CLINICAL EXPERIENCES HANDBOOK

2022-2023

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A Handbook for Teacher Candidates & Clinical Faculty

CLINICAL EXPERIENCES HANDBOOK

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I. INTRODUCTION AND OVERVIEW

Introduction

This ***Clinical Experiences Handbook*** is designed to provide information about experiences in the Education Preparation Provider (EPP) Program at Oakwood University. Clinical experiences are an integral part of the program from entry level through the culminating clinical experience. It provides information regarding the candidates' development of educational proficiencies during clinical experiences. The handbook is organized in five main sections: Introduction and Overview, Participant Roles, Early Clinical Experiences, Culminating Clinical Experience, and Appendices/Forms.

Key Personnel

Department of Education Administration, Faculty, and Staff

James Mbyirukira, Ph.D. Dean of the School of Education and Social Sciences
Deril Wood, Ph.D., Chair
Donaldson Williams, Ph.D., Elementary Program Coordinator, Clinical Experiences Coordinator
Dana Wilchcombe, Ph.D., Secondary Program Coordinator, Teacher Performance Assessment (edTPA) Coordinator, CAEP Coordinator

Secondary Program Coordinators

Kayla Ward, Ed.D., ***English/ Language Arts***
Samuel London, Ph.D., ***History/ Social Sciences***
Tara Young, Ed. D., ***Mathematics Education***
Tarsee Li, Ph.D., ***Religious Education***

Part-Time Faculty

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Overview of the University

Oakwood University is a private historically black liberal arts, co-educational institution operated by the Seventh-day Adventist church. Founded in 1896, its fundamental purpose is quality education with a Christian perspective. The purpose is explicated through the theme: Education, Excellence, and Eternity. Seven general goals embody its mission and include access to educational opportunity, academic excellence, and biblical foundations for its students, who come from diverse geographical, cultural, educational, and socioeconomic backgrounds. Its programs and activities are designed to prepare individuals for service to God and humanity. Experiences at Oakwood are designed to encourage commitment to a vibrant spiritual experience and provide an atmosphere for an appreciation for oneself and an affirmation of cultural diversity. Students enrolled at Oakwood University can study abroad as part of the Adventist Colleges Abroad (ACA) program. This is a consortium of Seventh-day Adventist Colleges/ Universities which offer academic experiences in more than 14 member Universities around the world. The Oakwood University student body of around 1500 originates from approximately 38 states within the United States and 36 countries abroad. This broad-based

diverse aggregate of individuals come together and form a cohesive group that contributes to unique educational experiences in which life long and world-wide relationships are forged.

Oakwood University's Mission and Goals

- **Spiritual Vitality:** To promote a Christ-centered, Seventh-day Adventist worldview among students, faculty, staff, and administrators
- **Educational Excellence:** To demonstrate academic excellence in quality of teaching and learning among students and faculty
- **Nurturing Environment:** To cultivate an inclusive environment that is sensitive to the needs of students, faculty, staff, and the extended university community that includes alumni, constituents, friends, and other supporters.
- **Operational Efficiency:** To provide high quality, efficient service that is customer and employee sensitive.
- **Resource Development:** To provide sufficient financial resources to support and maintain all aspects of institutional advancement and development (i.e., viable academic programs, strong faculty development programs, up-to-date instruction, adequate physical facilities, technologically sophisticated campus, adequate student housing, sufficient student scholarship, and other physical space needs).
- **Institutional Relations:** To enhance the image of the institution by strengthening communication with teacher candidates and external public (i.e., an informed student body and knowledgeable faculty and staff).
- **Technology Leadership:** To continue to develop a technologically cutting–edge campus that enables students, faculty, and staff to be more effective and efficient in teaching-learning process, support functions, and administrative operations.

Conceptual Framework Outcomes

The EPP's Conceptual Framework is built around the theme "Holistic Preparation of Teachers for Service in a Multicultural Society." The conceptual framework outcomes are noted below:

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 in a multicultural setting.
5. The candidate is a caring professional committed to preparing students for lifelong 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 candidate understands and demonstrates sensitivity to student needs.
9. The candidate demonstrates a commitment to 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 Seventh-day Adventist beliefs and doctrines.
13. The candidate has knowledge of the integration of faith and learning.
14. The candidate is a reflective practitioner
15. The candidate works in a collegial and cooperative manner

Department of Education Overview

The Educator Preparation Provider (EPP) at Oakwood University envisions that the candidate entering the teaching profession will demonstrate willingness and the ability to adapt to the quickened pace of the academic and cultural changes in a world that has become a multicultural village. These changes include using technology, assessment, and reflection to meet the diverse needs of the students in the teaching and learning processes.

Candidates prepared in a Seventh-day Adventist institution of higher learning must seek to develop a positive educational philosophy built upon a distinctly Christian global view (Knight 1998). We are in an age of information and of global engagement: Thus, we must have global perspectives at the heart of our programs. Learners need to learn about the wider world as an integral part of initiatives, revised standards, and quality assurance (Boune, 1998). Hence, our vision is embedded in the departmental theme of "Holistic preparation of teachers for service in a multicultural society." Our EPP prepares individuals to work in P-12 schools. Programs are at the initial teacher preparation level. All students meeting requirements earn a Bachelor of Science Degree. The programs have regulatory approval and North American Division of Seventh-day Adventist accreditation.

II.   PARTICIPANT ROLES

Oakwood Adventist Academy, Huntsville, and Madison Schools Administrative Offices

The local school district and its individual schools comprise the fundamental unit of American education today. The central office personnel are involved in the administration of the school district. Although the teacher candidate may not have direct contact with the central office personnel, the services provided are the initial step in the clinical experiences process. Services provided by the local school district include:

1. Liaison between the University and the local school in the placement of the teacher candidate.
2. Matching the stated experiential needs of the student with the appropriate school site.
3. Verifying the eligibility of the School-Based Clinical Faculty (SBCF)

4. Providing assignment of clusters of schools.
5. Providing placement of students in school districts.

The Principal

The principal's services are very important in establishing and maintaining an educational environment conducive to teaching and learning. As the director of the school program, he/she provides the leadership necessary for the professional growth of the SBCF and teacher candidates. He/she creates an awareness of expectations and objectives and assists in achieving them. The principal's major responsibilities include the following:

1. Placing teacher candidates, selecting SBCF, and consulting with the university representative.
2. Informing the teacher candidate about the policies and facilities of the school and the traditions and mores of the community.
3. Orienting the teacher candidate to the school and the roles of school personnel at the initial visit or during the first week.
4. Providing information to the school faculty, students, and parents regarding the teacher candidate.
5. Assisting the SBCF, university-based clinical faculty (UBCF), and teacher candidate in resolving problems or differences of opinions in an equitable manner.
6. Assisting the SBCF in providing meaningful learning experiences for the teacher candidate.
7. Arranging for observations in classrooms at the school site.
8. Recognizing the teacher candidate as a welcomed guest in the classroom and as a co-teacher, and not a substitute teacher. Reminding the SBCF that the teacher candidate should not be left alone in the classroom.

The Coordinator of Clinical Experiences

The coordinator collaborates with the UBCF in the orientation of the teacher candidate to a school site. The coordinator reviews the evaluations and reports of the teacher candidate experience. The major responsibilities of the coordinator are as follows:

1. Collaborates with Oakwood Adventist Academy, the Huntsville and Madison School systems, and the principal in the placement of the candidate in a school.
2. Assigns teacher candidate to UBCF.
3. Reviews and maintains records of all clinical experiences.
4. Distributes the forms and materials necessary for their effective participation in the Clinical Experience to appropriate individuals.
5. Provides training for SBCF and UBCF on the use of assessment instruments and other forms related to the clinical experiences.
6. Works with the faculty for continuous evaluation of objectives, procedures, and general policies of clinical experiences for all students.

7. Communicates standards and policies related to clinical experiences.
8. Arranges a weekly seminar with the teacher candidates.

The University-Based Clinical Faculty (UBCF)

The UBCF is the liaison between the EPP, Clinical Experiences Coordinator, the teacher candidate, and the SBCF. Through regularly scheduled observations and conferences, the UBCF assists teacher candidates in their clinical practicums and during the culminating clinical experience.

1. Participates in an orientation session with the teacher candidate and school personnel.
2. Assists in maintaining an appropriate relationship between the teacher candidate and school personnel.
3. Visits and observes student teacher candidates and advises coordinator of field experiences of teacher candidate's progress. The UBCF must pay a minimum of four (4) visits per placement to the classroom of each teacher candidate under his/her supervision.
4. Collaborates with the SBCF in analyzing the teacher candidate's teaching (pedagogy) and assist with solving problems related to teaching and learning.
5. Guides the teacher candidate toward self-evaluation.
6. Serves as a resource person for both the SBCF and teacher candidate.
7. Participates in the continuous assessment of courses for an effective integration of theory and practice.

Teacher Performance Assessment (edTPA) Coordinator

1. Prepares teacher candidates for national performance assessments via scheduled workshops and instructional sessions
2. Assures access to necessary equipment for videotaping instructional performance
3. Works with the SBCF to support teacher candidate's performance
4. Prepares timelines, secure voucher, and schedules portfolio upload dates

School-Based Clinical Faculty (SBCF)

The SBCF, commonly known as a cooperating teacher or mentor teacher, plays the most important role in the day-to-day training and supervision of the teacher candidate. The success of the teacher candidate's culminating clinical experience depends in part on the support of the SBCF. Criteria for the SBCF are summarized below:

1. Be a highly qualified teacher with a minimum of three years of successful teaching experience and certified by the Alabama State Department of Education in the teacher candidate(s) area of specialization.
2. Hold at least a master's degree and a Class A certification with an endorsement in the teaching field(s) of the teacher candidate.

3. Be competent in providing superior professional supervision of teacher candidates.
4. Be currently teaching classes in the teacher candidate's area of specialization.

The major responsibilities of the SBCF are as follows:

1. Attends university orientation and understands the policies outlined in this Handbook.
2. Provides direction, guidance, and supervision of the teacher candidate's classroom teaching experience.
3. Familiarizes the teacher candidate with classroom procedures, instructional routines, school policies and provides the necessary instructional materials.
4. Involves the teacher candidate in planning and directing the learning activities of children.
5. Assists the teacher candidate in preparing class evaluations and in evaluating the lessons presented, particularly the planning and implementation of Impact Study (assessment of teaching effectiveness).
6. Instructs the teacher candidate regarding the proper procedures in keeping class records.
7. Demonstrates a variety of teaching techniques.
8. Fosters confidence and establishes rapport with the teacher candidate so that he/she may develop competency and skill in the art of teaching.
9. Prepares the teacher candidate to assume responsibility for 20 full days of classroom teaching in two (2) 10-day blocks.
10. Alerts the University -Based Clinical Faculty to potential problems during the culminating clinical experience-internship.
11. Completes required assessment forms. Ensures the teacher candidate has read and signed all evaluation forms prior to submitting them. Returns all signed evaluations in a timely manner to the UBCF.
12. Encourages the teacher candidate to participate in professional meetings and other educational activities to enhance professional growth.
13. Holds scheduled conferences with the teacher candidate.
14. valuates the activities and progress of the teacher candidate with the UBCF at regular intervals; assigns a final grade on the final evaluation.
15. Explains the role of the teacher in a multicultural setting.
16. Demonstrates the infusion of technology in the classroom.
17. Guides the teacher candidate in self-reflection of his/her performance.
18. Accepts the teacher candidate as a co-teacher and not as a substitute teacher.

Training of SBCF

Purpose: The purpose of this training is orientation to the internship process, including edTPA.

On the first day of the P-12 school semester, UBCF meets with the SBCF to introduce the intern, explain the assessment instruments and other forms that the SBCF must complete for the intern, and in form SBCF of the candidates need to complete the edTPA process. The SBCF and

UBCF devise a plan for observation evaluation, and conferencing. On another occasion, the field experience coordinator meets individually or as a group to unpack the assessment rubrics for the SBCF. The UBCF and SBCF meet to review the assessment rubrics, clarify the criteria and how they are met at each level of the rubric progression, and arrive at consensus on how the rubric is used to evaluate the candidate. Once per semester the SBCF, UBCF, EPP faculty, and teacher candidates meet to discuss progress in the field experiences. At this meeting the assessment instruments are again explained, and a question-and-answer time allows for further clarification.

The Teacher Candidate/Intern

The teacher-candidate/intern is one who engages in full time classroom teaching as part of the capstone experience in preparing for a career in Education. The primary persons associated with the intern's experience are the SBCF, the UBCF, and the edTPA coordinator. A detailed description of the Intern's role and experience are outlined in Section IV – Culminating Clinical Experience/Internship.

III.   EARLY CLINICAL EXPERIENCES

Early clinical experiences are associated with teacher education and professional courses prior to the culminating clinical experience/ internship. Teacher candidates, in this phase of their preparation, are required to participate in extensive clinical experiences in diverse P-12 settings. More than half of the early clinical placements are in the candidate's teaching field. The placement experiences are sequenced in a developmental progression of observation, participation, and application in diverse settings. The purpose of clinical experience placements throughout the EPP program is to immerse candidates in the culture of schools and teaching/learning situations. It provides candidates the opportunity to experience physical, social, emotional, and cognitive characteristics of children and youth, to learn the importance of instruction/assessment and to learn how individuals and groups function in the school environment. It provides opportunities to observe and apply the theory being taught in EPP courses.

Early Clinical Experiences Expectations
1. All placements are located within 40 miles of Anna Knight Hall and are accredited/approved sites. It is the teacher candidate's responsibility to secure transportation.
2. All placements are within the typical school day. In most instances within the first two years of the program the teacher candidate has a choice of specified days/times within the typical school day (7:30AM-3:00PM) for classroom involvement. Therefore, the teacher candidate should plan/schedule his/her day accordingly.
3. Prospective teacher candidates must have background check/ fingerprint clearance. Questions regarding clearance should be directed to the Department of Education Office Manager (256-726-7157) located in Anna Knight Hall.

4. Prospective teacher candidates must arrive on time in classroom or virtual connection and remain until the end of the session with the School Based Clinical Faculty/classroom teacher. Any modifications to the schedule must be approved by the classroom teacher.
5. Prospective teacher candidates must consult with the SBCF or UBCF (course Instructor) about placement questions or concerns.
6. Prospective teacher candidates must take responsibility to document all clinical hours on the form provided and request that their hours be approved by the School Based Clinical Faculty /classroom teacher.

Early Clinical Experiences Guidelines

Prospective teacher candidates should:

1. Avoid absences except for serious illness and emergency situations and deliver any agreed upon planned materials prior to the absence.
2. Respond professionally to evaluations, constructive criticism, and advice of SBCF, and the UBCF (course instructor).
3. Maintain a professional relationship with the SBCF, staff, administrators, and P-12 learners.
4. Maintain confidentiality with SBCF, administrators, parents, and P-12 learners. This means all records and information pertaining to all school personnel that is shared verbally, electronically or in social media.
5. Adhere to University dress code and professional appearance and conduct at the school site and all school-sponsored events in accordance with university and school policies.
6. Refrain from contacting P-12 learners and/or learner's parents without permission from the SBCF.
7. Follow all protocols and procedures regarding COVID-19.

Early Clinical Experiences Progression

The clinical experiences are structured so that candidates experience a sequential and meaningful progression in developing proficiencies in their field of study. Table 1 *Clinical Experiences Developmental Progression/Elementary* (Levels I & II) and Table 2 *Clinical Experiences Developmental Progression/ Secondary* (Levels I & II) are shown below. Each Table describes progression in terms of the type of clinical experiences in which the prospective teacher candidate is engaged such as: Observation, participation, practicum teaching; the courses associated with each type of experience and the number of hours spent in the classrooms. Total hours spent in classrooms for Levels I & II Elementary are 178 hours; for secondary it is 156 hours. Please note that the additional time for elementary students is accounted for in their engagement in hours of reading instruction.

Looking at the Tables for *Level I* (first two years of study) there are two parts. It shows that early in the Clinical experience sequence students spend approximately 72 hours in classrooms and are expected to observe and reflect on structured classroom observations associated with introductory level courses. During *Part 1,* the focus is on structured observations and *Part II*

experiences are associated with the progression to both observation and participation in classrooms. *Observations* are structured responses and theory applications described in written reflections. As the table shows, *participation* moves beyond primary observation to preparation of lesson plans and limited instructional delivery in the classroom.

The Tables for *Level II* (third year of study) indicate that students have been advanced to candidacy. It shows that during this phase, the Teacher Candidates clinical experiences are associated with subject area methods courses in the context of two semesters of six full days of practicum experiences in classrooms with 84 hours for elementary and 84 hours for secondary subject areas. Notably, the progression from Part I Practicum (Block 1) to Part II Practicum (Block 2) in Elementary is the subject area lessons taught, and in Secondary is the number of lessons that are taught in their respective majors. In addition, teacher candidates participate in "The Literacy Factory" for 10 hours, resulting in a total of 94 hours.

Assessments associated with the early clinical experiences are noted in the Appendices by Course Number and Name. General assessments are formative with quantitative data associated with key assessments.

Table 1: Clinical Experiences Developmental Progression / Elementary

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/ Highlands ES
Total Hours Level I				**84 Hours**
Level II				
(Part 1)	Observation, Participation & Practicum Teaching			
	Part I Practicum Teaching Experience: • Lesson plan development & Implement • Teach integrated lessons 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)	Part II Practicum Teaching Experience: • Lesson plan development & Implement • Teach integrated lessons 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)	Participation & Teaching Experience	ED342	Reading Diagnosis	10 hours/ Literacy Factory
Total Hours Level II				**94 Hours**
TOTAL HOURS LEVELS I & II				**178 Hours**

Table 2: Clinical Experiences Developmental Progression / Secondary

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 Part I Clinical Experience: • Lesson Development • Teach lesson topic in the major area Part II Clinical Experience: • Lesson Development • Teach lesson topics in the major area	ED 300	Classroom Organization & Management P-12	84 hours/ 6 full days (7 hrs per day) resulting in 42 hours per semester
		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				**84 Hours**
TOTAL HOURS LEVELS I & II				**156 Hours**

IV.   CULMINATING CLINICAL EXPERIENCE

The candidate's culminating clinical experience--Internship process begins when the teacher candidate submits the Application Form. The form is due March 15 for fall placement and October 15 for spring placement. If this date falls on a weekend the application is due the following Monday. The candidate must complete the following prerequisites to be considered for the internship:

- Have verification of acceptance into the Educator Preparation Program
- Have a 2.75 overall GPA or higher
- Earn a grade of "C" or higher in all courses
- Have demonstrated competence during clinical experiences and completed a minimum of 178 clock hours/elementary and 156 hours secondary
- Have completed a criminal history background check and fingerprinting
- Successful completion of PRAXIS II

The Culminating Clinical Experience-Internship Overview

Internship is a full-time, semester-long experience in a real classroom setting under the supervision of a school-based clinical faculty. This is the time when theory is put into practice and the candidate is given the opportunity to apply the knowledge and skills discussed and practiced in classes and early clinical experiences. Since the internship experience may be the most important phase in the professional preparation of a teacher, it is essential that all procedures, policies, and expectations be clearly outlined.

The internship experience is a collaborative effort of the University based EPP with Oakwood Adventist Academy, Huntsville, and Madison City Schools. Huntsville City Schools has a five-year student/teacher rotational plan that divides the city schools into five clusters. All colleges/universities are assigned two clusters per school year by Huntsville City Schools. These assignments are forwarded to the EPP's Clinical Experiences Coordinator who collaborates with the district appointed placement official to selects schools in accordance with the teacher candidates' areas of concentration. Additionally, the Clinical Experiences Coordinator assigns UBCF to teacher candidates for supervision. Madison City School District does not have a rotational plan. However, the School District does require all clinical school-based experience requests to go through the district office. Hence, the EPP's Clinical Experience Coordinator, in collaboration with school principals and the School District Office, assigns teacher candidates/interns.

Interns are required to complete a minimum of 16 weeks of internship. The Intern progresses to full-time teacher responsibilities for at least 20 days. Two sets of 10 consecutive full days of teaching are required per 8-week experience. During the full days of teaching, the Intern will be responsible for all classroom activities, including learning and normal housekeeping. The final evaluation of the teacher candidate/intern is based on assessment reports from the SBCF and UBCF, and assessment activities including seminar, Danielson Framework, Electronic Internship Portfolio, and edTPA.

The Purposes of Culminating Clinical Experience

The Culminating Clinical Experience-Internship is designed to:

1. Provide actual classroom experiences and the application of techniques, and skills.
2. Give an overview of the school system operating in the community and the functions of school officials, principals, supervisors, and classroom teachers in the operation of the school program.
3. Help the teacher candidate/intern confirm his or her own interest and abilities with respect to a career in education.
4. Provide an opportunity for the evaluation of the teacher candidate's knowledge, skills, and dispositions.

Definitions of Terms Related to the Internship

- *Culminating Clinical Experience-Internship:* Full-time engagement of a teacher candidate in classrooms, which includes exercise of responsibility for the teaching role for which the student is preparing under the supervision of personnel from a public school system or regionally accredited private school and the institution of higher education in which the student is enrolled.
- *Intern:* The teacher candidate engaged in the specific experience defined as Internship.
- *School Based Clinical Faculty (SBCF):* P-12 faculty selected by the school principal as qualified to supervise teacher candidates.
- *University Based Clinical Faculty (UBCF):* EPP faculty or staff member designated to supervise interns.
- *EPP Coordinator of Clinical Experiences:* A university faculty or staff member responsible for coordinating clinical field experiences.
- *EdTPA Coordinator:* A university faculty or staff member responsible for coordinating the successful completion of the edTPA requirements.
- *Teacher Education Assessment and Review Committee (TEARC):* An oversight committee that is comprised of EPP faculty, secondary University program coordinators, public and private school representatives, and other stakeholders (such as administrators and parents). The members of this committee are responsible for reviewing and analyzing data related to teacher licensure programs. They also make recommendations regarding approval of applicants to the program, changes in clinical experience requirements, and important assessments. This group plays an important role in quality assurance and continuous program improvement.

Policies, Procedures, and Expectations

Application for Admission into the EPP

Admission to Oakwood University does not mean admission to the Teacher Education program. Criteria for admission into the Teacher Education program includes the following:

1. A formal written application for admission to teacher education submitted after completion of at least 60 semester hours, including 48 hours of general education.
2. No candidate may take method courses before admission to the program.
3. A cumulative GPA of 2.75 and no grade below C in all courses.
4. Satisfactory recommendations from advisor(s) including content area advisors for secondary candidates only, an employment supervisor (if applicable), and a residence hall dean (if applicable).
5. An acceptable disposition assessment rating.
6. No incompletes.
7. A satisfactory personal statement to members of the Teacher Education Council.
8. Criminal background check and fingerprinting.

Application for Internship

Candidates must apply to the EPP for admission to internship no later than March 15 or October 15 of the semester which precedes the semester in which they wish to complete the internship. Should either due date falls on a weekend, applications are due the following Monday. The applications are reviewed by the TEARC. Application materials must include the documents below:

1. Internship Application
2. Completed Program Check sheet with no grade below C, or Incomplete grade, and a minimum GPA of 2.75
3. References: recommendations from an Education Advisor and two (2) Education Instructors and work supervisor (where applicable)
4. Pass English proficiency exam or a passing grade in EN250
5. Disposition Evaluation, with a minimum overall score of '3', on a 4-point scale.
6. Pass Praxis II (evidenced by score report)
7. Complete a state of Alabama criminal background check and fingerprinting (clearance letter must be on file)

Demonstrate Professional Dispositions

Internship is the capstone experience of the candidate's professional preparation. Under the guidance of the SBCF, UBCF, and the principal, the candidate gains practical experience in the teaching-learning process. The candidate is expected to perform in the much same manner as a salaried teacher. It is important that the intern do all that is possible to enhance his/her opportunities for success. Successful candidates consistently demonstrate the following professional dispositions:

- Responsibility
- Leadership

- Independence
- Initiative
- Professional Ethics

- Service
- Diversity Sensitivity
- Reflectivity

Candidates are expected to perform at a minimum of 3 on the 4-point scale. If the candidate scores less than 3 on any of the eight dispositions, he/she will write a plan for improvement, and be re-evaluated on the plan outcome.

Performance Expectations

It is important that the intern do all that is possible to enhance his/her opportunities for success such as the following:

1. Adheres to the policies and mission of Oakwood University in the Clinical Experiences Handbook.
2. Acquires an understanding of the characteristics of the community in which the school is located.
3. Recognizes that regular attendance is mandatory. In the event of an emergency absence, both the SBCF and the Education Office must be notified prior to the scheduled appointment. A make-up time must be arranged with the SBCF.
4. Recognizes that s/he is under the jurisdiction of the Huntsville or Madison City Schools system and must observe their breaks and holidays—not those of the university.
5. Maintains high professional standards, including appropriate attire as mandated by the Oakwood University Student Handbook.
6. Radiates a sincere desire to learn, a cooperative attitude, and an appreciation of suggestions for improvement.
7. Recognizes the need to plan every activity they undertake carefully.
8. Completes lesson/unit plans under the supervision of the SBCF and have them available for the UBCF.
9. Must be available for scheduled conferences with the SBCF.
10. Participates in co-curricular activities or duties the SBCF deems appropriate.
11. Observes in several classrooms at levels above and below the classroom assigned.
12. Makes continual assessment of personal growth in his/her role as intern.
13. Plans and uses a variety of teaching strategies.
14. Observes and plans for individual differences, learning styles, and instructional needs of the exceptional student.
15. Follows the policies and procedures of the host school.
16. Attends the weekly seminar and completes the required assignments and activities.
17. Completes edTPA requirements

Alabama Code of Ethics for the Education Profession

The Candidate is expected to know and apply the Alabama Code of Ethics of the Education Profession

Full version of the document: https://www.alabamaachieves.org/wp-content/uploads/2021/02/Alabama_Educator_Code_of_Ethics.pdf

Standard 1: Professional Conduct
Standard 2: Trustworthiness
Standard 3: Unlawful Acts
Standard 4: Teacher/Student Relationship
Standard 5: Alcohol, Drug and Tobacco Use or Possession
Standard 6: Public Funds and Property
Standard 7: Remunerative Conduct
Standard 8: Maintenance of Confidentiality
Standard 9: Abandonment of Contract

Candidates must complete the ethics training prior to entering internship.

Ethics Important to all Teacher Candidates

1. All information which the teacher candidate receives about students in his/her class or school, is to be kept confidential.
2. The teacher candidate should show enthusiasm concerning the learning experiences being developed with students.
3. The teacher candidate should be sensitive and courteous to all pupils.
4. The teacher candidate should consider himself/herself a member of the community in which he/she is teaching and act accordingly.
5. Disciplinary measures used by the teacher candidate should conform to the instructions of the supervising teacher.
6. The teacher candidate should be just as interested in and as ready to assist with the improvement of the class as if it were his/her own.
7. The teacher candidate must realize that each student is an individual and must take into consideration individual abilities and interests.
8. The teacher candidate holds high expectation for each student and strive to help them reach their full potential.
9. The teacher candidate should refrain from imposing his/her religious or political values upon his/her students, and should exhibit broad-minded, tolerant attitude toward other groups and individuals.

Confidentiality

The Intern must maintain complete confidentiality of school records, family, and classroom performances always. The Family Educational Rights and Privacy Act (FERPA) is a US Federal law that protects the privacy of all student education records.

Daily Lesson Plans

- All Lesson plans are due to the SBCF 24 hours in advance for approval or as arranged with the SBCF/ Classroom Teacher.

- Lesson plans should include any evaluations and all other materials to be distributed to the class.
- Lesson observations by the UBCF/supervisor should be planned and the EPP Official Lesson plan made available for those specific observations for evaluation consistency across interns. However, the EPP Official Lesson Plan need not be the choice of the SBCF for daily instructional plans.
- The Teacher candidate and SBCF should map out a weekly outline of activities, responsibilities, and lessons to be taught by the teacher candidate. The teacher candidate should prepare the outline for the SBCF approval.
- Each lesson plan format may vary in accordance with directions from the SBCF; however, all teacher candidates are required to complete daily lesson plans.
- Teacher candidates not adhering to the lesson plan requirements could fail the internship.

Lesson Presentation Observations

Maximum support and guidance for the Intern includes formal observations of lesson presentations by the SBCF- and the UBCF- with follow-up discussion, and reflective response from the Intern. A minimum of four formal observation reports from each is expected with signed response from the Intern. However, each day provides opportunities for the SBCF to observe and guide the intern in all areas of performance

Attendance Regulations

The teaching day is the same as that of the SBCF (e.g., 7:30 AM-3:30PM, Monday through Friday). The intern is expected to attend all the school-related functions that SBCFs are expected to attend regardless of time of day. This includes parent-teacher conferences (where approved), faculty meetings, PTA/PTO meetings, and extracurricular activities occurring in the school district. The intern may not leave the school without the permission of the SBCF. A portion of the final grade is based on punctuality in in meeting appointments. Infractions may result in dismissal from the internship and the EPP.

Tardiness either at the beginning of the day or seminars or school meetings are not acceptable and are considered a lack of professionalism and will be considered in the final evaluations of intern performance.

The intern may be excused from the internship to participate in Interviews, attend required workshops or honors programs sponsored by Oakwood University. Teaching assignments will be arranged, and plans made with these special events in mind.

Social Technology Devices and Platforms

All social networking should be strictly private. Also, any pictures and information on personal sites should be within expectations of a teaching professional. Poor professional judgement regarding the use of social platforms can be detrimental to the intern experience and future career opportunities.

Substitute Teaching

Should the SBCF be absent, the intern may not serve as a substitute teacher. Interns who have assumed all teaching responsibilities may continue to provide instruction in cooperation with the certified substitute. Interns are not employees of the school system or assigned school, thus, a substitute teacher must be provided by the school if the classroom teacher is absent. Using the intern in lieu of a substitute teacher places the intern, school system, and the University in a precarious legal position.

Employment

It is recognized that many University students maintain part-time employment while enrolled at the University. However, internship requires a full-time commitment and candidates should govern themselves accordingly.

Due Process Policy - Grievances

Students who are not progressing or adequately meeting the expectations in their intern placements or have a grievance arising from involvement in clinical experiences should use the following steps:

1. Speak with the person with whom the grievance has arisen
2. If not resolved, speak to the UBCF.
3. If not resolved, speak to the Coordinator of Clinical Experiences.
4. If not resolved, speak to the Department of Education Chair.
5. If not resolved, speak to the Dean of the School of Education and Social Sciences.
6. If not resolved, speak to the Vice President for Academic Administration and/or the Vice President for Student Services (depending on the issue).

Due Process - Removal from Internship Program

At the recommendation of a SBCF, a teacher candidate can be placed on probation for two or more weeks. The teacher candidate will be observed closely during the probationary period by the UBCF and the Clinical Experiences Coordinator. Any infraction during the probationary period is subject to immediate removal from the program. The candidate will be notified in writing.

Any teacher candidate removed from internship for any cause is removed automatically from the EPP. To be readmitted, the candidate is required to re-apply and to submit a letter of intent that addresses his/her earlier problem in the program. The TEARC will review the letter and the application. The teacher candidate will be notified in writing of the recommendation from the committee.

V. APPENDICES/FORMS

OAKWOOD UNIVERSITY
EDUCATION DEPARTMENT
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 EDUCATION DEPARTMENT
INTERN EVALUATION OF SCHOOL-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 School-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 SBCF was accessible.	5	4	3	2	1
2.	The SBCF provided helpful feedback.	5	4	3	2	1
3.	The SBCF guided in developing my skills as a reflective practitioner.	5	4	3	2	1
4.	The SBCF discussed all evaluations with me.	5	4	3	2	1
5.	The SBCF paid close attention to my performance during observations.	5	4	3	2	1
6.	The SBCF made specific comments and workable suggestions for improvement.	5	4	3	2	1
7.	The SBCF listened to my comments.	5	4	3	2	1

Intern's Comments:

Supervisor's signature _____

Teacher candidate's signature _____

Student Teaching Intern Evaluation

STUDENT TEACHING INTERN EVALUATION

Spring _____ Fall _____   Year _____ Please check: Midterm _____   Final _____

Intern's Name: _____ID# _____ Major_____

Classification_____

Pass _____   Fail _____

University -Based Clinical Faculty: _____

School-Based Clinical Faculty: _____

Intern Signature: _____

Subject/Grade/Age_____

_____

School or Agency

_____

School Division

_____   _____

Signature of person completing this form: Date

Your role:

_____ School-Based Clinical Faculty

_____ University -Based Clinical Faculty

UNIVERSITY -BASED CLINICAL FACULTY, PLEASE SUBMIT A SIGNED COPY TO THE FIELD EXPERIENCE OFFICE

Name: _____ Grade_____ Subject: _____

Major:_____

Date: _____

Reflective Evaluation of Lesson Presentation

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.

Anticipatory set (introduction of the lesson)	5	4	3	2	1
Connected to previous lesson	5	4	3	2	1
Lesson Clarity	5	4	3	2	1
Utilized visual aids	5	4	3	2	1
Knowledge of subject matter	5	4	3	2	1
Addressed individual differences	5	4	3	2	1
Sensitivity to diversity	5	4	3	2	1
Objectives met	5	4	3	2	1
Classroom management techniques	5	4	3	2	1
Brought lesson to closure	5	4	3	2	1
Integrated technology	5	4	3	2	1
Promotion of critical thinking	5	4	3	2	1
Utilized cooperative learning techniques	5	4	3	2	1
Evaluation techniques	5	4	3	2	1
Evidence of belief that all students can learn	5	4	3	2	1
OVERALL RATING OF LESSON					

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:

Internship Diversity Report

OAKWOOD UNIVERSITY
Education Department 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) _____

TECHNOLOGY-INFUSED STRATEGIES AND REFLECTION: _____

_____

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

_____
_____

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

_____
_____

School-Based Clinical Faculty (SBCF) Evaluation of University-Based Clinical Faculty (UBCF)

OAKWOOD UNIVERSITY
DEPARTMENT OF EDUCATION
SCHOOL-BASED CLINICAL FACULTY'S EVALUATION OF UNIVERSITY-BASED CLINICAL FACULTY

Date: _____

School-Based Clinical Faculty: _____

Educator: _____

University -Based Clinical Faculty: _____

Please assist us in determining the amount and type of supervision the student received this semester. Please complete the following:

1. Supervisor adequately explained the objectives and requirements of the program.

    YES ( ) NO ( )

2. Supervisor scheduled meetings with the School-Based Clinical Faculty **when appropriate**.

    YES ( ) NO ( )

3. Supervisor visited the field site and observed the teaching program, as needed.

    YES ( ) NO ( )

4. Supervisor demonstrated professional behavior in the field.

    YES ( ) NO ( )

5. Please rate your overall evaluation of the University -Based Clinical Faculty on the following scale:

1	2	3	4	5
Poor	Fair	Good	Very Good	Excellent

Comments:

OAKWOOD UNIVERSITY
DEPARTMENT OF EDUCATION
UNIVERSITY-BASED CLINICAL FACULTY'S EVALUATION OF SCHOOL-BASED CLINICAL FACULTY

School-Based Clinical Faculty Educator _____SEMESTER _____

University-Based Clinical Faculty _____DATE_____

Please assist us in determining the amount and type of supervision the student received this semester. Please complete the following:

1. The School-Based Clinical Faculty adequately explained the classroom rules, objectives, and disposition expectations and protocol of the school to the intern.
      YES ( ) NO ( )

2. The School-Based Clinical Faculty scheduled meetings with the intern and supervisor to discuss the intern's progress.
      YES ( ) NO ( )

3. The School-Based Clinical Faculty attended required university meetings.
      YES ( ) NO ( )

 The School-Based Clinical Faculty demonstrated professional behavior and modeled best teaching practices in the classroom.
      YES ( ) NO ( )

4. Please rate your overall evaluation of the School-Based Clinical Faculty on the following scale:

        1   2   3   4   5
      Poor   Fair   Good   Very Good   Excellent

_____

Comments:

School-Based Clinical Faculty SBCF) Feedback to Teacher Education Program (EPP)

OAKWOOD UNIVERSITY DEPARTMENT OF EDUCATION
SCHOOL-BASED CLINICAL FACULTY FEEDBACK TO THE TEACHER EDUCATION PROGRAM

1. Name of Teacher _____
2. Name of School _____
3. Type of classroom (e.g., self-contained, team teaching, elementary, middle, or secondary).

   _____
4. How many Oakwood interns have you supervised? _____
5. Did you attend the School-Based Clinical Faculty's meeting at Oakwood University? **YES** or **NO**
6. 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.

Subject Area Evaluation: Elementary Education

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.

<div style="border: 1px solid black; padding: 10px;">

Candidate

Has knowledge of:

1. _____ 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
2. _____ 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

</div>

3. _____ Academic knowledge and methods to plan and provide a developmentally appropriate curriculum for elementary students in accordance with the Alabama courses of study for health education including nutrition and safety; language arts, including writing and spelling; mathematics; music; physical education, including movement; reading; sciences; social sciences; and visual and performing arts. (1)(a)5., CF1
4. _____ Democracy, democratic institutions, values, and behavior which will foster respect for self and others. (1)(a)6., CF1
5. _____ The phonology and grapheme-phoneme correspondences of the English spelling system. (1)(a)8., CF1
6. _____ Effective reading instruction and practices including those identified in the Alabama Reading Initiative publication: Essential Skills of Teachers of Reading.
(1)(a)9., CF1
7. _____ Strategies to involve families in planning for and assisting with their children's reading development. (1)(a)13., CF2
8. _____ Developmentally appropriate inquiry strategies for teaching math and science, including those advocated by the Alabama Math, Science, and Technology Initiative.
(1)(a)14., CF1

Has ability to:

1. _____ Implement a systematic program of literacy instruction that is compatible with the ways that learning occurs in kindergarten and elementary-aged children. (1)(b)2., CF2
2. _____ Facilitate children's development and skills in communication, inquiry, creative expression, reasoning, and interpersonal relationships. (1)(b)3., CF3
3. _____ Apply inquiry strategies to teach mathematics and science, including those advocated by the Alabama Math, Science, and Technology Initiative. (1)(b)8., CF2
4. _____ Select appropriate research-based strategies and materials to meet the needs of struggling readers, including phonology and grapheme-phoneme correspondence. i. (1)(b)9., CF11
5. _____ Teach developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; and writing across the curriculum. (1)(b)10., CF3
6. _____ Ability to teach Mathematics concepts. CF 1, CF 2
7. _____ Ability to teach Language Arts concepts. CF 1, CF 2
8. _____ Ability to teach Physical Education concepts. CF 1, CF 2
9. _____ Ability to teach Social Sciences concepts. CF 1, CF 2
10. _____ Ability to teach Music theories. CF 1, CF 2
11. _____ Ability to teach Science theories. CF 1, CF 2

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.

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. _____ 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:

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.

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. _____   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 through a regular devotional life based on the spiritual disciplines to facilitate spiritual 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.

Subject Area Evaluation: Secondary Social Studies

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
Has knowledge of:
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.

Internship Evaluation Form

Oakwood University Department of Education
RUBRICS FROM
THE FRAMEWORK FOR TEACHING
EVALUATION INSTRUMENT
2013 EDITION
CHARLOTTE DANIELSON (Used by Permission)

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.

Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating Knowledge of Content and Pedagogy	• 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.	• 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.	• 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.	• 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	• 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.	• 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.	• 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.	• 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	• The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important	• Outcomes represent moderately high expectations and rigor. • Some reflect important learning in the discipline and	• Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning,	• All outcomes represent high-level learning in the discipline. • They are clear, are written in the form of student learning, and permit viable

Component	Unsatisfactory	Basic	Proficient	Distinguished
	learning in the discipline. • 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.	consist of a combination of outcomes and activities. • 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.	and suggest viable methods of assessment. • 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.	methods of assessment. • 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	• 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.	• 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.	• 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.	• The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available · through the school or district, · in the community, · through professional organizations and universities, · and on the Internet.
1e: Designing Coherent Instruction	• 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.	• 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 uneven, with only some reasonable time allocations.	• 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.	• 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
1f: Designing Student Assessments	• 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.	• 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.	• 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.	• 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	• 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.	• 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.	• 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	• 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

Component	Unsatisfactory	Basic	Proficient	Distinguished
			taking intellectual risks.	
2b: Establishing a Culture for Learning	• 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.	• 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.	• 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.	• 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	• 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. • There is little evidence that students know or follow established routines, or that volunteers or	• 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. • With regular guidance and prompting, students follow	• 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 established	• 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. • Routines are well understood and may be initiated by students. • Volunteers and paraprofessionals make an independent

Component	Unsatisfactory	Basic	Proficient	Distinguished
	paraprofessionals have clearly defined tasks.	established routines and • volunteers and paraprofessionals perform their duties.	classroom routines and • volunteers and paraprofessionals contribute to the class.	contribution to the class
2d: Managing Student Behavior	• 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.	• 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.	• 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.	• 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	• 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.	• 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.	• 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.	• 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	• 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.	• 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.	• 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.	• 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	• 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.	• 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.	• 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.	• 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.

Component	Unsatisfactory	Basic	Proficient	Distinguished
		• High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.		
3c: Engaging Students in Learning	• 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.	• 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."	• 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.	• 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	• 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. • Students do not engage in self- or peer assessment.	• Students appear to be only partially aware of the assessment criteria, and • the teacher monitors student learning for the class as a whole. • Questions and assessments are rarely used to diagnose evidence of learning. • Feedback to students is general, and few	• 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. • Teacher feedback to groups of students is	• 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. • Questions and assessments are used regularly to diagnose evidence of learning by individual students.

Component	Unsatisfactory	Basic	Proficient	Distinguished
		students assess their own work.	accurate and specific; • some students engage in self-assessment.	• 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	• 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.	• 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.	• 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.	• 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	• 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.	• 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.	• 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	• 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

Component	Unsatisfactory	Basic	Proficient	Distinguished
			tried another time the lesson is taught.	repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.
4b: Maintaining Accurate Records	• 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.	• 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.	• The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.	• 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	• The teacher provides little information about the instructional program to families; • the teacher's communication about students' progress is minimal. • The teacher does not respond, or responds insensitively, to parental concerns.	• 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. • Moreover, the communication that does take place may not be culturally sensitive to those families.	• 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. • The teacher makes some attempts to engage families in the instructional program.	• 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. • The teacher's efforts to engage families in the instructional program are frequent and successful.
4d: Participating in the Professional Community	• The teacher's relationships with colleagues are negative or self-serving. • The teacher avoids participation in a professional culture of inquiry, resisting	• 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	• The teacher's relationships with colleagues are characterized by mutual support and cooperation; • the teacher actively participates in a culture of	• The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty.

Component	Unsatisfactory	Basic	Proficient	Distinguished
	opportunities to become involved. • The teacher avoids becoming involved in school events or school and district projects.	inquiry when invited to do so. • The teacher participates in school events and school and district projects when specifically asked.	professional inquiry. • The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	• 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	• 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.	• 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	• 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.	• 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	• The teacher displays dishonesty in interactions with colleagues, students, and the public. • 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 is honest in interactions with colleagues, students, and the public. • 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 displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. • 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 can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. • 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

Component	Unsatisfactory	Basic	Proficient	Distinguished
	• The teacher does not comply with school and district regulations.	• The teacher must be reminded by supervisors about complying with school and district regulations.	• The teacher complies fully with school and district regulations.	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.

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_____

Key Assessment #3: Elementary Education

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 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?

Scoring Rubric – Planning for Instruction.#	Element Criteria	Accomplished Level-4	Proficient Level-3	Developing Level-2	Beginning Level-1
1	**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. ELE Standard 1	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. **AND** The lesson plan provides references to meet all learners to challenge their academic growth.	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. 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.	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. 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.	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. Candidate demonstrates little or no understanding of how children grow, develop, and learn. Candidate does not gather information about learners' development.
2	**Instruction Integrating and applying knowledge for instruction.** Candidates plan and implement instruction based on	Candidate's instructional plans are based on evidence of individual student's strengths and needs, and include	Candidate's instructional plans are based on evidence of individual student's strengths and needs, and include use of	Candidate's instructional plans address some but not all of these components: goals, materials, learning	Candidate's instructional plans do not address goals, learning activities, materials, grouping

	knowledge of students, learning theory, connections across the curriculum, curricular goals, and community. ELE Indicator 3.1 Activities, **Activities** I do-We do-You do	coordinated use of materials, learning activities, grouping models, educational technologies, and assessments, as well as and adaptations for students with special needs. Candidates plan for use of instructional time by allocating a balance of time for instruction, engaged student learning, and assessment. 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.	goals, materials, learning activities, grouping models, educational technologies, assessments, and modifications or adaptations for students with special needs. Candidates allocate a balance of time for instruction, academic engagement support, learning activities and assessments. 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	activities, grouping models, educational technologies, assessments, and modifications or adaptations for students with special needs, and does not connect or relate these components. Candidate's plans for use of instructional time do not address a balance of time for instruction, engaged student learning, and assessment. 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 the lesson plan phases.	models, educational technologies, assessments, and modifications or adaptations for students with special needs. Candidates do not plan for effective use of time in instruction. 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 solving, reasoning and proof, communication, connections, and representation.
3	**Instruction Adaptation to Students from Diverse populations**	The lesson plan includes many instructional strategies that are	The lesson plan includes many instructional strategies that are	The lesson plan includes some instructional strategies that are	The lesson plan includes instructional strategies that are minimally

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	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. ELE Indicator 3.2 & 2.8	differentiated and based on the various instructional needs of diverse learners. The lesson is differentiated for 3 more activities of the lesson plans. **AND** 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.	differentiated and based on the various instructional needs of diverse learners. The lesson is differentiated for 3 more activities of the lesson plans. 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.	differentiated and based on the various instructional needs of diverse learners. The lesson is differentiated for 2 or 3 activities of the lesson plans. 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.	differentiated. The lesson is differentiated for 0 to 1 activities of the lesson plans. Candidate does not plan for differentiated instruction to meet the needs of subsets of students, or individual students in the classroom.
4	**Instruction: Development of critical thinking and problem solving**. Candidates understand and use a variety of teaching strategies that encourage elementary students'	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 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.

	development of critical thinking and problem solving. Activities I do-We do-You do ELE Indicator 3.3	**AND** The lesson plan make reference to research throughout all lesson plan phases.			
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 effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom. ELE Indicator 3.5	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 are throughout the lesson plan. AND The lesson plan makes reference to research supporting the instructional strategies.	The lesson plan includes instructional resources that are appropriate use of non-verbal, verbal, and media communication technique to support active learning in the elementary classroom. The instructional resources are throughout the lesson plan.	The lesson plan includes some instructional resources that are appropriate use of non-verbal, verbal, and media communication technique to support active learning in the elementary classroom. The instructional resources is evident in some parts of the lesson plan	The lesson plan includes minimal instructional resources that are appropriate use of non-verbal, verbal, and media 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 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	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 proof, communication, connections and representations

		standards, and connects the learning of the standards to other key essential standards.			

<table>
<tr><td colspan="6" align="center">Standard Indicator 2.1 Reading, Writing, and Oral Language</td></tr>
<tr><td>9</td><td>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 Standard 2.1</td><td>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.</td><td>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</td><td>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.</td><td>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.</td></tr>
<tr><td colspan="6" align="center">Standard Indicator 2.2 Science</td></tr>
<tr><td>10</td><td>Science Candidates know, understand, and use fundamental</td><td>The lesson plan document includes a clear knowledge and understanding of specific</td><td>The lesson plan document includes a clear knowledge and understanding of specific</td><td>The lesson plan document includes a partial knowledge and understanding of specific</td><td>The lesson plan document indicates limited or no knowledge and understanding of</td></tr>
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	concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science. **ELE 2.2**	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 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.	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.	fundamental concepts of physical, life, and earth/space science. The lesson plan includes partially correct science content knowledge or correct academic language through the 5E inquiry-based science lesson plan.	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 5E inquiry-based science lesson plan.
		Standard 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	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.

	Objective; I Can Statement; Activities ELE Indicator 2.4				
Standard 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 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. The lesson plans 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. 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 knowledge stated in the content standards or academic language.
Standard Indicator 2.7 Physical Education					
13	**Physical Education:** Candidates know, understand, and use as appropriate to their own understanding and skills,	The lesson plans provide detail plans for the use of appropriate human movement and physical activities as central elements to foster active,	The lesson plans include organized human movement and physical activities as central elements to foster active, healthy lifestyles	The lesson plans included limited activities for students to move and to participate in physical activities.	No physical or movement activities are planning in the lessons .

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	human movement and physical activities as central elements to foster active, healthy life styles and enhanced quality of life for elementary students Indicator Standard 2.7	healthy lifestyles and enhanced quality of life for all elementary students.	and enhanced quality of life for elementary students.		
Standard Indicator 2.6 Health Education					
14	**Health education.** Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health ELE Standard 2.6	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 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.	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	The lesson plan document includes minimum understanding of major concepts of health. The lesson plan includes an incomplete or inaccurate health or academic language.
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	The lesson plan document includes an in-depth reflection on their practice. The reflection	The lesson plan document includes an in-depth reflection on the planning and teaching	The lesson plan document includes a partial reflection on their practice. The reflection	The lesson plan document includes a reflection that is incomplete or

	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. **Reflection of the Lesson (Commentary) Indicator** ELE Indicator 5.1	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 recommended changes based on research and theory.	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.	includes an evaluation of strengths and areas of concerns for planning **or** teaching the lessons. The reflection includes recommendation for changes that will affect students	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 will affect students.
17	Collaboration with families, colleagues, and community agencies ELE Indicator 5.2	Candidate collaborates with classroom host teacher, and specialist teachers, or other grade level teachers in planning, implementing, and evaluating class activities. 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	Candidate collaborates with classroom host teacher, or specialist teachers, or other grade level teachers, in planning and implementing class activities. 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.	Candidate collaborates with classroom host teacher, or specialist teachers, or other grade level teachers, in planning or implementing class activities. 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	Candidate does not demonstrate ability to collaborate with others in planning or implementing class activities. 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.

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: Elementary Education

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

DIRECTIONS FOR THE CANDIDATE: Write a conceptualized essay that address 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-Meets Expectations or above.

Outcome/Element	AL Elementary Education Standard	Need Support Point 1	Developing Points 2	Meets Expectations Points 3	Exceeds Expectations Points 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 Standard 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 provide 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.
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

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					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 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 reading and writing 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 Candidate uses formal and informal reading and writing assessments to improve their instruction and to help their students grow as readers and writers.	ELE 4.0	Candidate may be able to identify reading and/or 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.	Candidate describes how formal and informal reading 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.	Candidate draws upon research-based strategies 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	Candidate synthesizes evidence from various 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.

				from assessments to grow as readers and writers.	
#5-Reflection with Families Candidate reflects on their practice, works with families, and other educations.	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 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.	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 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	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 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.	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 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.

			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 engineering are practiced in the classroom.	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 how science and engineering are practiced in the classroom.	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 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.	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 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	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 reflect their adequate knowledge of the subject matter of science that they plan to teach.	Candidates' conceptualizing essay reflect their in-depth knowledge of the subject matter of science that they plan to teach. At the same time the essay demonstrates that they have

Practices, Crosscutting Concepts, and Disciplinary Core Ideas) expectations outlined by appropriate grade-level standards.					researched the concept they plan to teach.
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.

#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 on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.	Candidate plans and implements instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.	Candidate plans and implements instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.	Candidate 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 evidence 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 evidence 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 evidence 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 **Candidate can define number systems and number sense, geometry, measurement, statistics and probability, and algebra.**	ELE 2.3	Candidate's planning demonstrates no knowledge and understanding to define mathematics subject matters such as number systems and number sense, geometry, measurement, statistics and probability, and algebra.	Candidate's planning demonstrates partial knowledge and understanding to define mathematics subject matters such as number systems and number sense, geometry, measurement, statistics and probability, and algebra.	Candidate's planning demonstrates adequate and accurate knowledge and understanding to define mathematics subject matters such as number systems and number sense, geometry, measurement, statistics and probability, and algebra.	Candidate's planning demonstrates comprehensive knowledge 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.** Candidate plans instruction based on knowledge of	ELE 3.5	Candidate plans instruction based on knowledge of students, learning theory, connections across the	Candidate plans instruction based on knowledge of students, learning theory, connections across the	Candidate plans instruction based on knowledge of students, learning theory, connections across the	Candidate plans instruction based on knowledge of students, learning theory, connections across the curriculum,

students, learning theory, connections across the curriculum, curricular goals, and community.		curriculum, curricular goals, and community.	curriculum, curricular goals, and community.	curriculum, curricular goals, and community.	curricular goals, and community.

SOCIAL STUDIES					
#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 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,	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

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				skill level, motivation, and individual strengths and needs.	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. 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	Candidate does not facilitate adequate motivation support such as scaffolding for cognitive tasks and does not provide sufficient feedback for student learning. 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.	Candidate provides motivation support explicitly, through well-known practices such as arranging for choice or collaboration, but the motivation support is not integrated with teaching central concept and skills. Candidates support student engagement in learning through problem solving and inquiry.	Candidate explicitly supports student motivation through practices such as: designing classroom goals 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. 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'	Candidate supports student motivation through practices such as assuring success, sharing control with learners, making school learning relevant, sustaining collaborative activities, and enabling students to become self-regulating learners in all subject areas. Candidates support engagement by setting academic goals that encourage students to generate products, displays or accomplishments that show extended disciplinary involvement and communication.

				deep immersion in purposeful reading, mathematics, and content learning; and providing thought provoking questions that encourage reasoning individually and collaboratively	
#16 **Instruction Candidates** demonstrate the ability to teach according to the Alabama College and Career Ready Standards for K-6 using the Danielson Framework	ELE Standard 3.0	Candidate does not use explicit instruction to address established and developmentally appropriate goals. Candidate does not monitor student progress in learning the identified content.	Candidate uses explicit instruction to address established and developmentally appropriate goals. Candidate monitors student progress in learning the identified content	Candidate uses explicit instruction to address established and developmentally appropriate goals based on assessment information, knowledge of students, and the candidate's knowledge of content. Candidate monitors student progress in learning the identified content and uses this information to adjust planning and instruction.	Using explicit instruction, the candidate determines and adjusts, as needed, established and developmentally appropriate goals based on assessment information, knowledge of students, and the candidate's knowledge of content. 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.

Key Assessment #5: Elementary Education
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.

- Indictor 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.
  Indictor 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.
- Indictor 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.

- Indictor 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.
- Indictor 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 shole 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. Them 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 tis 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 present 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.

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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 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: 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	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	The commentary provides specific details on how the K-6 students' strategies connect and also explains the relationship between the math concepts	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.

relationships between mathematical concepts. **Indicator 2.3.2**	relationships between mathematical concepts.	and any misconceptions.		
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 struggles for students.	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.
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 Indicator 3.1	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 mathematics to make assessment decisions and to enrichen students' mathematical learning experiences.	The candidate commentary is effective in drawing upon research in mathematics to make assessment decisions and to enrichen students' mathematical learning experiences.	Candidate commentary makes some effort to draw upon research in mathematics to make assessment decisions and to enrichen students' mathematical learning experiences.	Candidate commentary makes minimum effort to draw upon research in mathematics to make assessment decisions and to enrichen students' mathematical learning experiences.
Instruction 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. Indicator 3.2	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.	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) Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving. Indictor 3.3	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 enrichen	The candidate is effective in drawing upon research in mathematics to make assessment decisions and to enrichen students' mathematical learning experiences including the	Candidate makes some effort to draw upon research in mathematics to make assessment decisions and to enrichen students' mathematical learning experiences, with limited technology.	Candidate makes minimum effort to draw upon research in mathematics to make assessment decisions and to enrichen students' mathematical learning experiences using no technology.

	students' mathematical learning experiences. The commentary also explains how high-impact activities involve the use of technology.	use of mathematics-specific technology, and how these activities and 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 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.
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 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	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.

		meaningful manner.		
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 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 described in a meaningful and accurate manner.	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. Graphic information from the data is described.	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 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'	Candidate narrative analysis of pre-test describes trends and patterns among identified class means, individual student scores, and subgroups.	Candidate narrative analysis of pre-test does not use data to describe trends and patterns identified among class means, individual student scores, and subgroups.	Candidate narrative lacks appropriate analysis of data required to describe trends and patterns identified among subgroups or to make instructional decisions.

	prior knowledge are drawn. Interpretations delineate instructional decisions that will influence instruction during the lesson.	Conclusions concerning students' prior knowledge are drawn, but the analysis is superficial. Instructional decisions that will influence instruction during the lesson are discussed.	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.	

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 seek out opportunities to grow professionally	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 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	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.	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.

	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.	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.		

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.

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Key Assessment #3: Secondary 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?

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- 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?

#	Element Criteria	Accomplished Level-4	Proficient Level-3	Developing Level-2	Beginning Level-1
1	**Development: Learning, and Motivation Learner Development.** 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: 3.1	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. 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.	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. 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.	Lesson plan shows that candidates can use limited knowledge of theory and practice in English language arts to plan standards-based learning experiences. Candidates utilize different texts across genres, periods, forms, authors, media, and instructional strategies that are motivating to students with diverse learning needs and abilities.	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. Candidates utilize a narrow selection of texts in teaching ELA students.
2	**Instruction Integrating and applying knowledge for instruction** 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 process; candidates can use contemporary technologies and/or digital	Candidate designs a range of formal and informal lessons that are interdisciplinary. 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. Candidate includes in lesson plan, challenging written materials for students'	Candidate develops formal and informal lessons that are interdisciplinary. 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. Candidate includes in lesson plan, challenging written materials for students'	Candidates uses formal and informal lessons that are interdisciplinary. Candidate understands writing to be a recursive process and implements limited use of technology in written presentations. The lesson plan may include instruction that is based on knowledge of secondary English language arts.	Candidates makes minimum effort to utilize formal and informal lessons that are interdisciplinary. Candidate teaches only limited revision and editing skills and is limited in the use of technology for presentations.

	media to compose multimodal discourse. Indicator 2.1	analysis, interpretation, and response. AND Can use contemporary technologies and/or digital media to compose multimodal discourse.	analysis, interpretation, and response. AND Can use contemporary technologies and/or digital media to compose multimodal discourse.		
3	**Instruction Adaptation to Students from Diverse populations** 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. Indicator 6.2	Candidates demonstrate advanced knowledge of the use of theories and research to plan instruction. 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.	Candidates demonstrate basic knowledge of theories and research to plan instruction. 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.	Candidates demonstrate minimal knowledge of the use of theories and research to plan instruction. 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.	Candidates use irrelevant theories and research to plan instruction. Candidates 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.
4	**Instruction: Development of critical thinking and problem solving** 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. Indicator 6.1	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.	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.	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.	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.
5	**Instruction:**	Candidates consistently use	Candidates regularly use data	Candidates seldom use data about	Candidates do not rely on data about

	Active engagement in learning. 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 5.2	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.	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	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	their students to promote literacy learning and pay little attention to learning environments that contextualize curriculum and instruction
6	**Instruction: Communication and Collaboration** 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: 4.1	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 demonstrate thorough understanding of writing processes and strategies in different genres for a variety of purposes and audiences. Indicator: 4.1	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. Indicator: 4.1	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. Indicator: 4.1	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	**Assessment Formal and Informal** Candidates differentiate instruction based on students' self-assessments and formal and informal assessments of	Candidates differentiate instruction based on students' self-assessments and formal and informal assessments of learning in English language arts; candidates consistently	Candidates differentiate instruction based on students' self-assessments and formal assessments of learning in English language arts. Candidates regularly communicate	Candidates differentiate instruction based on students' self-assessments and formal assessments of learning in English language arts. Candidates occasionally communicate with students about	Candidates do not differentiate instruction based on students' self-assessments and formal and informal assessments of learning in English language arts. candidates fail to communicate with students about their

	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	communicate with students about their performance in ways that actively involve them in their own learning.	with students about their performance in ways that actively involve them in their own learning.	their performance in ways that actively involve them in their own learning.	performance in ways that actively involve them in their own learning.
		Professional Growth and Reflection Indicator 5.1			
8	**Professional growth, reflection, and evaluation.** 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. Standard 7.0	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.	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.	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.	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.
9	**Professionalism: Reflection of the Lesson (Commentary)** 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 7.1	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.	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.	Candidates sometimes model literate and ethical practices in English language arts teaching and engage in a variety of experience related to English language arts.	Candidates seldom model literate and ethical practices in English language arts teaching and engage in few experience related to English language arts.

| 10 | Collaboration with families, colleagues, and community agencies

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 | 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. | 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 | 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. | 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. |
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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: Secondary Language Arts

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-Meets Expectations or above.

Outcome/ Element	Alabama English Language Arts Standard	Exceeds Expectations Points 4	Meets Expectations Points 3	Developing Points 2	Needs Support Point 1
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 demonstrates knowledge of ELA subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users. In addition, candidates demonstrates 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 Candidates demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of	ELA 2.0	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. In addition, candidate In addition,	Candidates demonstrate advanced 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 demonstrate average reasonable knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.	Candidates demonstrate limited knowledge of English language arts subject matter content that specifically includes language and writing. Candidates knowledge of adolescents as language users is unsubstantiated.

adolescents as language users.		candidates demonstrate knowledge of theory and research specific to adolescents learning of language and writing.			
#3: Instruction and Assessment - Reading and Literature Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.	ELA 3.0	Candidates plan instruction 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 plan instruction and relevant formative and summative assessments for reading and the study of literature to promote learning for all students.	Candidates plan instruction and design only summative assessments for reading and the study of literature to promote learning for all students.	Candidates plan instruction 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 plan instruction 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 plan instruction, based on context, and design relevant assessments for reading and the study of literature to promote learning for all students.	Candidates plan instruction and design only formative assessment for reading and the study of literature to promote learning for all students.	Candidates plan instruction 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 Candidate's plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language	St. 5.0	Candidates 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.	Candidates plan, implement, assess, and reflect on research-based instruction that effectively increases motivation and active student engagement, builds sustained learning of English Language Arts, and responds to diverse students'	Candidates plan, implement, assess, and reflect on research-based instruction that marginally increases motivation and active student engagement, builds learning of English Language Arts, and responds to some students' needs.	Candidates plan, implement, assess, and reflect on instruction that marginally increases motivation and active student engagement, builds sustained learning of English Language Arts, but does not respond to diverse students' context-based needs.

arts, and responds to diverse students' context-based needs.		In addition, candidates demonstrate knowledge of theories related to effective planning for inclusiveness.	context-based needs.		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.
#6: Knowledge of Theory and Research 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.	ELA 3.1	Candidates demonstrate outstanding 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. In addition, candidates demonstrate knowledge of how students extend their learning of language arts.	Candidates demonstrate adequate knowledge of how a single and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English language arts.	Candidates demonstrate limited knowledge of how research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English language arts.	Candidates fail to demonstrate knowledge of how research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English language arts.
#7: Higher—Level Interaction with Stakeholders 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.	ELA Standard 7.0	Candidates are well 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. In addition, candidates are prepared to provide new perspectives on the issues	Candidates are partially 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.	Candidates are somewhat 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.	.Candidates are unprepared 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.

| #8: Major Concepts in English Language Arts

Candidate knows and understands the major concepts, procedures, and practices of English Language Arts | ELA

2.2 | 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 | Candidate exhibits advanced knowledge and understanding of the major concepts, procedures, and practices of English Language Arts | Candidate exhibits average knowledge and understanding of the major concepts, procedures, and practices of English Language Arts

. | Candidate exhibits no significant knowledge and understanding of the major concepts, procedures, and practices of English Language Arts |
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Key Assessment #5: Secondary English Language Arts

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.

Indicators 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."

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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)

English Language Arts - 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 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). 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 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 English Language Arts 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 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.

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 shole 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 tis 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."

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 present 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 English Language Arts education research.

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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- 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
English Language Arts 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 secondary student**.**				
PART A – Unit Lesson Plans and Assessments for English Language Arts				
PART B – PRE-ASSESSMENTS FOR ENGLISH LANGUAGE ARTS				
Assessments **English Language Arts Pre-test** 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.	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. The alignment between assessment and lesson objectives is strong and clear.	Candidate selects a pre-test that is correlated with English Language Arts lesson objectives. There is evidence of alignment between assessment and lesson objectives.	Candidate provides a pre-test that has limited English Language Arts 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 English Language Arts alignment with lesson objectives; assessment is not appropriate for the knowledge and/or skills being assessed.

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** 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.	In Addition to Proficient… The candidate's commentary includes an in-depth 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.	The commentary provides specific details on effectively designing authentic assessments of reading and literature that demonstrate an understanding of how learners develop and address evaluative abilities in English Language Arts.	The commentary includes some details on the effective design of authentic assessments of reading and literature that demonstrate an understanding of how learners develop and address evaluative abilities in English Language Arts.	The commentary includes limited details on the effective design of authentic assessments of reading and literature that demonstrate an understanding of how learners develop and address evaluative abilities in English Language Arts.

Indicator 3.2				
Instruction **Integrating and applying knowledge for instruction.** 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 4.1	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 English Language Arts to make assessment decisions and to enrichen students' English Language Arts learning experiences.	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.	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.	Candidate commentary makes minimum effort to draw upon research in English Language Arts s to make assessment decisions and to enrich students' English Language Arts l learning experiences.
Instruction **Adaptation to students from diverse populations** 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. Indicator 6.2	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) 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	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	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	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 enrichen students' English Language Arts learning experiences using no technology.

about student learning in English language arts. Indictor 5.4	Arts learning experiences. The commentary also explains how high-impact activities involve the use of technology and the building of new knowledge.	specific technology, and how these activities and investigations impacted student learning.		
Instruction **Active engagement in learning.** 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. Indictor 5.3 (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 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,	Candidate includes in the commentary multiple representations of pre-test data to include charts and/or graphs that	Candidate includes in the commentary appropriate charts or another representation of pre-test data that contain	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

	and subgroup means, and percentiles that fully describe the results from the data in a meaningful and accurate manner.	contain individual student scores, class and sub-group means and percentiles that describe the results from the data in a meaningful manner.	individual student scores and class means but is missing or has inaccurate reporting of some data. Graphic information is not described or is incomplete.	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 post-test data, are accurate and displayed. Graphic information from the data is fully described in a	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 not described.

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	meaningful and accurate manner.	Graphic information from the data is 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 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. 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 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 practice but does not	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.

			articulate adjustments needed to improve personal practice and its impact on diverse learners.	

<table>

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.

Key Assessment #3: Secondary Mathematics

KEY ASSESSMENT #3 PLANNING FOR INSTRUCTION
Oakwood University
Program: Class B Mathematics 6-12
Course: ED 430 Internship

Expected Level of Performance: <u>Level 3 "Proficient" or higher</u>
Location to Post Assignment: _____
Due Date: _____
Scored by: <u>Instructor</u>

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 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? 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 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 and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, & performance skills?
    5. Did I plan 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?

#	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, **sequentia**l, 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 experience 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, **sequentia**l, 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 within and across mathematical domains.	Candidate's plan shows that the candidate possesses extensive knowledge of curriculum standards for secondary mathematics and can apply this knowledge in relationship to student learning within and across mathematical domains.	Candidate's plan shows that the candidate possesses working knowledge of curriculum standards for secondary mathematics and can apply this knowledge in relationship to student learning within and across mathematical domains.	Candidate's plan shows that the candidate can apply knowledge of few curriculum standards for secondary mathematics and their relationship to student learning within and across mathematical domains.	Candidate's plan does not show that candidate can apply knowledge of curriculum standards for secondary mathematics and their relationship to student learning across mathematical domains.
4	**Planning and Instruction**	**Candidate's** lesson and unit plans	**Candidate's** lesson and unit plans	**Candidate's** lesson and unit plans	**Candidate's** lesson and unit plans do not

	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.	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.	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.	incorporate few strategies, to differentiate instruction for diverse populations, and instructional technologies in building some students' conceptual understanding and procedural proficiency.	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 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 mathematical proficiencies essential for **most** students.	Candidate's lesson plans, indicate that the candidate selects, implements, interprets, and uses summative assessments to inform instruction **without reflection** on mathematical proficiencies essential for many students.	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.
7	Collaboration Indicator 5.1: Verify that secondary students demonstrate conceptual understanding; procedural fluency; the ability to	The candidate's lesson plans provide verification that all secondary students demonstrate conceptual understanding; procedural fluency; the	The candidate's lesson plans provide verification that most secondary students demonstrate conceptual understanding; procedural fluency; the	The candidate's lesson plans provide verification that few secondary students demonstrate conceptual understanding; procedural fluency; the	The candidate's lesson plans does not provide verification that most secondary students demonstrate conceptual understanding; procedural

	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.	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.	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.	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.	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 #4: Secondary Mathematics

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

DIRECTIONS FOR THE CANDIDATE: Write a conceptualized essay that address 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.

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-- knowledge of curriculum standards for secondary mathematics and their relationship to student learning within and across mathematical domains**.**	Mathematics 6-12 Indicator 3.1	**Candidates demonstrates knowledge of** knowledge of curriculum standards for secondary mathematics and their relationship to student learning within and across mathematical domains.	knowledge of curriculum standards for secondary mathematics and their relationship to student learning within and across mathematical domains.	**Candidates demonstrates** knowledge of curriculum standards for secondary mathematics and their relationship to student learning within and across mathematical domains.	**Candidates fails 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	Exhibit knowledge of adolescent learning, development, and behavior and demonstrate a positive disposition toward mathematical processes and learning. In addition, candidates demonstrates knowledge of	Exhibit knowledge of adolescent learning, development, and behavior and demonstrate a positive disposition toward mathematical processes and learning.	Exhibit knowledge of adolescent learning, development, and behavior and demonstrate a positive disposition toward mathematical processes and learning.	Exhibit knowledge of adolescent learning, development, and behavior and demonstrate a positive disposition toward mathematical processes and learning.

		theories and research related to adolescent learning of mathematics.			
#3:Mathematics: Conceptual Understanding & Mathematical Disposition. 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. .	MATH Indicator 5.1	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. In addition, candidates demonstrate knowledge of theories related to the acquisition of mathematics knowledge.	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.	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.	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.
#4: Learning Through Collaboration 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	MATH Indicator 6-2	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	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	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	Candidate does not engage in continuous and collaborative learning and draws upon experience in mathematics to inform practice; enhance learning opportunities for few students' mathematical knowledge development involving colleagues, other school professionals, families, and

various stakeholders; and advance their development as a reflective practitioner.		various stakeholders; and advance their development as a reflective practitioner.	various stakeholders; and advance their development as a reflective practitioner.	professionals, families, and various stakeholders; and advance their development as a reflective practitioner.	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 outstanding 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.	Candidates does not demonstrate equitable and ethical treatment for all students. OR Candidates fail to demonstrate high expectations for all students.
#7: Mathematics: Assessment Data Collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment evidence and	MATH Indicator 5.3	Collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment evidence and	Collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment evidence and	Collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment evidence and	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.		determine the extent to which students' mathematical proficiencies have increased as a result of their instruction	determine the extent to which students' mathematical proficiencies have increased as a result of their instruction	determine the extent to which students' mathematical proficiencies have increased as a result of their instruction	determine the extent to which students' mathematical proficiencies have increased as a result of their instruction

determine the extent to which students' mathematical proficiencies have increased as a result of their instruction		determine the extent to which students' mathematical proficiencies have increased as a result of their instruction	determine the extent to which students' mathematical proficiencies have increased as a result of their instruction	determine the extent to which students' mathematical proficiencies have increased as a result of their instruction	determine the extent to which students' mathematical proficiencies have increased as a result of their instruction

Key Assessment #5: Secondary Mathematics

Oakwood University
Program/Level: Class B Mathematics (6-12)
Title of Assignment: Impact on Student Learning Commentary-Mathematics
Course: ED 334 Methods in Teaching Mathematics

Due Date: _____ Submission Location: _____
Scored by: Instructor of the Course
Expected Level of Performance: Level 3 or higher

Mathematics Standards:
Math Standard 3 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.

- 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, 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.

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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 shole 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. Them 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 tis 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.

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(Requirement: Use technology to manage the present 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 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,	In Addition to Proficient… Candidate's commentary includes an in-depth analysis of	The commentary provides specific details on how students were engaged in making	The commentary includes some reflection on how students make sense of	The commentary includes a limited reflection on how students were making sense of

development, and behavior and demonstrate a positive disposition toward mathematical processes and learning. Indicator 4.1	how the 6 -12 students make sense of math problems while providing positive student feedback that builds conceptual understanding and procedural fluency	sense of math problems, using mathematical tools, making conjectures and connections, and providing student feedback.	Math problems, justify solutions with no evidence of using mathematical tools to provide no clear feedback to 6 -12 students.	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 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 3.5	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 6 -12 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 6 -12 students connect and generalizing ideas of misconceptions of the math objective.	The commentary includes a limited reflection on how the 6 -12 students connect ideas to the objective of the lesson.
Content **Monitor Assessments for Mathematics** Monitor students' progress, make instructional decisions, and measure students' mathematical understanding and ability using formative and summative assessments. Indicator: 3.7	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 struggles for students.	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.
Instruction Integrating and applying knowledge for instruction. Provide students with opportunities to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace. Indicator 3.4	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 mathematics to make assessment decisions and to enrichen students' mathematical learning experiences.	The candidate commentary is effective in drawing upon research in mathematics to make assessment decisions and to enrichen students' mathematical learning experiences.	Candidate commentary makes some effort to draw upon research in mathematics to make assessment decisions and to enrichen students' mathematical learning experiences.	Candidate commentary makes minimum effort to draw upon research in mathematics to make assessment decisions and to enrichen students' mathematical learning experiences.

Instruction Adaptation to students from diverse populations Incorporate knowledge of individual differences and the cultural and language diversity that exists within 6 – 12 classrooms and include culturally relevant perspectives as a means to motivate and engage students. Indicator 4.3	In Addition to Proficient… The commentary demonstrates candidate possesses extensive understandings of students' individual differences, including cultural and language diversity, and that the candidate is able to 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)* 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. Indicator: 4.5	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 enrichen students' mathematical learning experiences. The commentary also explains how high-impact activities involve the use of technology.	The candidate is effective in drawing upon research in mathematics to make assessment decisions and to enrichen 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.	Candidate makes some effort to draw upon research in mathematics to make assessment decisions and to enrichen students' mathematical learning experiences, with limited technology.	Candidate makes minimum effort to draw upon research in mathematics to make assessment decisions and to enrichen students' mathematical learning experiences using no technology.
Instruction Active engagement in learning. Engage students in developmentally appropriate mathematical activities and investigations that require active engagement and include mathematics-specific technology in	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.

building new knowledge. 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. 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.	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.

		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.	

Graphic Comparison of Post-test Data *(Technology-Management)* 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 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 described in a meaningful and accurate manner.	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. Graphic information from the data is described.	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 not described.
Narrative Analysis Post Data 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 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				

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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 *(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:

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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.

Key Assessment #3: Secondary Social Studies

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)

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- 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? 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 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 and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, & performance skills?
  5. Did I plan 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?

#	Element Criteria	Accomplished Level-4	Proficient Level-3	Developing Level-2	Beginning Level-1
1	**Social Studies Development, Learning, and Motivation Learner Development** **C**andidates 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**	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. **AND** The inquiry plan provides references to meet all learners to challenge their academic growth.	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. 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.	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. 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.	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. Candidate demonstrates little or no understanding of how children grow, develop, and learn. Candidate does not gather information about learners' development.
2	**Instruction Integrating and applying knowledge for instruction** Candidate uses knowledge of learners' socio-cultural assets, learning demands, and individual identities to plan and implement	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	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	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	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

	relevant and responsive pedagogy that ensures equitable learning opportunities in social studies. **SS 4.1**	addressed all components. Candidate plans for efficient use of inquiry time by allocating for engaging students in active learning experiences, and assessment. 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. **And** The lesson plan makes reference to research throughout all lesson plan phases.	modifications or adaptations for students with special needs. Candidate plans for use of inquiry time by allocating for engaging students in activities, experiences, and assessment. The lesson plan includes instruction that is based on knowledge of 6-12 students, learning theory suitable for teaching 6-12 Social Studies. Candidate makes reference to research in some phases of the lesson plan.	students with special needs. Candidate plans to engage students in activities, experiences, and assessment. The lesson plan may include instruction that is based on knowledge of 6-12 students, learning theory suitable for teaching 6-12 Social Studies.	students with special needs.
3	**Instruction Data Literacy** 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. **SS 3.4**	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. **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. Plans includes motivators of individual students, utilizes a variety of instructional approaches: modifying content, instructional processes, products, and learning environments that	Candidate selects an assessment that is 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 diverse learners, differentiated according to learner readiness, strengths, weaknesses, and interests. Plans utilize a variety of instructional approaches: modifying content, products, and	Candidate selects an assessment that is somewhat correlated with the Social Studies lesson objectives and the Social Studies central focus for the unit plans. **AND** The candidate develops lesson plans that include instructional strategies for diverse learners, differentiated according to learner readiness, strengths, weaknesses, and interests. Plans utilize a variety of instructional approaches: modifying content, products, and learning environments	The lesson plan includes instructional strategies that are minimally differentiated. The lesson is differentiated for 0 to 1 activities of the lesson plans. Candidate uses inquiry time inefficiently and students' activities, experiences, and assessment are not well planned.

		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.	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.	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.	
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.** 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. **SS 3.2**	The inquiry plan includes various strategies that promote active engagement in learning, self-motivation, 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. **AND** The inquiry plan makes reference to research and supports strategies in the process.	The inquiry plan includes strategies that promote active engagement in learning, self-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. **AND** The inquiry plan makes reference to research and supports strategies in the process.	The inquiry plan includes some strategies that promote active engagement in 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. The inquiry plan makes limited reference to research.	The inquiry plan includes 0-1 strategies that promote active engagement in learning, positive interactions, and supportive learning environments. The strategies are not applied at different stages of the inquiry process. The inquiry plan makes no reference to research.
6	**Engaging Learners**	The Inquiry plan includes activities and	The Inquiry plan includes activities	The Inquiry plan includes some	The Inquiry plan includes some

		interactions that engages learners with disciplinary, concepts, facts and tools from history, geography, economics, and the social sciences. 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.	and interactions that engages learners with disciplinary, facts and tools from history, geography, economics, and the social sciences. 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..	engagement of learners with disciplinary, facts from some social studies disciplines. 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.	engagement of learners with disciplinary, facts from some social studies disciplines.
	Engage learners with disciplinary concepts, facts, and tools from the social studies disciplines to facilitate social studies literacies for civic life. **SS 2.2**				
7	**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 3.1**	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.	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 utilizes some types of formal and informal assessments based on the various stages of the inquiry process. The inquiry includes assessments for1-2 of the inquiry stages.	The inquiry plan includes the minimal use of formal or informal assessment. The inquiry includes assessments for at least 1 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	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	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.

	the needs of each learner. **SS 5.1**	dispositions, and students learning.			
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	**Collaboration with families, colleagues, and community agencies** Take informed action in schools and/or communities and serve as advocates for learners, the teaching profession, and/or social studies. **SS 5.3**	Candidate takes informed action in: • 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.	Candidate takes informed action in: • 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.	Candidate takes action in: • 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,	Candidate takes minimal action in: • Collaborating with classroom host teacher and specialist teachers in planning and implementing classroom activities • Collaborating with related school professionals to advocate for learners

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.

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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 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: Secondary Social Studies

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 Points 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	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	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	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

	Indicator 4.1				
		consider individual learner's strengths and needs. The candidate does not articulate the theoretical foundations for their plans and actions.	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.	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.	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. .
#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.	Indicator 4.1	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. **AND** The inquiry plan includes instruction that vaguely relates to knowledge of 6-12 students & learning theory suitable for teaching 6-12 Social Studies. **And** Makes no reference to research.	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, **AND limited** assessments, as well as few adaptations for students with special needs and have addressed some components. Candidate plans do not include the use of inquiry time or engaging students in active learning experiences, or assessment. **AND** The inquiry plan includes minimal instruction that is based on knowledge of 6-	Candidate's Commentary reveals that the instructional plans are based on evidence of **individual student's** strengths only **AND** 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. Candidate plans for use of inquiry time by allocating for engaging students in active learning experiences, and assessment are clearly revealed in the commentary. **AND** The inquiry plan includes	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. 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. **AND**

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			12 students & learning theory suitable for teaching 6-12 Social Studies. **And** Makes minimal reference to research.	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. **And** That the inquiry plan makes reference to research.	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. **And** That the inquiry plan makes reference to research throughout all inquiry plan phases.
#3 Instruction Data Literacy **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.**	**SS Indicator 3.4**	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. Plans **do not** include motivators of individual students, utilizes a variety of instructional approaches:	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. Plans show minimal motivators of individual students, utilizes a variety of	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. Plans includes motivators of individual students, utilizes	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. Plans includes motivators of

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		modifying content, instructional processes, products, **AND** **learn**ing environments **do not** address individual student interests and preferences for learning. **AND** **do not** focus on students' learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.	instructional approaches: modifying content, instructional processes, products, **AND** **learn**ing environments minimally address individual student interests and preferences for learning. **AND** Minimal focus on students' learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.	instructional approaches: modifying content, instructional processes, products, **AND** **learn**ing 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.	individual students, utilizes a variety of instructional approaches: modifying content, instructional processes, products, **AND** **learn**ing 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.
#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.	Indicator SS 3.2: The inquiry plan includes various strategies that promote active engagement in learning, self-motivation, 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. **AND** The inquiry plan makes reference to research and supports strategies in the inquiry process.	The inquiry plan has no **strategies** that promote active engagement in learning, self-motivation, and interactions to create learning environments. Candidate's plans provide **no support** for student motivation AND No opportunities for students to become lifelong learners. Candidates provide **no** support for engagement by setting academic goals that encourage students to generate Social Studies knowledge, displays or accomplishments that show **disciplinary**	The inquiry plan includes **limited strategies** promote active engagement in learning, self-motivation, and interactions to create learning environments. Candidate's provides **limited support** for student motivation AND enable provides **limited** opportunities for students to become lifelong learners. Candidates provide **limited** support for engagement by setting academic goals that encourage students to generate Social Studies knowledge, displays or accomplishments that show **disciplinary**	The inquiry plan includes **strategies** promote active engagement in learning, self-motivation, and positive interactions to create supportive learning environments. 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. Candidates support engagement by setting academic goals that encourage	The inquiry plan includes **multiple strategies** that promote active engagement in learning, self-motivation, and positive interactions to create supportive learning environments. 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. Candidates support engagement by setting academic goals that

		involvement and collaboration. **AND** The inquiry plan makes **no** reference to research and supports strategies in the inquiry process.	involvement and collaboration. **AND** The inquiry plan makes **limited** reference to research and supports strategies in the inquiry process.	students to generate Social Studies knowledge, displays or accomplishments that show **disciplinary** involvement and collaboration. **AND** 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.	encourage students to generate Social Studies knowledge, displays or accomplishments that show extended disciplinary 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.
#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) **Engage learners with disciplinary concepts, facts, and tools from the social studies disciplines to facilitate social studies literacies for civic life. (SS 2.2)**	**SS Indicators 2.1 & 2.2**	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. 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.	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. 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.	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. 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.	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. 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.

		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	Candidate monitors **individual struggling** student progress in learning the 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-interested investment in political engagement, and a**	**SS Indicator 2.5**	The Candidate's approach to discussing his/her impact on student learning **does not** demonstrates that he/she possesses a **general underst**anding of how to use a variety of Social Studies specific	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 Studies specific technologies to plan	The Candidate's approach to discussing his/her impact on student learning demonstrates that he/she possesses a **general underst**anding 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 Studies specific technologies to plan **AND**

disposition towards a more inclusive, just, and equitable society.		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.	**AND** implement Social Studies inquiry that **vaguely** fosters civic competence, political engagement **,AND** 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.	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** assessment of student learning **AND** development to develop and implement a professional learning activity plan which lacks 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 **single** assessment 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 on **varied** assessments of student learning **AND** develop **to** 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.

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Key Assessment #5: Secondary Social Studies

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
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Due Date: _____   Submission Location: _____
Scored by: <u>Instructor of the Course</u>
Expected Level of Performance: <u>Level 3 or higher</u>

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.

<p align="center">ANALYSIS OF STUDENT LEARNING</p>
<p align="center">Suggested Length – 4 + charts and samples of student work</p>
<p align="center">Required: Discuss technology used for instruction</p>

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 shole 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. Them 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 tis 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."

<p align="center">REFLECTION AND SELF EVALUATION</p>
<p align="center">Suggested Length – 2 pages</p>

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 present 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 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 disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards. Indicator 3.2:	In Addition to Proficient… Candidate's commentary includes an in-depth analysis of how 6-12 students use Social Studies inquiry skills to generate social studies knowledge, while providing positive feedback that expand students' inquiry into the community, and beyond.	The commentary provides specific details on how candidate uses the inquiry process to engaged students in Social Studies disciplinary knowledge, and forms of representation for civic competence. And use inquiry process tools to providing student feedback.	The commentary includes some reflection on how candidate uses the inquiry process to engaged students in Social Studies disciplinary knowledge, and forms of representation for civic competence. The narrative provides no evidence of using Social Studies inquiry skills to provide clear feedback to 6-12 students	The commentary includes a limited reflection on how candidate engaged students in Social Studies disciplinary knowledge, and forms of representation for civic competence. The narrative lacks appropriate analysis of data required to describe trends and patterns identified among subgroups to make instructional decisions.

Application of Content Through Planning 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." Indicator: 2.2.	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	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.	The commentary includes no more than three to five sentences reflecting on how 6-12 students use inquiry process skills in social studies.	The commentary includes a limited reflection on how 6-12 students connect Social Studies disciplinary concepts to the objectives of the in the inquiry.
Design and Implementation of Instruction and 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:	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.	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.	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.	The commentary includes no reflection on how students' engagement in inquiry and real-life societal problems are assessed.
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.	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	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.

Indicator 3.3	and summarize student differences.			
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-interested investment in political engagement, and a disposition towards a more inclusive, just, and equitable society."] Indicator: 2.5:	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 that fosters civic competence, political engagement, and a disposition toward a more, inclusive, just, and equitable society.	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 investigations impacted student learning and the building of new knowledge.	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.
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 post-test data, are accurate and displayed. Graphic information from the data, is fully described in a meaningful and accurate, manner.	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

| | | Graphic information from the data is described. | | misrepresent paired data or percentiles.

Graphic information from the data is not described. |
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| **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 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**
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 | Candidate commentary reflection on the inquiry process 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 inquiry process, citing specific evidence.

Teacher candidate makes some specific suggestions as to how the inquiry process 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 inquiry process might be improved. | 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.

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** | In Addition to Proficient… | The presentation provides a | The presentation provides a | The presentation |

Share data information in class and with the cooperating teacher using technology. (Technology-Management)	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.	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.	complete overview of commentary, data analysis and conclusions drawn from an analysis of data using limited technology.	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.