cooperating teacher for guidance about appropriate sequencing of your work.

CONTEXTUAL INFORMATION – No points – Planning Information

Suggested Length – 1-2 pages

Task. Provide contextual information about the school and your students in the classroom. How many students are in your class? What the demographic background of your students? How many of your students speak another language? Do you have any students with an IEP, 504, or at-risk of failing? What are the community and personal assets of the students in your class? Describe the physical attributes of your classroom. For example: describe the technology and room arrangement of the classroom. What instructional resources are available for the lessons? Describe the characteristics of students in the class. This should include grade level, ages, genders, ethnicities, and the percentage of English Language Learners. (ELE Standard 1)

SOCIAL STUDIES - PLANNING UNIT LESSON PLANS AND ASSESSMENTS (Requirement: Plan and include at least one electronic assessment – Technology Assessment)

Unit Lesson Plans: 5 or more

PART A.

Task: Develop a series of related lessons and overall plan for instruction.

Your lesson plans for Social Studies **MUST** provide specific learning expectations, communicate clear expectations to your students, methods of instruction, and how you plan to assess student learning during the process (include pre-assessments, formative assessments, and post-assessments). Plan high quality, standards-based pre-assessments - and a post assessment. List in your lesson plans what formal assessments will be used during the lesson to evaluate your

student's developing knowledge and skills. The assessment should provide opportunities for students to demonstrate conceptual understanding and problem-solving strategies

**** Provide a copy of your lesson plans with this assignment.**

PRE-ASSESSMENT, INSTRUCTION, POST ASSESSMENT

(Requirement: Use technology to manage the data collection)

Suggested Length – 4 pages

PART B.

Task: Give a Social Studies pre-assessment (or assessments) to your students and use the results to modify your instruction to better meet student needs.

Assess student knowledge prior to instruction to determine their prior learning and readiness for instruction. This Social Studies assessment can be formal (written quiz, etc.) or informal (discussion, etc.). **** Include a copy of the assessment questions along with your lesson plans.**

PART C.

Task: Provide instructions and monitor student progress toward meeting the learning expectations.

Deliver your modified instruction to your students and carefully monitor the progress of each student through the learning process. Make additional modifications for individual students or the whole class as needed based on your monitoring process, and describe the modifications made in your written reflection. Provide descriptive feedback to students and require them to use feedback (including self- and peer-feedback) to make progress toward meeting the learning expectations.

PART D

Task: Give a Social Studies post-assessment (or assessments) to your students.

Administer a post-assessment to your students that will give them the opportunity to demonstrate their knowledge of the learning expectations. Use this information to make final judgments about the progress made by each student as well as your ability to impact their learning.

**** Include a copy of all assessments for the post assessment. Include samples of student work, remember to remove the names of the students.**

ANALYSIS OF STUDENT LEARNING

Suggested Length – 4 pages + charts and samples of student work

Required: Discuss technology used for instruction

Part E

Task: Analyze your assessment data, including pre/post assessments and formative assessments to determine students' progress related to the unit learning goals. Use visual representations and narrative to communicate the performance of the whole class, subgroups, and two individual students. Conclusions drawn from this analysis should be provided in the "Reflection and Self-Evaluation" section.

In this section, you will analyze data to explain progress and achievement toward learning goals demonstrated by your whole class, subgroups of students, and individual students.

- **Entire Class:** To analyze the progress of your whole class, create a table that shows pre- and post-assessment data on every student on every learning goal. Then create a graphic summary that shows the extent to which your students made progress (from the pre to the post assessment) toward the learning elements that you identified for each learning goal. Summarize what the graph tells about the students learning in this unit (How many students met the goal)?
- **Subgroups:** Select a group characteristic (e.g., gender, performance level, socio-economic status, language proficiency) to analyze in terms of one learning goal. Provide a rationale for your selection of this characteristic to form subgroups (girls vs. boys; high-vs-middle-vs low performers). Create a graphic representation that compares pre-and-post assessment results for the subgroups on this learning goal. Summarize what these data show about student learning.
- **Individual Students:** Select two students that demonstrated different levels of performance. Explain why it is important to understand the learning of these particular students. Use pre-, formative, and post assessment data with examples of the students' work to draw conclusions about the extent to which these students attained the two learning goals. Graphic representations are not necessary for this section of the assignment. Provide possible reasons for why your students learned or did not learn in the next section, "Reflection and Self-Evaluation."

REFLECTION AND SELF EVALUATION

Suggested Length – 2 pages

Part F

Task: Reflect on your performance as a teacher and link your performance to student learning results. Evaluate your performance and identify future actions for improved practice and professional growth. Provide a written reflection using the guiding questions provided. Complete a self-evaluation of your finished assignment using the assignment rubric.

- Select the learning goal where your students were most successful. Provide two or more possible reasons for this success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors under your control.
- Select the learning goal where your students were least successful. Provide two or more possible reasons for this lack of success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors under your control. Discuss what you could do differently or better in the future to improve your students' performance.
- Reflection on possibilities of professional development. Describe at least two professional learning goals that emerged from your insights and experiences with the

Impact of Student Learning assessment. Identify two specific steps you will take to improve your performance in the critical area(s) you identified.

FORMAL PRESENTATION

(Requirement: Use technology to manage the presentation of your findings in class)

PART G.

Task: Prepare a formal presentation on your data analysis and information covered in your commentary. Your presentation should highlight the following:

- A summary of contextual information about the school and your students
- A summary of assessments used to collect data, including your pre- and post- assessments
- Analysis of and reporting of assessment data
- Your reflection on assessment results, supported appropriately by Social Studies education research

You will present your analysis in class. Your instructor will provide you with a date for your presentation. Review the Impact on Student Learning Rubric for expected performance requirements on the presentation.

SCORING RUBRIC – IMPACT ON STUDENT LEARNING COMMENTARY-SOCIAL STUDIES

This rubric is used during the field experiences and the internship.

Expected level of performance: {Proficient- Level-3 or higher)

Required document to score: Commentary

Elements	Accomplished Level 4	Proficient Level 3	Developing Level 2	Beginning Level 1
Social Studies Standard 3 Assessments Candidates design and implement instruction and authentic assessments (including, but not limited to assessing how students explain, apply, or justify their positions on various social studies topics), informed by data literacy and learner self-assessment, that promote civic competence. [According to NCSS, "data literacy for teaching social studies is the ability to transform information into actionable curriculum, content knowledge, knowledge of students, and instructional practices by collecting, analyzing, and interpreting all types of data including student learning outcomes to help determine instructional decision-making."]				
PART A – UNIT LESSON PLANS AND ASSESSMENTS FOR SOCIAL STUDIES				
PART B – PRE-ASSESSMENTS FOR SOCIAL STUDIES				
Assessments Social Studies Pre-test Candidate designs and/or selects a pre-test to gauge students' levels of understanding. (SS Standard 3 Indicator 3.4)	Candidate develops or selects a pre-test that is highly correlated with the Social Studies lesson objectives and the Social Studies central focus for the unit plans. The alignment between assessment and lesson objectives is strong and clear.	Candidate selects a pre-test that is correlated with Social Studies lesson objectives. There is evidence of alignment between assessment and lesson objectives.	Candidate provides a pre-test that has limited Social Studies alignment with lesson objectives. The alignment between assessment and lesson objectives is not clear.	Candidate uses a pre-test with little thought given to the Social Studies alignment with lesson objectives; assessment is not appropriate for the knowledge and/or skills being assessed.
PART C-NARRATIVE ANALYSIS OF THE PRE-TEST DATA TO THE SOCIAL STUDIES OBJECTIVES				
Content and Instruction				
Content Knowledge of Students: Candidate design and implement learning experiences that engage learners in	In Addition to Proficient... Candidate's commentary includes an in-depth analysis of how 6-12 students use Social Studies inquiry skills to generate	The commentary provides specific details on how candidate uses the inquiry process to engaged students in Social Studies disciplinary	The commentary includes some reflection on how candidate uses the inquiry process to engaged students in Social Studies disciplinary	The commentary includes a limited reflection on how candidate engaged students in Social Studies disciplinary knowledge, and forms of

<p>disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards.</p> <p>Indicator 3.2:</p>	<p>social studies knowledge, while providing positive feedback that expand students' inquiry into the community, and beyond.</p>	<p>knowledge, and forms of representation for civic competence.</p> <p>And use inquiry process tools to providing student feedback.</p>	<p>knowledge, and forms of representation for civic competence.</p> <p>The narrative provides no evidence of using Social Studies inquiry skills to provide clear feedback to 6-12 students</p>	<p>representation for civic competence.</p> <p>The narrative lacks appropriate analysis of data required to describe trends and patterns identified among subgroups to make instructional decisions.</p>
<p>Application of Content Through Planning</p> <p>Candidates can explain how they “Engage students with disciplinary concepts, facts, and tools from the social studies disciplines to facilitate social studies literacies for civic life.”</p> <p>Indicator: 2.2.</p>	<p>In Addition to Proficient... Candidate's commentary includes an in-depth analysis of how disciplinary concepts, facts, and inquiry process skills from social studies disciplines are used to facilitate social studies literacies for civic life, how to overcome naïve conceptions and make connections between Social Studies concepts, and their functions in society.</p>	<p>The commentary provides specific details on how 6-12 students use inquiry process skills and Social Studies concepts and tool to identify naïve conceptions about society.</p>	<p>The commentary includes no more than three to five sentences reflecting on how 6-12 students use inquiry process skills in social studies.</p>	<p>The commentary includes a limited reflection on how 6-12 students connect Social Studies disciplinary concepts to the objectives of the in the inquiry.</p>
<p>Design and Implementation of Instruction and Assessment</p> <p>Design and implement a range of authentic assessments that measure learners' mastery of disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards.</p>	<p>In Addition to Proficient... Candidate's commentary includes an in-depth analysis of how to design and implement inquiry and authentic assessments that are standards based, complement each other, and promote mastery of disciplinary knowledge for civic competence.</p>	<p>The commentary provides specific details on how the candidate develop and use authentic assessments to monitor and support 6-12 students' social studies inquiry into real-life problems in society.</p>	<p>The commentary includes a limited reflection on how students approach societal problems through Social Studies inquiry process, and how their activities are assessed to support further inquiry.</p>	<p>The commentary includes no reflection on how students' engagement in inquiry and real-life societal problems are assessed.</p>

Indicator 3.1				
Instruction Integrating and applying knowledge for instruction. Use knowledge of learners' socio-cultural assets, learning demands, and individual identities to plan and implement relevant and responsive pedagogy that ensures equitable learning opportunities in social studies. Indicator 4.1:	In Addition to Proficient... Candidate's approach to discussing his/her impact on student learning demonstrates that he/she possesses a deep understanding of how to use research in socio-cultural effects on learning to plan inquiry that ensures equitable learning experiences in Social Studies.	The candidate commentary is effective in drawing upon research in 6-12 learning to make instructional decisions about learning opportunities for 6-12 students, in Social Studies.	Candidate commentary makes some effort to draw upon research in 6-12 learning to make instructional decisions and to enrichen students' Social Studies learning experiences.	Candidate commentary makes minimum effort to draw upon research in how students' socio-cultural assets affect the learning of social studies.
Instruction Adaptation to students from diverse populations Use theory and research to implement a variety of instructional practices and authentic assessments featuring disciplinary knowledge, inquiry, and forms of representation for civic competence. Indicator 3.3	In Addition to Proficient... The commentary demonstrates candidate possesses extensive understandings of students' individual differences, including cultural and language diversity, and that the candidate can appropriately capture and summarize student differences.	The candidate provides a detailed overview of the individual differences and cultural and language diversity that exists within the classroom.	The candidate provides a somewhat appropriate overview of the individual differences and cultural and language diversity that exists within the classroom	The candidate alludes to student differences in the commentary but does not appropriately capture the individual differences and diversity that exists within the classroom.
Instruction Development of critical thinking and problem solving. (Technology-Instruction) Indicator: 2.5: Use technology to foster civic competence. [According to NCSS, civic competence fosters "political knowledge, a self-	In Addition to Proficient... Candidate's approach to discussing his/her impact on student learning demonstrates that he/she possesses a deep understanding of how to use a variety of Social Studies specific technologies to plan and implement Social Studies inquiry	The candidate is effective in integrating Social Studies -specific technology in the Social Studies inquiry process and explain how these activities enrich students' Social Studies learning experiences, and how these activities and	Candidate makes some effort to integrate technology in the Social Studies inquiry process to enrichen students' Social Studies learning experiences.	Candidate makes minimum to no effort to integrate technology in Social Studies instruction to enrichen students' Social Studies learning experiences.

interested investment in political engagement, and a disposition towards a more inclusive, just, and equitable society.”] Indicator: 2.5:	that fosters civic competence, political engagement, and a disposition toward a more, inclusive, just, and equitable society.	investigations impacted student learning and the building of new knowledge.		
Instruction: 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. Indicator 3.4 (Technology-Assessments)	Candidate includes in the commentary a variety of teaching strategies that include technology assessments, methods, and assessments developed to meet the needs of individual learners that engage and challenge all students.	Candidate includes in the commentary appropriate teaching strategies and some technology assessments, methods, and assessments that are differentiated and can engage and challenge all students.	Candidate displays an awareness of appropriate teaching strategies with limited technology discussed in the commentary with methods and assessments.	Candidate does not include in the commentary teaching strategies, methods, or assessments that can engage and challenge the students. Technology discussions and explanations are missing.
PART D. POST ASSESSMENT FOR SOCIAL STUDIES				
Social Studies Post-Assessment Design and implement a range of authentic assessments that measure learners’ mastery of disciplinary knowledge, inquiry, and forms of representation for civic competence, and demonstrate alignment with state-required content standards. Indicator 3.1:	Candidate develops or selects a post-test that is highly correlated with lesson objectives and pre-test. The alignment between assessment and lesson objectives is strong and clear.	Candidate develops or selects a post-test that is correlated with lesson objectives. There is evidence of alignment between assessment and lesson objectives.	Candidate develops or selects a post-test that has limited alignment with lesson objectives. The alignment between assessment and lesson objectives is not clear.	Candidate develops or selects a post-test with little thought given to alignment with lesson objectives; assessments are not appropriate for the knowledge and/or skills being assessed.

PART E. ANALYSIS OF STUDENT LEARNING				
Graphic Representation of Data- Pre-Test Candidate creates a graphic representation of data to meaningfully demonstrate understanding of students' learning.	Candidate includes in the commentary multiple, varied representations of pre-test data to include charts and graphs that contain individual student scores, class mean, and subgroup means, and percentiles that fully describe the results from the data in a meaningful and accurate manner.	Candidate includes in the commentary multiple representations of pre-test data to include charts and/or graphs that contain individual student scores, class and sub-group means and percentiles that describe the results from the data in a meaningful manner.	Candidate includes in the commentary appropriate charts or another representation of pre-test data that contain individual student scores and class means but is missing or has inaccurate reporting of some data. Graphic information is not described or is incomplete.	Candidate includes in the commentary inappropriate or misleading charts of pre-test data that contain class means and individual student scores but is missing or has inaccurate reporting of sub-groups and percentiles. Graphic information is not described.
Narrative Analysis of Pre-Test Data Candidate writes a narrative analysis of pretest data that helps them make decisions about planning and instruction.	Candidate narrative analysis of pre-test describes trends and patterns in data among identified class means, individual student scores, and subgroups. Accurate conclusions concerning student's prior knowledge are drawn. Interpretations delineate instructional decisions that will influence instruction during the lesson.	Candidate narrative analysis of pre-test describes trends and patterns among identified class means, individual student scores, and subgroups. Conclusions concerning students' prior knowledge are drawn, but the analysis is superficial. Instructional decisions that will influence instruction during the lesson are discussed.	Candidate narrative analysis of pre-test does not use data to describe trends and patterns identified among class means, individual student scores, and subgroups. The analysis is incomplete or offers a limited interpretation of the findings. Conclusions do not offer details about students' prior knowledge or directions for future instructional decisions.	Candidate narrative lacks appropriate analysis of data required to describe trends and patterns identified among subgroups or to make instructional decisions.
Graphic Comparison of Post-test Data (Technology-Management) Candidate reports graphically on student-learning data to meaningfully demonstrate understanding of each students' learning.	Candidate includes multiple, varied representations of pre- and post-test data, to include charts and graphs. Individual student scores, class means, and subgroup scores, including percentiles and paired pre- and	Candidate includes multiple representations of pre- and post-test data, to include charts and/or graphs. Individual student scores, class means, and subgroups scores including percentiles and paired pre- and	Candidate includes basic representation of pre- and/or post-test data. Individual scores, class means, and/or sub-groups scores are included, but paired data or percentiles are misrepresented.	Candidate includes inadequate representation pre- and/or post-test data. Charts and graphs are missing, or they are present but not meaningful or accurate. Individual scores and/or class means

	<p>post-test data, are accurate and displayed.</p> <p>Graphic information from the data, is fully described in a meaningful and accurate, manner.</p>	<p>post-test data, are accurate and displayed.</p> <p>Graphic information from the data is described.</p>	<p>Graphic information from the data is not described or is incomplete.</p>	<p>and/or sub-groups scores are included but lack or misrepresent paired data or percentiles.</p> <p>Graphic information from the data is not described.</p>
<p>Narrative Analysis Post Data</p> <p>Candidate writes a narrative analysis of pretest data that helps them make decisions about planning and instruction.</p>	<p>Candidate narrative analysis of post-test describes trends and patterns in data among identified class means, individual student scores, and subgroups.</p> <p>Accurate conclusions concerning students' prior knowledge are drawn.</p> <p>Interpretations delineate instructional decisions that will influence instruction during the lesson.</p>	<p>Candidate narrative analysis of post-test describes trends and patterns among identified class means, individual student scores, and subgroups.</p> <p>Conclusions concerning students' prior knowledge are drawn, but the analysis is superficial.</p> <p>Instructional decisions that will influence instruction during the lesson are discussed.</p>	<p>Candidate narrative analysis of post-test does not use data to describe trends and patterns identified among class means, individual student scores, and subgroups.</p> <p>The analysis is incomplete or offers a limited interpretation of the findings.</p> <p>Conclusions do not offer details about students' prior knowledge or directions for future instructional decisions.</p>	<p>Candidate narrative lacks appropriate analysis of data required to describe trends and patterns identified among subgroups or to make instructional decisions.</p>

PART F. REFLECTION

<p>Reflection</p> <p>Candidate uses theory and research to continually improve their social studies knowledge, inquiry skills, and civic dispositions, and adapt practice to meet the needs of each learner. Indicator 5.1</p>	<p>Candidate commentary reflection on the inquiry process is thoughtful and accurate, citing specific indicators of effectiveness based on multiple data points.</p> <p>Thoughtful consideration is given to reflecting on meeting the needs of diverse learners.</p> <p>Teacher candidate draws on an extensive repertoire to suggest specific alternative</p>	<p>Candidate provides an accurate and objective description in the commentary about the inquiry process, citing specific evidence.</p> <p>Teacher candidate makes some specific suggestions as to how the inquiry process might be improved.</p> <p>Teacher candidate engages in self-reflection of teaching practice but does not articulate adjustments needed to improve</p>	<p>Candidate provides a partially accurate and objective description in the commentary but does not cite specific evidence.</p> <p>Teacher candidate makes only general suggestions as to how the inquiry process might be improved.</p>	<p>Candidate does not accurately assess the effectiveness of the inquiry process in the commentary and has no ideas about how the inquiry could be improved.</p> <p>Candidate does not self-reflect, or self-reflection does not indicate understanding of the adjustments needed to improve professional practice and its impact on diverse learners.</p>
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	actions and predict the likely success of each.	personal practice and its impact on diverse learners.		
PART G. FORMAL PRESENTATION				
Formal Presentation Share data information in class and with the cooperating teacher using technology. (Technology-Management)	In Addition to Proficient... The presentation effectively demonstrates candidate's abilities to successfully communicate with others about reflective practices including and using collected data from formative, summative, or diagnostic assessments to improve learning as well as teaching. Candidate's presentation reveals candidate's abilities to critically analyze, discuss, and present on how instruction can be improved from classroom data. The candidate used technology to present the presentations and included detailed data charts and graphs.	The presentation provides a detailed overview of assessments, assessment evidence, and analysis of data. Candidate thoroughly discusses the conclusions drawn from analyzed data and how his or her instruction impacted learning for the entire class and individual students. Candidate also discusses next steps in improving instruction during presentation. Improvements in instruction are directly tied to how learning can be improved in students. An electronic presentation was provided.	The presentation provides a complete overview of commentary, data analysis and conclusions drawn from an analysis of data using limited technology.	The presentation provides a general overview of commentary and data analysis using no technology.

Explanations of Levels of Performance:

1. Beginning – This standard/element does not meet even the most basic levels of performance.
2. Developing – There is only partial evidence that this standard/element was addressed, or the standard/element was only partially addressed; more evidence is needed before determining proficiency with respect to this standard/element.
3. Proficient...provides sufficient evidence of addressing the standard/element at least at the minimum acceptable level.
4. Exceeds Expectations –provides an excellent example of addressing the standard/element

Oakwood University Department of Education
Rubrics From
THE FRAMEWORK FOR TEACHING
EVALUATION INSTRUMENT
2013 EDITION
CHARLOTTE DANIELSON

Name _____ Area of Certification _____

Major _____ Classification _____

School _____ School-based Clinical Faculty _____ Grade Level _____

Semester: Fall _____ Spring _____ Total Days Absent _____ Total Days Tardy _____ Full Days _____

Recommendation for certification requires the student teacher's competency in synthesizing and sustaining all the following items, in a manner appropriate to a beginning professional, for a minimum twenty-day period of major instructional responsibility. Consequently, this final recommendation should reflect the competency for the intern at the end of the experience.

Used by Permission

Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating Knowledge of Content and Pedagogy	<ul style="list-style-type: none"> • In planning and practice, the teacher makes content errors or does not correct errors made by students. • The teacher displays little understanding of prerequisite knowledge important to student learning of the content. • The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content. 	<ul style="list-style-type: none"> • The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. • The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. • The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students. 	<ul style="list-style-type: none"> • The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. • The teacher demonstrates accurate understanding of prerequisite relationships among topics. • The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject. 	<ul style="list-style-type: none"> • The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. • The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. • The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.
1b: Demonstrating Knowledge of Students	<ul style="list-style-type: none"> • The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages— • and does not indicate that such knowledge is valuable. 	<ul style="list-style-type: none"> • The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, • yet may apply this knowledge not to individual students but to the class as a whole. 	<ul style="list-style-type: none"> • The teacher understands the active nature of student learning and attains information about levels of development for groups of students. • The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages. 	<ul style="list-style-type: none"> • The teacher understands the active nature of student learning and acquires information about levels of development for individual students. • The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.
1c: Setting Instructional Outcomes	<ul style="list-style-type: none"> • The outcomes represent low expectations for students and lack of rigor, and not all of these 	<ul style="list-style-type: none"> • Outcomes represent moderately high expectations and rigor. • Some reflect important learning in the discipline and consist of a 	<ul style="list-style-type: none"> • Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student 	<ul style="list-style-type: none"> • All outcomes represent high-level learning in the discipline. • They are clear, are written in the form of student learning, and

Component	Unsatisfactory	Basic	Proficient	Distinguished
	<p>outcomes reflect important learning in the discipline.</p> <ul style="list-style-type: none"> • They are stated as student activities, rather than as outcomes for learning. • Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students. 	<p>combination of outcomes and activities.</p> <ul style="list-style-type: none"> • Outcomes reflect several types of learning, but teacher has made no effort at coordination or integration. • Outcomes, based on global assessments of student learning, are suitable for most of the students in the class. 	<p>learning, and suggest viable methods of assessment.</p> <ul style="list-style-type: none"> • Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students. 	<p>permit viable methods of assessment.</p> <ul style="list-style-type: none"> • Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. • Outcomes are differentiated, in whatever way is needed, for individual students.
1d: Demonstrating Knowledge of Resources	<ul style="list-style-type: none"> • The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, • nor is the teacher aware of resources for expanding one's own professional skill. 	<ul style="list-style-type: none"> • The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill • but does not seek to expand this knowledge. 	<ul style="list-style-type: none"> • The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, • and seeks out such resources. 	<ul style="list-style-type: none"> • The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available <ul style="list-style-type: none"> · through the school or district, · in the community, · through professional organizations and universities, and · on the Internet.
1e: Designing Coherent Instruction	<ul style="list-style-type: none"> • Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. • Instructional groups are not suitable to the activities and offer no variety. 	<ul style="list-style-type: none"> • Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, • but with no differentiation for different students. • Instructional groups partially support the activities, with some variety. • The lesson or unit has a recognizable structure; but the progression of activities is 	<ul style="list-style-type: none"> • Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. • The learning activities have reasonable time allocations; • they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups. 	<ul style="list-style-type: none"> • The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. • These are appropriately differentiated for individual learners. • Instructional groups are varied appropriately, with some opportunity for student choice.

Component	Unsatisfactory	Basic	Proficient	Distinguished
		uneven, with only some reasonable time allocations.		
1f: Designing Student Assessments	<ul style="list-style-type: none"> Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit. 	<ul style="list-style-type: none"> Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes. 	<ul style="list-style-type: none"> All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. 	<ul style="list-style-type: none"> All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.

Domain 2: The Classroom Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an Environment of Respect and Rapport	<ul style="list-style-type: none"> Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior. 	<ul style="list-style-type: none"> Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. 	<ul style="list-style-type: none"> Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. 	<ul style="list-style-type: none"> Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued

		<ul style="list-style-type: none"> • The teacher attempts to respond to disrespectful behavior, with uneven results. • The net result of the interactions is neutral, conveying neither warmth nor conflict. 	<ul style="list-style-type: none"> • The teacher responds successfully to disrespectful behavior among students. • The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks. 	and are comfortable taking intellectual risks
2b: Establishing a Culture for Learning	<ul style="list-style-type: none"> • The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. • Hard work and the precise use of language are not expected or valued. • Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students. 	<ul style="list-style-type: none"> • The classroom culture is characterized by little commitment to learning by the teacher or students. • The teacher appears to be only “going through the motions,” and students indicate that they are interested in the completion of a task rather than the quality of the work. • The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. • High expectations for learning are reserved for those students thought to have a natural aptitude for the subject. 	<ul style="list-style-type: none"> • The classroom culture is a place where learning is valued by all; • high expectations for both learning and hard work are the norm for most students. • Students understand their role as learners and consistently expend effort to learn. • Classroom interactions support learning, hard work, and the precise use of language. 	<ul style="list-style-type: none"> • The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. • The teacher conveys high expectations for learning for all students and insists on hard work; • students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.
2c: Managing Classroom Procedures	<ul style="list-style-type: none"> • Much instructional time is lost due to inefficient classroom routines and procedures. • There is little or no evidence of the teacher’s managing instructional groups and transitions and/or handling of materials and supplies effectively. 	<ul style="list-style-type: none"> • Some instructional time is lost due to partially effective classroom routines and procedures. • The teacher’s management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. 	<ul style="list-style-type: none"> • There is little loss of instructional time due to effective classroom routines and procedures. • The teacher’s management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. • With minimal guidance and prompting, students follow 	<ul style="list-style-type: none"> • Instructional time is maximized due to efficient and seamless classroom routines and procedures. • Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies.

	<ul style="list-style-type: none"> • There is little evidence that students know or follow established routines, or that volunteers or paraprofessionals have clearly defined tasks. 	<ul style="list-style-type: none"> • With regular guidance and prompting, students follow established routines and • volunteers and paraprofessionals perform their duties. 	<p>established classroom routines and</p> <ul style="list-style-type: none"> • volunteers and paraprofessionals contribute to the class. 	<ul style="list-style-type: none"> • Routines are well understood and may be initiated by students. • Volunteers and paraprofessionals make an independent contribution to the class
2d: Managing Student Behavior	<ul style="list-style-type: none"> • There appear to be no established standards of conduct, or students challenge them. • There is little or no teacher monitoring of student behavior, and • response to students' misbehavior is repressive or disrespectful of student dignity. 	<ul style="list-style-type: none"> • Standards of conduct appear to have been established, but their implementation is inconsistent. • The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. 	<ul style="list-style-type: none"> • Student behavior is generally appropriate. • The teacher monitors student behavior against established standards of conduct. • Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective. 	<ul style="list-style-type: none"> • Student behavior is entirely appropriate. • Students take an active role in monitoring their own behavior and/ or that of other students against standards of conduct. • Teacher monitoring of student behavior is subtle and preventive. • The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
2e: Organizing Physical Space	<ul style="list-style-type: none"> • The classroom environment is unsafe, or • learning is not accessible to many. • There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities. 	<ul style="list-style-type: none"> • The classroom is safe, and • essential learning is accessible to most students. • The teacher makes modest use of physical resources, including computer technology. • The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness. 	<ul style="list-style-type: none"> • The classroom is safe, and students have equal access to learning activities; • the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively. 	<ul style="list-style-type: none"> • The classroom environment is safe, and learning is accessible to all students, including those with special needs. • The teacher makes effective use of physical resources, including computer technology. • The teacher ensures that the physical arrangement is appropriate to the learning activities. • Students contribute to the use or adaptation of the physical environment to advance learning.

Domain 3: Instruction

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a: Communicating with Students	<ul style="list-style-type: none"> Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior. 	<ul style="list-style-type: none"> Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict. 	<ul style="list-style-type: none"> Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks. 	<ul style="list-style-type: none"> Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.
3b: Using Questioning and Discussion Techniques	<ul style="list-style-type: none"> The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students. 	<ul style="list-style-type: none"> The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. 	<ul style="list-style-type: none"> The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language. 	<ul style="list-style-type: none"> The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.

		<ul style="list-style-type: none"> • High expectations for learning are reserved for those students thought to have a natural aptitude for the subject. 		
3c: Engaging Students in Learning	<ul style="list-style-type: none"> • The learning tasks/ activities, materials and, resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. • The groupings of students are unsuitable to the activities. • The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed. 	<ul style="list-style-type: none"> • The learning tasks and activities are partially aligned with the instructional outcomes • but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. • The groupings of students are moderately suitable to the activities. • The lesson has a recognizable structure; • however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of “down time.” 	<ul style="list-style-type: none"> • The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. • This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. • The groupings of students are suitable to the activities. • The lesson has a clearly defined structure, and • the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged. 	<ul style="list-style-type: none"> • Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. • The teacher provides suitable scaffolding and challenges students to explain their thinking. • There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; • students may serve as resources for one another. • The lesson has a clearly defined structure, • and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.
3d: Using Assessment in Instruction	<ul style="list-style-type: none"> • Students do not appear to be aware of the assessment criteria, and • there is little or no monitoring of student learning; • feedback is absent or of poor quality. 	<ul style="list-style-type: none"> • Students appear to be only partially aware of the assessment criteria, and • the teacher monitors student learning for the class as a whole. 	<ul style="list-style-type: none"> • Students appear to be aware of the assessment criteria, and • the teacher monitors student learning for groups of students. • Questions and assessments are regularly used to diagnose evidence of learning. 	<ul style="list-style-type: none"> • Assessment is fully integrated into instruction, through extensive use of formative assessment. • Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria.

	<ul style="list-style-type: none"> • Students do not engage in self- or peer assessment. 	<ul style="list-style-type: none"> • Questions and assessments are rarely used to diagnose evidence of learning. • Feedback to students is general, and few students assess their own work. 	<ul style="list-style-type: none"> • Teacher feedback to groups of students is accurate and specific; • some students engage in self-assessment. 	<ul style="list-style-type: none"> • Questions and assessments are used regularly to diagnose evidence of learning by individual students. • A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. • Students self-assess and monitor their own progress. • The teacher successfully differentiates instruction to address individual students' misunderstandings.
3e: Demonstrating Flexibility and Responsiveness	<ul style="list-style-type: none"> • The teacher ignores students' questions; • when students have difficulty learning, the teacher blames them or their home environment for their lack of success. • The teacher makes no attempt to adjust the lesson even when students don't understand the content. 	<ul style="list-style-type: none"> • The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. • Adjustment of the lesson in response to assessment is minimal or ineffective. 	<ul style="list-style-type: none"> • The teacher successfully accommodates students' questions and interests. • Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. • If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly. 	<ul style="list-style-type: none"> • The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, • or successfully adjusts and differentiates instruction to address individual student misunderstandings. • Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.

Domain 4: Professionalism Responsibilities

Component	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on Teaching	<ul style="list-style-type: none"> The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved. 	<ul style="list-style-type: none"> The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved. 	<ul style="list-style-type: none"> The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught. 	<ul style="list-style-type: none"> The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.
4b: Maintaining Accurate Records	<ul style="list-style-type: none"> The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for noninstructional activities are in disarray, the result being errors and confusion. 	<ul style="list-style-type: none"> The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors. 	<ul style="list-style-type: none"> The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. 	<ul style="list-style-type: none"> The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records.
4c: Communicating with Families	<ul style="list-style-type: none"> The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. 	<ul style="list-style-type: none"> The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. 	<ul style="list-style-type: none"> The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. 	<ul style="list-style-type: none"> The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity.

	<ul style="list-style-type: none"> • The teacher does not respond, or responds insensitively, to parental concerns. 	<ul style="list-style-type: none"> • Moreover, the communication that does take place may not be culturally sensitive to those families. 	<ul style="list-style-type: none"> • The teacher makes some attempts to engage families in the instructional program. 	<ul style="list-style-type: none"> • The teacher's efforts to engage families in the instructional program are frequent and successful.
4d: Participating in the Professional Community	<ul style="list-style-type: none"> • The teacher's relationships with colleagues are negative or self-serving. • The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. • The teacher avoids becoming involved in school events or school and district projects. 	<ul style="list-style-type: none"> • The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. • The teacher participates in the school's culture of professional inquiry when invited to do so. • The teacher participates in school events and school and district projects when specifically asked. 	<ul style="list-style-type: none"> • The teacher's relationships with colleagues are characterized by mutual support and cooperation; • the teacher actively participates in a culture of professional inquiry. • The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution. 	<ul style="list-style-type: none"> • The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. • The teacher takes a leadership role in promoting a culture of professional inquiry. • The teacher volunteers to participate in school events and district projects, making a substantial contribution and • assuming a leadership role in at least one aspect of school or district life.
4e: Growing and Developing Professionally	<ul style="list-style-type: none"> • The teacher engages in no professional development activities to enhance knowledge or skill. • The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. • The teacher makes no effort to share knowledge with others • or to assume professional responsibilities. 	<ul style="list-style-type: none"> • The teacher participates to a limited extent in professional activities when they are convenient. • The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. • The teacher finds limited ways to assist other teachers and contribute to the profession 	<ul style="list-style-type: none"> • The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. • The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. • The teacher participates actively in assisting other educators and looks for ways to contribute to the profession. 	<ul style="list-style-type: none"> • The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. • The teacher solicits feedback on practice from both supervisors and colleagues. • The teacher initiates important activities to contribute to the profession.
4f: Showing Professionalism	<ul style="list-style-type: none"> • The teacher displays dishonesty in interactions with colleagues, students, and the public. 	<ul style="list-style-type: none"> • The teacher is honest in interactions with colleagues, students, and the public. 	<ul style="list-style-type: none"> • The teacher displays high standards of honesty, integrity, and confidentiality in interactions 	<ul style="list-style-type: none"> • The teacher can be counted on to hold the highest standards of honesty, integrity, and

	<ul style="list-style-type: none"> • The teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school. • The teacher makes decisions and recommendations that are based on self-serving interests. • The teacher does not comply with school and district regulations. 	<ul style="list-style-type: none"> • The teacher's attempts to serve students are inconsistent, and unknowingly contributes to some students being ill served by the school. • The teacher's decisions and recommendations are based on limited though genuinely professional considerations. • The teacher must be reminded by supervisors about complying with school and district regulations. 	<p>with colleagues, students, and the public.</p> <ul style="list-style-type: none"> • The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. • The teacher maintains an open mind in team or departmental decision making. • The teacher complies fully with school and district regulations. 	<p>confidentiality and takes a leadership role with colleagues.</p> <ul style="list-style-type: none"> • The teacher is highly proactive in serving students, seeking out resources when needed. • The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. • The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. • The teacher complies fully with school and district regulations, taking a leadership role with colleagues.
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Overall rating as an intern: ___ Outstanding ___ adequate ___ emerging ___ inadequate (based on average from rubric).

Areas of greatest strength:

Areas that need improvement:

Additional comments:

School-Based Clinical Faculty Signature _____ Date _____ Intern's Signature _____ Date _____

University-Based Clinical Faculty Signature _____ Date _____

**OAKWOOD UNIVERSITY
EDUCATION DEPARTMENT
APPLICATION FOR ADMISSION TO THE EDUCATOR PREPARATION PROVIDER
PROGRAM (EPP)**

STUDENT NAME _____ PROGRAM _____

DATE OF APPLICATION ____/____/____

A COMPLETED PACKAGE INCLUDES THE FOLLOWING ARRANGED IN NUMERICAL ORDER.

1. ☐ APPLICATION TO THE EDUCATOR PREPARATION PROVIDER PROGRAM
2. ☐ VERIFICATION THAT CANDIDATE PASSED ALL THREE SECTIONS OF THE AECTP (APTTP)
3. ☐ PASSED BACKGROUND REVIEW AND FINGERPRINTING (Letter on file)
4. ☐ 1st PORTFOLIO REVIEW (Evaluation on file)
5. ☐ PASSED DISPOSITION ASSESSMENT
6. ☐ TOTAL NUMBER OF HOURS COMPLETED
7. ☐ HOURS IN GENERAL EDUCATION (Minimum of 48 hours completed)
8. ☐ UNOFFICIAL UNIVERSITY TRANSCRIPT (Including all transfer work)
9. ☐ CUMULATIVE PROGRAM CHECKSHEET GPA (MINIMUM 2.75)
10. ☐ PROFESSIONAL STUDIES GPA (MINIMUM 2.75)
11. ☐ TEACHING FIELD GPA (MINIMUM 2.75)
12. ☐ FIELD PRACTICUM HOURS COMPLETED
13. ☐ RECOMMENDATIONS:
☐ Major Field Advisor (s)
☐ Co-advisor (Secondary)
☐ Education Instructor
14. ☐ PASS INTERVIEW BY TEACHER EDUCATION COUNCIL

EDUCATION FACULTY ADVISOR: (type here)

Signature: _____

DO NOT WRITE BELOW THIS LINE

DATE OF ADMISSION TO EDUCATION PROGRAM: _____

Date

CHAIRPERSON, EDUCATION DEPARTMENT: Dr. Deril Wood

Signature: _____

**OAKWOOD UNIVERSITY
EDUCATION DEPARTMENT
APPLICATION FOR ADMISSION: EDUCATOR PREPARATION PROVIDER PROGRAM**

COMPLETE NAME:

Last Name

First Name

(Maiden Name)

CITIZENSHIP: ☐ US CITIZEN ☐ PERMANENT RESIDENT ☐ VISA

SEX: ☐ M ☐ F

DATE OF BIRTH: Click or tap here to enter text.

MARITAL STATUS: ☐ SINGLE ☐ MARRIED ☐ OTHER

HOME COUNTRY: Click or tap here to enter text.

STUDENT ID NUMBER: Click or tap here to enter text.

PHONE: (407) 435-4702 E-MAIL: Click or tap here to enter text.

IF SDA, INDICATE MEMBERSHIP LOCATION: Click or tap here to enter text.

LOCAL ADDRESS: Click or tap here to enter text.

LOCAL PHONE: Click or tap here to enter text.

MAJOR (S): Click or tap here to enter text.

MINOR (S) (If applicable): Click or tap here to enter text.

Instruction: Applicants must have completed 60 semester hours. Forty-eight semester hours must be in General Studies. Attach a copy of your unofficial transcript (s) showing all work from Oakwood University and any other college you have attended.

Please indicate below the area (s) for which you are applying.

☐ S.D.A. ELEMENTARY 1-8

☐ ALABAMA ELEMENTARY K-6

☐ S.D.A. SECONDARY 7-12

☐ ALABAMA SECONDARY 6-12

☐ ALABAMA P-12

SECONDARY TEACHING AREA (S): Social Sciences

I understand that issuance of my teaching credentials is not automatic upon graduation; I must apply for it through the Education Department.

APPLICANT'S SIGNATURE: type here

DATE: _____

EDUCATION ADVISOR'S SIGNATURE:

DATE: _____

OAKWOOD UNIVERSITY
RECOMMENDATION FORM FOR EDUCATION CANDIDATES
ADMISSION TO EPP

TO THE ACADEMIC ADVISOR/EDUCATION PROFESSOR

Click or tap here to enter text. is applying for admission to EPP. Please provide an assessment of the candidate on each of the characteristics/dispositions listed below. Check the column that best describes the teacher candidate.

Disposition/Characteristic	Always	Sometimes	Rarely	Never
1. Is responsible (Punctual, dependable, attends class regularly, completes assignments and projects on time)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is independent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Shows initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Communicates effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Is courteous	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Demonstrates professional ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Works well with his/her peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Demonstrates leadership ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Is respectful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Engages in community service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Demonstrates sensitivity to diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Is reflective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Abides by all regulations in the student handbook (including those regarding dress and jewelry)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments/Observations: Click or tap here to enter text.

On a scale of 1-7 (7 being the highest), I recommend the candidate as a potential teacher.

☐7 ☐6 ☐5 ☐4 ☐3 ☐2 ☐1

Rater's signature: Click or tap here to enter text.

Date: Click or tap to enter a date.

Please return the completed form in a sealed envelope to the Education Department, Knight Hall.

OAKWOOD UNIVERSITY
RECOMMENDATION FORM FOR EDUCATION CANDIDATES
ADMISSION TO EEP

TO THE ACADEMIC ADVISOR/EDUCATION PROFESSOR

Click or tap here to enter text. is applying for admission to EPP. Please provide an assessment of the candidate on each of the characteristics/dispositions listed below. Check the column that best describes the teacher candidate.

Disposition/Characteristic	Always	Sometimes	Rarely	Never
1. Is responsible (punctual, dependable, attends class regularly, completes assignments and projects on time)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is independent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Shows initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Communicates effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Is courteous	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Demonstrates professional ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Works well with his/her peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Demonstrates leadership ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Is respectful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Engages in community service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Demonstrates sensitivity to diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Is reflective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Abides by all regulations in the student handbook (including those regarding dress and jewelry)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments/Observations: Click or tap here to enter text.

On a scale of 1-7 (7 being the highest), I recommend the candidate as a potential teacher. Circle one number.

☐7 ☐6 ☐5 ☐4 ☐3 ☐2 ☐1

Rater's signature: Click or tap here to enter text.

Date: Click or tap to enter a date.

Please return the completed form in a sealed envelope to the Education Department, Knight Hall.

OAKWOOD UNIVERSITY
RECOMMENDATION FORM FOR EDUCATION CANDIDATES
ADMISSION TO TEP

TO THE ACADEMIC ADVISOR/EDUCATION PROFESSOR

Click or tap here to enter text. is applying for admission to Teacher Education. Please provide an assessment of the candidate on each of the characteristics/dispositions listed below. Check the column that best describes the teacher candidate.

Disposition/Characteristic	Always	Sometimes	Rarely	Never
1. Is responsible (Punctual, dependable, attends class regularly, completes assignments and projects on time)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is independent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Shows initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Communicates effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Is courteous	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Demonstrates professional ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Works well with his/her peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Demonstrates leadership ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Is respectful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Engages in community service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Demonstrates sensitivity to diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Is reflective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Abides by all regulations in the student handbook (including those regarding dress and jewelry)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments/Observations: Click or tap here to enter text.

On a scale of 1-7 (7 being the highest), I recommend the candidate as a potential teacher. Circle one number.

☐7 ☐6 ☐5 ☐4 ☐3 ☐2 ☐1

Rater's signature: Click or tap here to enter text.

Date: Click or tap to enter a date.

Please return the completed form in a sealed envelope to the Education Department, Knight Hall.

**Application for Admission to the Teacher Preparation Program
Essay Prompt, Essay and Scoring Guide**

The essay you write will be evaluated based on how well you address the question, and your skill at organizing, developing, and conveying, in standard written English, details related to the given topic. You must clearly connect your answer to the question.

Directions: Please answer the following question in an essay format Approximately 600 words double spaced 12-point font.

We are interested in learning about **your reason for choosing to become a teacher.**

*Presuming there was only one open admission spot remaining, why should Oakwood University Education Department choose to accept **your application** to the teacher education program and **not that of another student**?*

We are specifically looking for:

1. **Writing mechanics:**
 - a. Introduction
 - b. Thesis statement
 - c. Paragraphing
 - i. Completeness
 - ii. Unity
 - iii. Order
 - iv. Coherence
 - d. Summary and Conclusion
2. **Plausible reason why you want to be a teacher**
3. **Your passion for teaching**
4. **Projected career path**

The scoring guide is on the following page.

Essay Scoring Guide

The essay will be rated using a focused, holistic scoring rubric in which the criteria are considered together on a single descriptive scale. Scorers will rate the overall quality of the essay using the following scale:

EXCEPTIONAL. These essays take the characteristic in the prompt and provide extensive elaboration of an event that is pertinent, clear, and detailed. Explicit connections between the event and the characteristic it is intended to illustrate are logical and go beyond platitudes and superficial relationships. Organization is clear, coherent, and logically sequenced. These essays display outstanding and consistent facility in the use of language with no mechanical errors. They also demonstrate syntactic variety and appropriate word choice.

SUPERIOR. These essays take the characteristic in the prompt and provide moderate elaboration of an event that is pertinent, clear, and detailed. Generally, explicit connections between the event and the characteristic it is intended to illustrate are evident and some depth is provided. Organization is at least clear and reasonably sequenced. These essays display adequate facility in the use of language, though they may have one or two mechanical errors, and demonstrate at least some syntactic variety and range of vocabulary.

COMPETENT. These essays take the characteristic in the prompt and provide some elaboration of an event that is pertinent with at least some detail. Connections are made between the event and the characteristic it is intended to illustrate, but they may be questionable or implicit. Organization is at least generally clear with adequate, but possibly inconsistent, facility in the use of language and perhaps a few mechanical errors that don't seriously affect readability. These essays demonstrate at least some syntactic variety and range of vocabulary.

ADEQUATE. These essays consider the characteristic in the prompt but provide little elaboration of an event that is pertinent. Connections between the event and the characteristic it is intended to illustrate are insufficient or superficial. Organization is satisfactory, but inconsistent facility in the use of language and a few surface errors that don't seriously affect readability may be present. These essays demonstrate at least some syntactic variety and range of vocabulary.

WEAK. These essays consider the characteristic in the prompt, but the connection between the event and the characteristic is insufficient and/or superficial. The description of the connection contains irrelevant information with few relevant details. These essays display serious disorganization and/or underdevelopment. Unsatisfactory facility in the use of language is evident as well as serious and frequent errors in sentence structure and usage.

INADEQUATE. These essays show a failure to consider the characteristic in the prompt, lack an event or incident, and fail to show connections. Problems related to organization and/or the use of language are severe enough to make the writer's ideas difficult to follow.