

Arkansas State University
College of Education and Behavioral Science
Department of Teacher Education
TE 6299 MAT Internship in Teacher Education
Spring 2021

Instructor(s): TBA

Textbook(s)/Readings/Other requirements:

Primary Texts Arkansas State University, Teacher Education Handbook, current edition.

Arkansas State University, Teacher Intern Handbook, current edition
Teacher Education Program Required Purchase: LiveText/Via Student Membership Field Experience Edition (ISBN 978-0-9796635-6-7)

Hardware/software that allows for videoing and uploading videos (such as smart phone, tablet, etc.).

Course Description

MAT Internship in Teacher Education Supervised internship focused on educational practice and performance for individuals seeking alternative licensure to teach in grades PK-12.

Prerequisite: Restricted to Master of Arts (MAT) in Teacher Education. Students must complete all other MAT coursework and pass Praxis I and Praxis II examinations prior to enrollment

MAT Interns are considered initial licensure candidates and, as such, must meet the same requirements as A-State initial licensure candidates in Teacher Education programs.

Program Outcomes:

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Course Level Student Learning Outcomes

	TESS Linkage	ATS linkage
Teacher interns will become more skilled at building family relations and promoting individual children’s learning and development.	1e, 1f, 3c, 3d, 4c	4a,b,c,d,f,g,h,k,l,m,n,o,p,r, 5a,b,c,d,e,g,h,j,k,l,m,n,o,p,r,s, 8a,b,d,e,f,g,h,i,j,k,l,m,n,o,p,r 9a, 10 d, g, m, q,
Teacher interns will demonstrate knowledge of planning and preparation; instruction; professional responsibilities; and classroom environment.	1a, 1b, 1c, 1d, 1e, 1f, 3a, 3b, 3c, 3d, 3e, 4b, 4c, 4e	1a,b,c,d,e,f,g,h,i,j,k, 2a,b,c,d,e,f,g,h,j,k,l,m,n,o, 3a,c,d,f,g,h,k,j,k,l,m,m.o,p,q,r, 4a,b,c,d,f,g,h,j,l,m,n,o,p r, 5a,b,c,d,e,g,h,j,k,l,m,n,o,p,r,s, 6a,b,c,d,e,f,g,h,i,k,l,m,n,o,p,r,s,t, u,v, 7a,b,c,d,g,h,i,j,k,l,n,o,q, 8a,b,d,e,f,g,h,i,j,k,l,m,n,o,p,r 9a, c, d, e, f, g, h, j, l, o 10 a, b, c, e, j, ln, o, p, r, t

Course Requirements and Grading

<i>Course Assessment/Performance Measures—Capstone Portfolio (LiveText)</i>	Points	
Planning for Instruction and Assessment (TASK 1)	15	
Instructing and Engaging Students in Learning (TASK 2)	15	
Assessing Student Learning (TASK 3)	15	
Classroom Parent Involvement Project (TASK 4)	15	
School Community Involvement Project (TASK 5)	3	
Reflective Analysis of Professional Growth (TASK 6)	6	
Total points		69

****The portfolio counts as 20% of your final grade for Capstone Internship.****

Capstone Internship Grading

Grading Scale		Raw Point Range for Letter Grade	
A	92 – 100	A	88-96
B	82 – 91	B	79-87
C	72 – 81	C	69-78
D	62 – 71	D	59-68
F	61 and below	F	58 and below

The above are described more thoroughly below. These assessments are used both as part of your formative and summative evaluation of teaching as well as artifacts in your Intern Portfolio. Final grades will be based on the [Summative Evaluation of Teaching Performance for Teacher Interns](#) as outlined in the current *Teacher Intern Handbook* and reflective of the requirements contained in this course syllabus.

Course Requirements

1. The teacher intern will assume professional responsibilities by:
 - a. Following the Code of Ethics for Arkansas Educators.
 - b. Participating in school-related activities including faculty meetings, PTA meetings, parent/teacher conferences, in-service training, and community activities.
 - c. Communicating effectively, **orally and written**, with the clinical supervisor, university supervisor, school staff, students and parents.
 - d. Becoming actively involved in classroom activities early in the internship experience.
2. The teacher intern will observe, plan, and utilize materials and activities in collaboration with the clinical supervisor and university supervisor, and work as a team to establish and maintain positive, collaborative relationships with a professional team.
3. The teacher intern should teach a minimum of three full weeks acting as the teacher-in-charge with responsibilities similar to those of the regular classroom teacher: planning, implementing, and evaluating instruction using multiple appropriate and effective assessments for all children in accordance with the school curriculum and developmental appropriateness. The teacher intern will satisfy this requirement by working closely with the clinical supervisor and the university supervisor.
4. The teacher intern will maintain the following:
 - Internship College LiveText Portfolio posted on College LiveText
 - All assessment assignments to be posted to College LiveText.

5. Planning for Instruction and Assessment

You will complete a learning segment, which is 3-5 consecutive lesson plans in literacy or math. You will also complete the accompanying commentary as specified in the activity instructions. You will describe your plans for the learning segment and explain

how your instruction is appropriate for the students and the content you are teaching. As you develop your plans, you need to think about the following:

- What do your students know, what can they do, and what are they learning to do?
- What do you want your students to learn? What are the important understandings and core concepts you want students to develop within the learning segment?
- How will you use your knowledge of your students' assets to inform your plans?
- What instructional strategies, learning tasks, and assessments will you design to support student learning?
- How is the teaching you propose supported by research and theory about how students learn?

6. Instructing and Engaging Students in Learning

You will video-record one lesson from your learning segment to submit. You will also complete the accompanying commentary as specified in the activity instructions.

You will demonstrate how you support and engage students in learning. Before you begin your instruction, you will need to think about the following:

- What kinds of learning tasks actively engage students in the central focus of the learning segment?
- In what ways will you connect new content to your students' prior academic learning and personal, cultural, or community assets during your instruction?
- How will you use evidence from your instruction to examine and change your teaching practices to more effectively meet a variety of student learning needs?

7. Assessing Student Learning

You will select one assessment from your learning segment, conduct an analysis, and develop next steps based on your analysis. You will also complete the accompanying commentary as specified in the activity instructions.

You will analyze both student learning and student use of language, concepts, and feedback. Before you begin the analysis, you need to think about the following:

- How will you gather evidence and make sense of what students have learned?
- How will you provide meaningful feedback to your students?
- How will you use evidence of what students know and are able to do to plan next steps in instruction?

8. Reflective Analysis of Professional Growth

You will complete a reflection and self-evaluation narrative as specified in the activity instructions. Teachers, as professionals, engage in ongoing professional learning.

Teachers use student work, analysis of assessments, and research/theory to continually evaluate practice, particularly the effects of instructional choices and evidence-based feedback on others. Teachers continually adapt practices to meet the needs of each learner.

9. Classroom Parent Involvement Project

It is the responsibility of teachers to provide opportunities for families to understand both the instructional program and their child's progress. Teachers establish relationships with families by communicating to them about the instructional program, conferring with them about individual students, and inviting them to be part of the educational process itself. A

teacher's effort to communicate with families conveys the teacher's essential caring, valued by families of students of all ages. Indicators include:

- Frequent and culturally appropriate information sent home regarding the instructional program and student progress
- Two-way communication between the teacher and families
- Frequent opportunities for families to engage in the learning process

Together with your clinical supervisor, develop a multifaceted plan to connect the classroom and the parents. This plan should include variations of:

- Information about classroom instruction (content to be studied, activities that will accompany learning in the classroom, etc.)
- Information about classroom activities (programs or events that will take place in the classroom, such as mystery readers or authors day, etc.)
- Information about opportunities at school (such as reminder about the next PTO meetings, Spring Fling or Field Day events, etc.)
- Can be to one parent specifically, to a group of parents, or to all the classroom parents

A minimum of 6 examples of communication.

10. School Community Involvement Project

It is expected that teacher candidates work collaboratively with colleagues, clinical supervisors, school leaders, and community members to ensure learner growth, foster partnerships, and advance the profession. It is important for teachers to engage in practices to learn the culture of the school and community, and this can be accomplished by attending school and community events. During your capstone internship, you must participate in at least two school-community events. Provide a written commentary and visual support for each event that systematically describes how the collaboration with the community event ensures ongoing and sustained family experiences for all levels of student learning.

11. Professional Education Programs Requirements

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

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

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

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

- Candidates will be expected to video-tape lessons for the Task assignments and potentially for supervision purposes.

Blackboard Learn: Blackboard Learn will be used consistently in this course. Your grades on assignments will be posted in Blackboard Learn. Assignments, documents, etc., will be posted on Blackboard Learn and you will be asked to run off various items and bring to class.

Special Considerations and/or features of the Course

A-State Teacher Intern Seminars are conducted on campus.

University and Course Policies

Procedures to Accommodate Students with Disabilities

From the Office of Access and Accommodations Services

- Students who require academic adjustments in the classroom, or by way of the web due to a disability, must first register with A-State A&AS. Following registration and within the first two weeks of class, please contact me to discuss appropriate academic accommodations, technology requirements, software and hardware specifics and requirements. Appropriate arrangements can be made to ensure equal access to this course.
- Any student in this course who has a disability that may prevent him/her from fully participating in this course should contact A&AS (870-972-3964) as soon as possible, so we can make the necessary accommodations to facilitate your educational opportunity.

Inclement Weather Policy

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

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

Academic Misconduct Policy:

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

Attendance Policy

Teacher Intern Handbook - current edition

Interns are held accountable for all policies and procedures as presented in the current edition of the Teacher Intern Handbook available on the Office of Professional Education Programs (PEP) website <https://www.astate.edu/a/prof-ed-programs-office/index.dot>

A-State Sexual Misconduct/Title IX

<https://www.astate.edu/a/affirmative-action/title-ix/resources.dot>

Arkansas State works to provide a safe, productive learning environment. Title IX and university policy prohibit sexual discrimination, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. Sexual violence can undermine students' academic success.

If you have been sexually assaulted, you can immediately speak with someone at NEARK's [Family Crisis Center](#)'s 24-hour Sexual Assault Line: (870) 933-9449. Reports to law enforcement can be made to the University Police Department: (870) 972-2093

If you or someone you know has been harassed or assaulted, support can be provided from the [Counseling Center](#) and [Pack Support](#). The Student Health Center provides [Sexual Assault resources](#). Alleged violations can be reported non-confidentially to the [Title IX and Institutional Equity office](#). It [provides](#) local, state and national resources for counseling, law enforcement, medical treatment, financial assistance, and legal services.

COVID-19 University Syllabus Statement Spring 2021

Arkansas State University has made every effort to provide a safe and comfortable learning environment for our return to in-person instruction during the Fall 2020 semester. The University is following the most up-to-date guidelines set forth by the Arkansas Department of Health and the Centers for Disease Control and Prevention.

Given the uncertainty surrounding the continuing threat from the COVID-19 pandemic, we acknowledge there is potential for the interruption of in-person instruction during the course of this semester. While it is the goal of the institution to offer traditionally face-to-face classes, the social distancing measures arising out of the COVID-19 pandemic have caused many of the classes to be offered in a hybrid format this semester (i.e. a combination of face-to-face and remote modes of delivery). This means nearly every course offered will have a component where internet access is essential to course success. Students are strongly encouraged to secure WIFI access they can use for the semester either on or off campus. The purpose for this strategy is to protect our students, faculty, and staff while adhering to social distancing recommendations from public health officials while accomplishing the course learning objectives.

If the university transitions to all-online instruction, campus housing will remain available for students who do not have a safe place to move or who do not have access to the internet elsewhere. Students who leave campus will need to ensure that they have reliable access to the internet to continue their course work. Web cameras may also be required by instructors to facilitate remote instruction ([please see technology recommendations section](#)). University officials will provide students with as much advanced notice and information as possible if the transition to all-online instruction becomes necessary.

Please remember, all official notifications are made through your official A-State email account, the university website, and Blackboard Learn. You are responsible for checking your university email to ensure you receive the latest updates regarding this course.

COVID-19 University Technology Recommendations for Students

Technology (hardware and software) and internet access will be key to course success in Fall 2020. Please check the following list to be certain you have the technology needed to be successful in your courses.

1. *Internet Access—You should make arrangements to have access to the Internet, preferably high-speed Internet, for the duration of this course. A wired, high-speed, Internet connections (ethernet cable), is highly recommended especially when taking a test.*
2. *Computer Operating Systems*
 - *For PCs: Windows 8+*
 - *For MACs: OS 10.13+*
 - *For Cellular Phones: iOS or Android*
3. *iOS Devices, any of these options should work; however, completing most course assignments will need a computer:*
 - *iPhone 6s or later, iPad Air 2 or later*
4. *Android Devices, any of these options should work; however, completing most course assignments will need a computer:*
 - *Samsung Galaxy (S9+, Note 9+), Google Pixel (3A+), OnePlus (7T+)*
5. *Software—You will be the most successful in this course if you have access to a computer with the following software installed:*
 - *Microsoft Office –**Excel, Power Point and Word**. . A-State has secured for you access to the latest MS Office software for both Mac and PC users. For more information, please visit the [software download](#) page where you will find other tools needed to be successful in this course.*
 - *Students are welcome to use Mac Applications such as Keynote, Numbers, and Pages, but please plan to convert these documents to the Microsoft file types prior to assignment submission. This course technology requirement also applies to Google Slides, Sheets, and Docs.*
 - *Browsers, Plug-ins, Players and Viewers—to take full advantage of all the features in this course, be sure you have the right technology at your fingertips. This includes:*
 - *Blackboard-supported browser - Firefox 60+, Chrome 74+, and Safari 12+ (Internet Explorer is no longer supported) are compatible with the current version of Blackboard.*
 - *[Acrobat Reader](#)*
 - *It is recommend running the [Blackboard Browser Check](#) to verify installed plug-ins on your computer*
6. *Additional Computer Hardware: web camera, microphone, and speakers (can be internal hardware already available on your computer)*

Course Outline (an example outline with more detail is provided in Appendix)
Interns are accountable for Professional Education Programs seminars and other expectations as provided on the Fall 2020 Teaching Internship Calendar available on the PEP Website.

One placement:

Week 1: Observe and assist teacher

Week 2: Begin teaching few lessons

Week 3: Teach ½ of the day

Week 4: Teach ½ of the day

Week 5: Teach all day

Week 6: Teach all day

Week 7: Teach all day

Week 8: Teach all day

Week 9: Teach all day

Week 10: Teach all day

Week 11: Teach all day

Week 12: Teach all day

Week 13: Teach all day

Week 14: Teach ½ day, begin transition back to clinical supervisor

Week 15: Teach 1/2day, continue transition to clinical supervisor

Week 16: Teach ½ of the day (Summative Evaluation completed)

Recommended Schedule of Assignments for ONE PLACEMENT

Assignments for each placement:	Due Dates:
<p>Planning for Instruction and Assessment (TASK 1), Instructing and Engaging Students in Learning (TASK 2), and Assessing Student Learning (TASK 3)</p>	<p>To be completed and submitted to university supervisor by end of WEEK 8.</p> <p>Evidence of the ongoing process should be available when the university supervisor visits.</p>
<p>Classroom Teaching, Planning, Evaluating (Formative and Summative)</p> <p><i>(Same weekly teaching schedule for both placements)</i></p>	<p>All lesson plans taught in the ½ and full-day times must be first approved by clinical supervisor then sent to university supervisor at least 2 full days prior to teaching lesson using the required Lesson Plan template.</p> <p>For ½ and full-day weeks the entire weekly lesson plans must be approved by clinical by Thursday and sent to the university supervisor by Friday 8:00 a.m. the week prior to teaching.</p> <p>ONE PLACEMENT</p> <p>Week 1: Observe and assist teacher</p> <p>Week 2: Begin teaching few lessons (lesson plans for week 3 due)</p> <p>Week 3: Teach ½ of the day (lesson plans for week 4 due)</p> <p>Week 4: Teach ½ of the day (lesson plans for week 5 due)</p> <p>Week 5: Teach all day (lesson plans for week 6 due)</p> <p>Week 6: Teach all day (lesson plans for week 7 due)</p> <p>Week 7: Teach all day (lesson plans for week 8 due)</p> <p>Week 8: Teach all day (lesson plans for week 9 due)</p> <p>Week 9: Teach all day (lesson plans for week 10 due)</p> <p>Week 10: Teach all day (lesson plans for week 11 due)</p> <p>Week 11: Teach all day (lesson plans for week 12 due)</p> <p>Week 12: Teach all day (lesson plans for week 13 due)</p> <p>Week 13: Teach all day (lesson plans for week 14 due)</p> <p>Week 14: Teach ½ day (lesson plans for week 15 due)</p> <p>Week 15: Teach 1/2 day (lesson plans for week 16 due)</p> <p>Week 16: Teach ½ day Summative completed</p>
<p>Reflective Analysis of Professional Growth</p>	<p>Completed project must be turned in to the university supervisor by end of the week 15.</p>
<p>Classroom Parent Involvement Project</p>	<p>Completed project must be turned in to the university supervisor by end of the week 15.</p>
<p>School Community</p>	<p>Completed project must be turned in to the university supervisor by end of the week 15.</p>

Involvement Project	
Recommended Schedule of Assignments for TWO PLACEMENTS	
Assignments for each placement:	Due Dates:
Planning for Instruction and Assessment (TASK 1), Instructing and Engaging Students in Learning (TASK 2), and Assessing Student Learning (TASK 3)	To be completed during first placement, and submitted to university supervisor by end of first 8 week placement. Evidence of the ongoing process should be available when the university supervisor visits.
Classroom Teaching, Planning, Evaluating (Formative and Summative) <i>(Same weekly teaching schedule for both placements)</i>	All lesson plans taught in the ½ and full-day times must be first approved by clinical supervisor then sent to university supervisor at least 2 full days prior to teaching lesson using the required Lesson Plan template. For ½ and full-day weeks the entire weekly lesson plans must be approved by clinical by Thursday and sent to the university supervisor by Friday 8:00 a.m. the week prior to teaching. TWO PLACEMENTS: Week 1: Observe and assist teacher Week 2: Begin teaching few lessons – (lesson plans for week 3 due) Week 3: Teach ½ of the day (lesson plans for week 4 due) Week 4: Teach ½ of the day (lesson plans for week 5 due) Week 5: Teach all day (lesson plans for week 6) Week 6: Teach all day (lesson plans for week 7) Week 7: Teach all day (lesson plans for week 8) Week 8: Teach ½ of the day (Summative Evaluation completed)
Reflective Analysis of Professional Growth	Completed project must be turned in to the university supervisor by end of the second 8 week placement.
Classroom Parent Involvement Project	Completed project must be turned in to the university supervisor by end of the second 8 week placement.
School Community Involvement Project	Completed project must be turned in to the university supervisor by end of the second 8 week placement.

SEE SPECIFIC ELED and MLED edTPA Tasks are at the end; Common Tasks are below.
TASKS 4 – 6 are the same for ALL MAT Interns regardless of placement.

Name _____

Lesson Plan Template

Lesson Segment Focus _____
of _____

Lesson _____

Course & topic addressed _____
Grade _____

Date _____

Student Outcomes

Specific learning objectives for this lesson.	
Describe the connection to previous lessons.	
Knowledge of students background (personal, cultural, linguistic, or community assets)	

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	
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Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? (word wall, graphics for key terms, cloze passage, etc.) What will you do to provide varying supports for students at different levels of academic language development? (context, peer support, etc.)	
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Materials

Materials needed by teacher for this lesson . (such as books, writing materials, computers, models, colored paper, etc.)	
Materials needed by students for this lesson . (computers, journals, textbook, etc.)	

Lesson Timeline with Instructional Strategies & Learning Tasks (This should be VERY DETAILED)

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
	<u>Introduction:</u>	
	<u>Instruction:</u>	
	<u>Closure:</u>	

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	
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Differentiation:

How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) to ensure all student needs are met?	
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Assessments: Formative and/or Summative

Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment & what is assessed).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

Identify theories or research that supports the approach you used.(as well as experts in the field or national organization positions)	
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Lesson Reflection/Evaluation

What went well? What changes should be made? How will I use assessment data for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>;
<http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>;
<https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>;
<https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>;
<https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>;
<https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>

Lesson Plan Template Rubric Aligned with InTASC/ATS, TESS, and edTPA

Candidate Name _____ Semester/Year _____

Content Area/Grade _____

Instructor _____

Alignment	Criteria	Highly Effective (4)	Effective (3)	Progressing (2)	Ineffective (1)
InTASC/ATS 4 TESS 1&3 edTPA 1-4, 7-9, 14	Measurable student outcomes/lesson objectives that identifies what the student is expected to learn	Lesson outcomes are clear & measurable; learning progression is evident	Lesson outcome(s) are clear, measurable, and specific to the included standard	Lesson outcome(s) somewhat clear & measurable; partial connection to the standard	Lesson outcome(s) lack clarity &/or measurability; connection to standard not apparent
InTASC/ATS 3 TESS 2&3 edTPA 1, 6-9	Describes the specific tasks needed to accomplish the lesson objectives	Thoroughly and completely describes how to implement all tasks needed to accomplish the lesson	Provides some outline and guidance of lesson tasks	Provides little guidance of expected lesson tasks	Provides no guidance to expected lesson tasks
InTASC/ATS 8 TESS 3 edTPA 1-2, 4-9, 15	Lesson introduction that gains the students' attention and promotes higher order thinking	Introduces the lesson by sharing the purpose, relevance, and eliciting schema in student-friendly language while exhibiting creativity, motivation, and piquing the students' interest	Introduces the lesson by sharing the purpose, relevance, and eliciting schema in student friendly language	Describes how the lesson will be introduced	Lesson introduction is not included
InTASC/ATS 7 TESS 1 edTPA 1-3, 15	A variety of techniques/strategies/methods are implemented throughout the lesson (instruction)	Lesson plan has explicit alignment between procedures and outcome(s); multiple teacher modelings or examples along with opportunities for practice	Lesson plan has clear alignment between procedures and outcome(s); adequate teacher modelings or examples provided; some opportunities for practice	Lesson plan has limited match between procedures and outcome(s); limited teacher modelings or examples provided; few opportunities for practice	Lesson plan has no match between procedures and outcome(s); no modeling; no evidence of opportunities for practice
InTASC/ATS 5 TESS 3 edTPA 4, 7-8, 14	Incorporates the use of technology by candidates and/or students	Identifies and relates the use of technology by the teacher and student to the content standard	Identifies and relates the use of technology by the teacher to the content standard and	Identifies the use of technology by the teacher	Use of technology is not related to content standard and student

		and student outcomes	student outcomes		outcomes
InTASC/ATS 6 TESS 1&3 edTPA 5, 11-13, 15	Assessment implemented to measure students' knowledge gained from the lesson	Formative and summative assessments are clearly aligned to the outcomes and reflect the procedures in the lesson plan	Formative and/or summative assessment has clear relationship to the outcome	Assessment provided for the lesson but inadequately measures the outcomes	The assessment does not measure outcome(s)
InTASC/ATS 2 TESS 1&2 edTPA 1-7, 14	Outcome and content of lesson should be relevant to students' ongoing learning, real-world application, and individual backgrounds	Explicit rationale as to purpose of the outcome and tasks listed within the lesson are linked to student backgrounds, ongoing learning, and/or real-world application	Some rationale as to purpose of the outcome and tasks listed within the lesson are linked to student backgrounds, ongoing learning, and/or real-world application	Broad rationale as to purpose of the outcome and tasks listed within the lesson are linked to student backgrounds, ongoing learning, and/or real-world application	Rational given does not link lesson outcomes or tasks to students' ongoing learning, real-world application, or student backgrounds
InTASC/ATS 1 TESS 1&3 edTPA 2-5, 14	Lesson has appropriate accommodations and modifications for supplemental learning	Plans match student needs and interests in meeting lesson objectives	Plans clearly relate to identified outcomes	Plans loosely relate to identified outcomes	Plans do not relate to identified outcomes
InTASC/ATS 7 TESS 1 edTPA 1-3, 15	Provides a variety of methods/tasks/strategies to ensure all student needs are met	Specific activities that differentiate the content, process, product, and/or learning environment using best practices	Specific activities that differentiate the content, process, product, or learning environment	General activities that differentiate the content, process, product, or learning environment	Superficial or little attempt to differentiate

*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>;
<http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>;
<https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>;
<https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>;
<https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>;
<https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>;
<https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>;
<https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>

DETAILS ABOUT TASKS 1- 3 for ELEMENTARY and for MLED are at the end – ELED begins page 24; MLED begins page 31

- Select one assessment from your learning segment you will use to evaluate your students' developing knowledge and skills. It should be an assessment that is completed by the whole class featured in the learning segment. The assessment should reflect the work of individuals, not groups. The assessment should provide opportunities for students to demonstrate conceptual understanding, procedural fluency, AND mathematical reasoning or problem solving skills.
- Define and submit the evaluation criteria you will use to analyze student learning related to the mathematical understandings described above.
- Collect and analyze student work from the selected assessment to identify quantitative and qualitative patterns of learning within and across learners in the class. You may submit text files, scanned student work, video or audio files.
- Select 3 student work samples that represent the patterns of learning you identified in your assessment analysis. These students will be your focus students for this task. At least one of the focus students must have specific learning needs (IEP, 504, ELL, identified underperformers or strugglers, and/or a gifted learner needing greater support or a challenge).
- Document the feedback you gave to each of the 3 focus students on the work sample itself, or as an audio clip or video clip. You must submit evidence of the actual feedback provided to each focus student, and not a description of the feedback.
- Include and submit the chosen assessment, including the directions/prompts provided to students. Attach the assessment.

Commentary that should accompany your assessment submission:

- Identify the specific learning objectives measured by the assessment you chose for analysis.
- Provide a graphic (table or chart) OR narrative that summarizes student learning for your whole class.
- Use evidence found in the 3 student work samples and the whole class summary to analyze the patterns of learning for the whole class and differences for groups or individual learners relative to conceptual understanding, procedural fluency, AND mathematical reasoning or problem solving skills.
- Explain how feedback provided to the 3 focus students addresses their individual strengths and needs relative to the learning objectives measured.
- Describe how you will support each focus student to understand and use this feedback to further their learning related to learning objectives, either within the learning segment or at a later time.
- Based on your analysis of student learning, describe next steps for instruction to impact students learning for the whole class, and for the 3 focus students and other individuals/groups with specific needs.
- Explain how these next steps follow from your analysis of student learning. Support your explanation with principles from research and/or theory.

Suggested total page length: 10 pages

ALL MAT Interns complete Tasks 4 – 6 regardless of placement.

Classroom-Parent Involvement Project (Task 4)

It is the responsibility of teachers to provide opportunities for families to understand both the instructional program and their child's progress. Teachers establish relationships with families by communicating to them about the instructional program, conferring with them about individual students, and inviting them to be part of the educational process itself. A teacher's effort to communicate with families conveys the teacher's essential caring, valued by families of students of all ages.

(InTASC and CAEP Standards: Standard #10 and Standard #5a.: Teacher candidates use a variety of communication strategies to interact with learners, families, and colleagues, which heighten and promote shared learning for each child.)

Indicators include:

- Frequent and culturally appropriate information sent home regarding the instructional program and student progress
- Two-way communication between the teacher and families
- Frequent opportunities for families to engage in the learning process

Together with your clinical supervisor, develop a multifaceted plan to connect the classroom and the parents.

This plan should include variations of:

- Information about classroom instruction (content to be studied, activities that will accompany learning in the classroom, etc.)
- Information about classroom activities (programs or events that will take place in the classroom, such as mystery readers or authors day, etc.)
- Information about opportunities at school (such as reminder about the next PTO meetings, Spring Fling or Field Day events, etc.)
- Can be to one parent specifically, to a group of parents, or to all the classroom parents

A minimum of 6 examples of communication (no more than 2 of the same tool)

Screenshots, pictures, copies, PDFs, etc.

Some sources/technology tools that can be used for this could be but not limited to:

- DoJo
 - Schoolway
 - Class Facebook Page
 - Class Website
 - Remind 101
 - Bloomz
 - SeeSaw
 - Google Classroom
 - Class Newsletters
 - Weekly quizzes sent home for parents to sign
 - Monthly progress reports sent home
 - Parent/Teacher Contact Log with pertinent information
 - Documented strategies for parent outreach
 - Parent surveys
 - Parent/Teacher conference student evaluation information

Task Four Rubric

Rating indicator	Target (3)	Acceptable (2)	Unacceptable (1)	Score
<p>Classroom Parent Involvement Project</p> <p>Inform about Instruction</p> <p><i>Domain 4c: Communicating with Families (Danielson, TESS)</i></p> <p><i>Standard 10: Leadership and Collaboration (InTASC)</i></p>	Teacher candidate regularly makes information about the instructional program available.	Teacher candidate sometimes makes information about the instructional program available.	Little or no information regarding the instructional program is available to parents.	
Two way communication	Teacher candidate regularly sends home information about student progress.	Teacher candidate sometimes sends home information about student progress.	Families are unaware of their children's progress.	
Communication Activities	Teacher candidate develops quality and novel activities designed to engage families successfully and appropriately in their children's learning.	Teacher candidate develops activities designed to engage families successfully and appropriately in their children's learning.	Family engagement activities are lacking.	
Professional Dispositions	All of the teacher candidate's communications are appropriate to families' cultural norms.	Most of the teacher candidate's communications are appropriate to families' cultural norms.	Communication from the teacher candidate is culturally inappropriate.	
Professional Responsibilities	Regular documentation of parent communication provided (6 or more).	Some documentation of parent communication provided (4 to 5).	No evidence provided indicating communication to parents.	

Domain score= ____/15

School—Community Involvement Project (Task 5)

It is expected that teacher candidates work collaboratively with colleagues, clinical supervisors, school leaders, and community members to ensure learner growth, foster partnerships, and advance the profession. It is important for teachers to engage in practices to learn the culture of the school and community, and this can be accomplished by attending school and community events.

During your capstone internship, you must participate in at least two (2) school-community events.

These can relate to the following areas:

- *Partnerships and Collaborative Programs (PC)*: A school-community partnership is a mutually supportive relationship between a community organization and a school or school district in which the partners commit themselves to specific goals and activities intended to benefit students. Example: YMCA provides tutoring services after school twice a week in consultation with classroom teachers.
- *Volunteer Programs (VP)*: Volunteer programs are formal programs that place community volunteers in the school. Community members may volunteer to help with school activities or events or work in the classroom to aid the teacher with instruction. Example: Volunteers plant flowers around the school each spring and take care of the flowers over the summer months.
- *Presentations (PR)*: Presentations are classroom or school-related events where someone from the community presents information about the community or the organization to students that the school would not be able to provide. The presentation may be invited by the school or initiated by the community representatives. Example: Members of the Rotary Club make a presentation about opportunities for student exchanges abroad.
- *Service Learning (SL)*: Service learning combines community service with a structured school-based opportunity for reflection about that service, emphasizing the connections between service experiences and academic learning. Example: Students deliver groceries to the homes of elderly persons.
- *Resource Sharing (RS)*: Resource sharing involves resources and services provided by community organizations that cannot be provided by the school or school district. Physical resources (space or equipment) and services (social, health, or educational) owned or funded by the community organizations are provided to school personnel and/or students. Example: The Lion's Club sponsors vision testing for students.
- *Advocacy Groups (AG)*: Advocacy groups often push for school participation in certain causes. Example: Students are recruited to pick up trash along a highway.

Provide a written commentary and visual support for each event that systematically describes how the collaboration with the community event ensures ongoing and sustained family experiences for all levels of student learning.

Task Five Rubric

Rating indicator	Target (3)	Acceptable (2)	Unacceptable (1)	Score
<p>School-Community Involvement Project</p>	<p>The teacher candidate participates in school- <i>and or</i> district-wide activities <i>and/or</i> community projects. <u><i>Evidence of participation in two events, plus:</i></u> The teacher candidate plays a lead role in an event or project that positively impacts the school district <i>and/or</i> community.</p>	<p>The teacher candidate participates in school- <i>and or</i> district-wide activities <i>and/or</i> community projects. <i>Evidence of participation in two events.</i></p>	<p><u>No</u> evidence of teacher candidate involvement in school- <i>and/or</i> district-wide activities <i>and/or</i> community projects.</p>	

Domain score= _____/3

Reflective Analysis of Professional Growth (Task 6)

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (INTASC 9)

Instructions:

Reflect on your teaching and yourself as a learner. Answer the questions below using anecdotal references when appropriate.

1. What did you learn about your students and the extent to which each of the learning objectives were met? (provide anecdotal references) What type of feedback did your students give to you concerning your teaching or the unit taught? What do you think were the greatest barriers for your students in achieving the learning objectives?
2. What best practices did you use to promote motivation and engagement in your instruction (cite a learning theorist)? What best practices did you use to promote appropriate behavior and community in your classroom (cite a classroom management theorist)?
3. How did your learning objectives, instruction, and assessment data align?
4. What activities were successful (cite two)? What activities needed strengthening or modification (cite two)? Why were these activities successful or unsuccessful? What would you do differently the next time you teach this unit?
5. Reflect on your teaching. What would help you improve the teaching of the objectives in this unit of instruction? What was your most significant learning insight from teaching?
6. What professional goals do you have planned for the future? Cite workshops or classes that you plan to take – be specific. (i.e. Dyslexia Intervention, Reading Certification, etc.)

Suggested total page length for Reflective Analysis of Professional Growth: 4 pages

See next page for rubric.

Task Six Rubric

Rating indicator	Target (3)	Acceptable (2)	Unacceptable (1)	Score
Interpretation of Student Learning	Uses evidence to support conclusions drawn in analysis of student learning; explores multiple hypotheses for why some students or subgroups did not meet specific learning goals; provides anecdotal references from students; includes discussion in regard to student feedback in regard to the unit taught or teaching; describes barriers confronted during instruction.	Provides evidence but no reasons or hypotheses to support conclusions drawn in analysis of student learning; some anecdotal references included; some references to student feedback in regard to the unit taught or teaching; limited barriers identified.	No evidence or reasons provided to support conclusions drawn in analysis of student learning; no anecdotal references included; no student feedback in regard to the unit taught or teaching; no barriers identified.	
Insights on Best Practice	Provides ideas for designing instruction and for promoting appropriate behavior and community (cites learning theorist and classroom management theorist); explains why these modifications would improve student learning.	Provides ideas for redesigning instruction but offers no rationale for why these changes would improve student learning; provides ideas for promoting appropriate behavior and community but offers no rationale for why these changes would improve student learning.	Provides no ideas or inappropriate ideas for redesigning instruction or for addressing inappropriate behavior.	

Domain Score= _____/6

ELEMENTARY MAT TASKS 1 – 3 Literacy or Math

Planning for Instruction and Assessment—Elementary Literacy (Task 1)

Instructions:

- Select one focus class for this assessment. Your plans should describe instruction for that group.
- Provide context information—essential information about your students, your classroom, and your school.
- Identify a learning to segment to plan, teach, and analyze. Review the curriculum with your cooperating teacher and select a learning segment of 3-5 consecutive lessons.
- Identify a central focus for the learning segment. The central focus should include:
 - An essential literacy strategy for comprehending text OR composing text AND
 - The related skills needed to develop and apply the strategy in meaningful contexts.
- Determine the content standards and objectives for student learning that the essential literacy strategy and related skills will address.
- Write a lesson plan for each lesson in the learning segment.
- Your lesson plans must include the following information:
 - State adopted student academic content standards that are the target of the student learning
 - Learning objectives associated with the content standards.
 - Formal and informal assessments used to monitor student learning, including types of assessment and what is being assessed.
 - Instructional strategies and learning tasks (including what you and the students will be doing) that support diverse students' needs.
 - Instructional resources and materials used to engage students in learning.
- Submit original lesson plans.
- Select and submit key instructional materials.
- Submit copies of all written assessments and/or directions for any oral or performance assessments.
- Provide citations for the source of all materials that you did not create.

Commentary that should accompany your learning segment:

- Explain how your plans build on each other to help students make connections between the essential literacy strategy to comprehend OR compose text and related skills that support the use of the strategy in meaningful contexts.
- Describe what you know about your students with respect to the central focus of the learning segment.
 - Prior academic learning and prerequisite skills related to the central focus—cite specific evidence of what students know, what they can do, and what they are still learning to do.
 - Personal, cultural, and community assets related to the central focus—what do you know about your students' everyday experiences, cultural and language backgrounds and practices, and interests?
 - Justify how your understanding of your students' prior academic learning and personal, cultural, and community assets guided your choice or adaptation of learning tasks and materials. Be explicit about the connections between the learning tasks and students' prior academic learning, their assets, and research/theory.
 - Describe and justify why your instructional strategies and planned supports are appropriate for the whole class, individuals, and/or groups of students with specific learning needs.
- Describe how your planned formal and informal assessments will provide direct evidence that students can use the essential literacy strategy to comprehend OR compose text AND related skills throughout the learning segment.

- Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their learning.

Suggested total page length: 9 pages

Planning for Instruction and Assessment—Elementary Math (Task 1)

Instructions:

- Select one focus class for this assessment. Your plans should describe instruction for that group.
- Provide context information—essential information about your students, your classroom, and your school.
- Identify a learning to segment to plan, teach, and analyze. Review the curriculum with your cooperating teacher and select a learning segment of 3-5 consecutive lessons.
- Identify a central focus for the learning segment. The central focus should support students in developing:
 - Conceptual understanding,
 - Procedural fluency, AND
 - Mathematical reasoning or problem solving skills.
- Write a lesson plan for each lesson in the learning segment.
- Your lesson plans must include the following information:
 - State adopted student academic content standards that are the target of the student learning
 - Learning objectives associated with the content standards.
 - Formal and informal assessments used to monitor student learning, including types of assessment and what is being assessed.
 - Instructional strategies and learning tasks (including what you and the students will be doing) that support diverse students' needs.
 - Instructional resources and materials used to engage students in learning.
- Submit original lesson plans.
- Select and submit key instructional materials.
- Submit copies of all written assessments and/or directions for any oral or performance assessments.
- Provide citations for the source of all materials that you did not create.

Commentary that should accompany your learning segment:

- Explain how your plans build on each other to help students make connections between concepts, computations/procedures, AND mathematical reasoning or problem solving strategies to build understanding of mathematics.
- Describe what you know about your students with respect to the central focus of the learning segment.
 - Prior academic learning and prerequisite skills related to the central focus—cite specific evidence of what students know, what they can do, and what they are still learning to do.
 - Personal, cultural, and community assets related to the central focus—what do you know about your students' everyday experiences, cultural and language backgrounds and practices, and interests?
 - Justify how your understanding of your students' prior academic learning and personal, cultural, and community assets guided your choice or adaptation of learning tasks and materials. Be explicit about the connections between the learning tasks and students' prior academic learning, their assets, their mathematical dispositions, and research/theory.
 - Describe and justify why your instructional strategies and planned supports are appropriate for the whole class, individuals, and/or groups of students with specific learning needs.

- Describe how your planned formal and informal assessments will provide direct evidence of students' conceptual understanding, computational/procedural fluency, AND mathematical reasoning or problem solving skills throughout the learning segment.
- Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their learning.

Suggested total page length: 9 pages

Instructing and Engaging Students in Learning—Elementary Literacy (Task 2)

Instructions:

- Examine your plans for the learning segment and identify challenging learning tasks in which you and students are actively engaged. The video clip you select for submission should provide a sample of how you interact with students to develop an essential literacy strategy and related skills.
- Identify the lesson plan you will video-record.
- Provide a video clip (no more than 20 minutes in length and no less than 5 minutes) that demonstrates how you interact with students in a positive literacy environment to develop an essential literacy strategy and related skills. The clip can come from any lesson in the learning segment. The clip should show how you actively engage students while modeling the essential literacy strategy OR how you support students to practice and apply the essential literacy strategy to comprehend or compose text in meaningful contexts.
- You can feature the whole class or a targeted group of students (a minimum of 4 students) within the class.

Commentary that should accompany your video clip:

- Refer to examples from the video clip.
 - Explain how your instruction engaged students in developing an essential literacy strategy and related skills.
 - Describe how your instruction linked students' prior academic learning and personal, cultural, and community assets with new learning.
- Explain how you modeled the essential literacy strategy OR supported students as they practiced or applied the strategy to comprehend OR compose text in a meaningful context.
- Refer to examples from the video clip.
 - What changes would you make to your instruction—for the whole class and/or for students who need greater support or challenge—to better support student learning of the central focus?
 - Why do you think these changes would improve student learning? Support your explanation with evidence of student learning AND principles from theory and/or research.

Suggested total page length: 6 pages

Instructing and Engaging Students in Learning—Elementary Math (Task 2)

- Examine your plans for the learning segment and identify challenging learning tasks in which you and students are actively engaged. The video clip you select for submission should provide a sample of how you interact with students to develop an essential literacy strategy and related skills.
- Identify the lesson plan you will video-record.
- Provide a video clip (no more than 20 minutes in length and no less than 5 minutes) that demonstrates how you engage students in developing understanding of mathematical concepts. The clip can come from any lesson in the learning segment. You can feature the whole class or a targeted group of students (a minimum of 4 students) within the class.

Commentary that should accompany your video clip:

- Refer to examples from the video clip.

- Explain how your instruction engaged students in developing understanding of mathematical concepts.
- Describe how your instruction linked students' prior academic learning and personal, cultural, and community assets with new learning.
- Explain how you used representations (manipulatives, models, tools, diagrams, charts) to support students' understanding and use of mathematical concepts.
- Refer to examples from the video clip.
 - What changes would you make to your instruction—for the whole class and/or for students who need greater support or challenge—to better support student learning of the central focus?
 - Why do you think these changes would improve student learning? Support your explanation with evidence of student learning AND principles from theory and/or research.

Suggested total page length: 6 pages

Assessing Student Learning—Elementary Literacy (Task 3)

Instructions:

- Select one assessment from your learning segment you will use to evaluate your students' developing knowledge and skills. It should be an assessment that is completed by the whole class featured in the learning segment. The assessment should reflect the work of individuals, not groups. The assessment should provide opportunities for students to demonstrate the essential literacy strategy and related skills.
- Define and submit the evaluation criteria you will use to analyze student learning related to the literacy understandings described above.
- Collect and analyze student work from the selected assessment to identify quantitative and qualitative patterns of learning within and across learners in the class. You may submit text files, scanned student work, video or audio files.
- Select 3 student work samples that represent the patterns of learning you identified in your assessment analysis. These students will be your focus students for this task. At least one of the focus students must have specific learning needs (IEP, 504, ELL, identified underperformers or strugglers, and/or a gifted learner needing greater support or a challenge).
- Document the feedback you gave to each of the 3 focus students on the work sample itself, or as an audio clip or video clip. You must submit evidence of the actual feedback provided to each focus student, and not a description of the feedback.
- Include and submit the chosen assessment, including the directions/prompts provided to students. Attach the assessment.

Commentary that should accompany your assessment submission:

- Identify the specific learning objectives measured by the assessment you chose for analysis.
- Provide a graphic (table or chart) OR narrative that summarizes student learning for your whole class.
- Use evidence found in the 3 student work samples and the whole class summary to analyze the patterns of learning for the whole class and differences for groups or individual learners relative to the essential literacy strategy and related skills.
- Explain how feedback provided to the 3 focus students addresses their individual strengths and needs relative to the learning objectives measured.
- Describe how you will support each focus student to understand and use this feedback to further their learning related to learning objectives, either within the learning segment or at a later time.
- Based on your analysis of student learning, describe next steps for instruction to impact students learning for the whole class, and for the 3 focus students and other individuals/groups with specific needs.
- Explain how these next steps follow from your analysis of student learning. Support your explanation with principles from research and/or theory.

Suggested total page length: 10 pages

Assessing Student Learning—Elementary Math (Task 3)

Instructions:

- Select one assessment from your learning segment you will use to evaluate your students' developing knowledge and skills. It should be an assessment that is completed by the whole class featured in the

learning segment. The assessment should reflect the work of individuals, not groups. The assessment should provide opportunities for students to demonstrate conceptual understanding, procedural fluency, AND mathematical reasoning or problem solving skills.

- Define and submit the evaluation criteria you will use to analyze student learning related to the mathematical understandings described above.
- Collect and analyze student work from the selected assessment to identify quantitative and qualitative patterns of learning within and across learners in the class. You may submit text files, scanned student work, video or audio files.
- Select 3 student work samples that represent the patterns of learning you identified in your assessment analysis. These students will be your focus students for this task. At least one of the focus students must have specific learning needs (IEP, 504, ELL, identified underperformers or strugglers, and/or a gifted learner needing greater support or a challenge).
- Document the feedback you gave to each of the 3 focus students on the work sample itself, or as an audio clip or video clip. You must submit evidence of the actual feedback provided to each focus student, and not a description of the feedback.
- Include and submit the chosen assessment, including the directions/prompts provided to students. Attach the assessment.

Commentary that should accompany your assessment submission:

- Identify the specific learning objectives measured by the assessment you chose for analysis.
- Provide a graphic (table or chart) OR narrative that summarizes student learning for your whole class.
- Use evidence found in the 3 student work samples and the whole class summary to analyze the patterns of learning for the whole class and differences for groups or individual learners relative to conceptual understanding, procedural fluency, AND mathematical reasoning or problem solving skills.
- Explain how feedback provided to the 3 focus students addresses their individual strengths and needs relative to the learning objectives measured.
- Describe how you will support each focus student to understand and use this feedback to further their learning related to learning objectives, either within the learning segment or at a later time.
- Based on your analysis of student learning, describe next steps for instruction to impact students learning for the whole class, and for the 3 focus students and other individuals/groups with specific needs.
- Explain how these next steps follow from your analysis of student learning. Support your explanation with principles from research and/or theory.

Suggested total page length: 10 pages

BEGIN MIDDLE LEVEL TASKS 1-3

Planning for Instruction and Assessment (Task 1)

Instructions:

- Select one focus class for this assessment. Your plans should describe instruction for that group.
- Provide context information—essential information about your students, your classroom, and your school.
- Identify a learning to segment to plan, teach, and analyze. Review the curriculum with your cooperating teacher and select a learning segment of 3-5 consecutive lessons.
- Identify a central focus for the learning segment. The central focus should include:
 - **Language Arts:** The central focus should support young adolescent learners to (1) use textual references to construct meaning from, interpret, or respond to complex text (2) create a written product that interprets or responds to a text and (3) make interdisciplinary connections.
 - **Math:** The central focus should support young adolescent learners to develop conceptual understanding, procedural fluency, **AND** mathematical reasoning and/or problem-solving skills, as well as interdisciplinary connections.
 - **Science:** The central focus should support young adolescent learners to (1) use scientific concepts and apply scientific practices through inquiry to develop evidence-based explanations for a real-world phenomenon **OR** predictions based on patterns in evidence and/or data, and (2) make interdisciplinary connections.
 - **Social Studies:** The central focus should support young adolescent learners in learning and using facts, concepts, and inquiry, interpretation, or analysis skills to build arguments or conclusions about historical events, a topic/theme, or a social studies phenomenon as well as to make interdisciplinary connections.
- Identify and plan to support language demands. Select a key language function from your learning objectives. Choose a learning task that provides opportunities for students to practice using that language function. Identify additional language demands associated with that task. Plan targeted supports that address the identified language demands, including the language function.
- Determine the content standards and objectives for student learning that the essential strategy and related skills will address.
- Write a lesson plan for each lesson in the learning segment.
- Your lesson plans must include the following information:
 - State adopted student academic content standards that are the target of the student learning
 - Learning objectives associated with the content standards.
 - Formal and informal assessments used to monitor student learning, including types of assessment and what is being assessed.
 - Instructional strategies and learning tasks (including what you and the students will be doing) that support diverse students' needs.
 - Instructional resources and materials used to engage students in learning.
- Submit original lesson plans.
- Select and submit key instructional materials.
- Submit copies of all written assessments and/or directions for any oral or performance assessments.
- Provide citations for the source of all materials that you did not create.

Commentary that should accompany your learning segment:

- Explain how your plans build on each other to help students make connections:
 - **Language Arts:** The central focus should support young adolescent learners to (1) use textual references to construct meaning from, interpret, or respond to complex text (2) create a written product that interprets or responds to a text and (3) make interdisciplinary connections.

- **Math:** The central focus should support young adolescent learners to develop conceptual understanding, procedural fluency, **AND** mathematical reasoning and/or problem- solving skills, as well as interdisciplinary connections.
- **Science:** The central focus should support young adolescent learners to (1) use scientific concepts and apply scientific practices through inquiry to develop evidence-based explanations for a real-world phenomenon **OR** predictions based on patterns in evidence and/or data, and (2) make interdisciplinary connections.
- **Social Studies:** The central focus should support young adolescent learners in learning and using facts, concepts, and inquiry, interpretation, or analysis skills to build arguments or conclusions about historical events, a topic/theme, or a social studies phenomenon as well as to make interdisciplinary connections.
- Describe what you know about your students with respect to the central focus of the learning segment.
 - Prior academic learning and prerequisite skills related to the central focus—cite specific evidence of what students know, what they can do, and what they are still learning to do.
 - Personal, cultural, and community assets related to the central focus—what do you know about your students’ everyday experiences, cultural and language backgrounds and practices, and interests?
 - Young adolescent developmental assets related to the central focus—What do you know about your students’ cognitive, physical, and social and emotional development?
 - **Math:** Mathematical dispositions—What do you know about the extent to which your students:
 - perceive mathematics as “sensible, useful, and worthwhile”²
 - persist in applying mathematics to solve problems
 - believe in their own ability to learn mathematics
 - Justify how your understanding of your students’ prior academic learning and personal, cultural, and community assets guided your choice or adaptation of learning tasks and materials. Be explicit about the connections between the learning tasks and students’ prior academic learning, their assets, and research/theory.
 - Justify how your understanding of your students’ personal, cultural, community, and developmental assets guided your choice or adaptation of learning tasks and materials. Be explicit about the connections between the learning tasks and students’ assets and research/theory.
 - Describe and justify why your instructional strategies and planned supports are appropriate for the whole class, individuals, and/or groups of students with specific learning needs.
 - Describe key misconceptions within your central focus and how you will address them.
- Supporting Content Development Through Language
 - Language Function. Using information about your students’ language assets and needs, identify one language function essential for your young adolescents to construct meaning from, respond to, or interpret text. Listed below are some sample language functions. You may choose one of these or another more appropriate for your learning segment.
 - **Language Arts:** Analyze, Argue, Describe, Evaluate, Explain, Interpret, Justify, Synthesize
 - **Math:** Compare/Contrast, Describe, Explain, Justify, Prove
 - **Science:** Analyze, Explain, Interpret, Justify with evidence, Predict
 - **History:** Analyze, Compare/Contrast, Construct, Describe, Evaluate, Examine, Identify, Interpret, Justify, Locate

- Identify a key learning task from your plans that provides young adolescents with opportunities to practice using the language function identified above. Identify the lesson in which the learning task occurs. (Give lesson/day number.)
- Additional Language Demands. Given the language function and learning task identified above, describe the following associated language demands (written or oral) young adolescents need to understand and/or use:
 - Vocabulary and/or symbols
 - Plus at least one of the following:
 - Syntax
 - Discourse
 - **Mathematics:**
 - Mathematical precision (e.g., using clear definitions, labeling axes, specifying units of measure, stating meaning of symbols), appropriate to your students' mathematical and language development³
- Language Supports. Refer to your lesson plans and instructional materials as needed in your response to the prompt.
 - Identify and describe the planned instructional supports (during and/or prior to the learning task) to help students understand, develop, and use the identified language demands (language function, vocabulary, discourse, or syntax).
- Describe how your planned formal and informal assessments will provide direct evidence that students can:
 - **Language Arts:** Including a written product, will provide direct evidence of young adolescents' abilities to construct meaning from, interpret, **OR** respond to a complex text **throughout** the learning segment. Explain how the design or adaptation of your planned assessments allows young adolescents with specific needs to demonstrate their learning.
 - **Math:** Provide direct evidence of young adolescents' conceptual understanding, procedural fluency, **AND** mathematical reasoning and/or problem-solving skills **throughout** the learning segment.
 - **Science:** Describe how your planned formal and informal assessments will provide direct evidence of young adolescents' understanding of science concepts, the real-world phenomenon, **AND** the application of scientific practices through inquiry **throughout** the learning segment.
 - **Social Studies:** Provide direct evidence of how young adolescents learn and use facts, concepts, and inquiry, interpretation, or analysis skills to build and support arguments or conclusions about historical events, a topic/theme, or a social studies phenomenon **throughout** the learning segment. Explain how the design or adaptation of your planned assessments allows young adolescents with specific needs to demonstrate their learning.
- Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their learning.

Suggested total page length: 9 pages

Contextual Information and Task One Rubric

Rating indicator	Target (3)	Acceptable (2)	Unacceptable (1)	Score
Student Description	Gives detailed descriptions of the students and addresses three or more aspects.	Gives adequate description of students and addresses three aspects.	Gives vague or no description of the students.	
Classroom Environment	Gives detailed descriptions of the classroom and addresses three or more aspects.	Gives adequate description classroom and addresses three aspects.	Gives vague description of the classroom or only addresses one aspect.	
Students on IEP, RTI, or G/T program	Detailed description of students; rationale given if no students are identified.	General description of students.	No evidence in identifying students.	
Subgroups	All subgroups identified with detailed explanation of choice.	Two or three subgroups identified with general explanation of choice.	No evidence in identifying student subgroups.	
Prior Knowledge/Skill Level	Evidence that the teacher recognizes and uses specific knowledge of students' skills and prior learning that may affect learning, and makes decisions to use different modalities for all learners.	Evidence that the teacher recognizes and uses a general knowledge of students' skills and prior learning that may affect learning.	Evidence of using prior knowledge and skills is not present or decisions exhibit a monocular perspective (i.e. teaching one way to all).	
All objectives and goals	Clearly stated; measurable; developmentally appropriate; aligned with national and/or state and/or district standards.	Somewhat clearly stated; one or more areas not clearly stated or completed; measurable; developmentally appropriate; aligned with national and/or state and/or district standards.	Not clearly stated; not measurable; not developmentally appropriate; not aligned with national and/or state and/or district standards	
Instructional design	Design shows progressively sequenced activities; detailed discussion of alignment of activities to instruction, detailed modifications	Design shows progressively sequenced activities; discussion evident of alignment of activities to instruction, some modifications	Discussion on alignment of activities to instruction, and/or no modifications presented	
Learning Strategies	Multiple instructional strategies utilizing multiple types/levels of learning are	A variety of instructional strategies are incorporated throughout the unit;	Only 1 or 2 strategies are incorporated throughout the unit and/or the strategies	

	incorporated throughout the unit; application of multiple intelligences and learning styles is evident; most strategies actively involve students in critical thinking, problem solving, or authentic performance tasks.	strategies reflect a variety of types/levels of learning but most are of the more common/traditional type; some strategies actively involve students in critical thinking, problem solving, or authentic performance.	reflect only the more common/ traditional types/levels of learning (i.e. relies mostly on direct instruction, visual, verbal-linguistic, paper-pencil)	
Best practice	Discusses best practices used throughout the unit design; refers to specific best practice instructional strategies; provides for grouping (assigned and self-selected); provides rationale if no grouping is used	Discusses some use of best practices used but does not refer to specific best practice instructional strategies; provides for assigned grouping but not self-selected grouping	No discussion of best practice; no grouping evident; provides no rationale concerning lack of student grouping	
Technology; instructional resources	Technology is integrated throughout instruction and makes a meaningful contribution to learning or an instructionally sound rationale is given for the exclusion of technology; describes two or more outside resources used as well as the teacher's manual	Technology is used without due regard to learning outcomes (used as an add-on to fulfill the requirements); used teacher's manual and one outside resource	Instructional design does not include technology or a rationale for the exclusion of technology; relies only on teacher's manual for resources	
Modifications/ Accommodations	Describes specific adaptations/ accommodations for specific students and sub-groups based on pre-assessment results or adequately defends the choice to not make adaptations	Describes general adaptations/ accommodations based on pre-assessment results but does not link specific results to specific adaptations	No adaptations/ accommodations made based on pre-assessment, formative assessment results or teacher does not adequately defend their choice to not make adaptations/ accommodations (i.e. teacher treats class as "one size fits all")	

Instructing and Engaging Students in Learning (Task 2)

Instructions:

- Examine your plans for the learning segment and identify challenging learning tasks in which you and students are actively engaged. The video clips you select for submission should provide a sample of how you:
 - **Language Arts:** interact with students to support their learning.
 - **Math:** interact with young adolescents to support them to develop conceptual understanding, procedural fluency, **AND** mathematical reasoning and/or problem-solving skills.
 - **Science:** interact with young adolescents to analyze evidence and/or data they have collected or selected from a scientific inquiry **AND** use their analysis to construct and critique explanations of or predictions about a real-world phenomenon.
 - **Social Studies:** develop young adolescents' abilities to use sources, form interpretations or analyses, and to build and support arguments or conclusions.
- Identify the lessons to videorecord.
- **Provide 2 video clips (each no more than 10 minutes, but not less than 3 minutes combined)**
 - **Language Arts:** Demonstrate how you interact with young adolescents in a positive learning environment to develop their ability to construct meaning from, interpret, or respond to a complex text.
 - The first clip should demonstrate how you engage students in constructing meaning from, interpreting, or responding to a complex feature of a text, for example, historical context, figurative language, dense informational text, and/or visual imagery in a film.
 - The second clip should show interactions between you and at least 3 students during a discussion of the text to support and/or monitor their abilities to interpret the text.
 - **Math:** Demonstrate how you interact with young adolescents in a positive learning environment to develop
 - conceptual understanding,
 - procedural fluency, **AND**
 - mathematical reasoning and/or problem-solving skills.
 - **Science:** Demonstrate how you interact with students in a positive learning environment to develop their understanding of how to use evidence and/or data and science concepts to construct and critique explanations of or predictions about a real-world phenomenon.
 - The first clip should illustrate how you actively engaged students in organizing and analyzing evidence and/or data from a scientific inquiry. Students should be examining the evidence and/or data to look for patterns to evaluate findings.
 - The second clip should illustrate how you facilitated your students' use of scientific evidence and/or data **AND** concepts to construct and critique
 - evidence-based explanations of a phenomenon or
 - reasonable predictions of outcomes based on patterns in evidence and/or data.
 - **Social Studies:** Demonstrate how you interact with young adolescents in a positive learning environment to develop their ability to construct meaning from, interpret, or respond to a complex text.
 - The first clip should illustrate how you engage young adolescent learners in tasks that develop their skills of inquiry, interpretation, or analysis of history social studies sources or accounts to build and support arguments or conclusions.
 - The second clip should focus on how you supported young adolescents in using evidence from sources to form interpretations or analyses and to build and support

arguments or conclusions about historical events, a topic/theme, or a social studies phenomenon.

- You can feature the whole class or a targeted group of students (a minimum of 4 students) within the class.

Commentary that should accompany your video clip:

- Refer to examples from the video clip.
- Which lesson or lessons are shown in the video clips? Identify the lesson(s) by lesson plan number.
 - Promoting a Positive Learning Environment
 - Refer to scenes in the video clips where you provided a positive learning environment.
 - a. How did you demonstrate mutual respect for, rapport with, and responsiveness to young adolescents with varied needs (academic and developmental) and backgrounds, and challenge young adolescents to engage in learning?
 - Engaging Students in Learning
 - Refer to examples from the video clips in your responses to the prompts.
 - **Language Arts:**
 - a. Explain how your instruction engaged young adolescents in constructing meaning from, interpreting, or responding to a complex text.
 - b. Describe how your instruction linked young adolescents' prior academic learning and personal, cultural, community, or developmental assets with new learning.
 - **Math:**
 - a. Explain how your instruction engaged young adolescents in developing
 - conceptual understanding
 - procedural fluency
 - mathematical reasoning and/or problem-solving skills
 - b. Describe how your instruction linked young adolescents' prior academic learning and personal, cultural, community, or developmental assets with new learning.
 - **Science:**
 - a. What was the process by which young adolescents selected or collected evidence and/or data to support evidence-based explanations of or predictions about the real-world phenomenon being investigated?
 - b. Explain how you engaged young adolescents' during a scientific inquiry in
 - using evidence and/or data and science concepts to construct **explanations of or predictions about a real-world phenomenon** and
 - critiquing explanations **OR** predictions of peers.
 - c. Describe how your instruction linked young adolescents' prior academic learning and personal, cultural, community, or developmental assets with new learning.
 - **Social Studies:**
 - a. Explain how your instruction engaged young adolescents in

- developing the skills of inquiry, interpretation, or analysis in relation to sources or accounts of historical events or a social studies phenomenon
 - building and supporting arguments or conclusions
 - b. Describe how your instruction linked young adolescents' prior academic learning and personal, cultural, community, or developmental assets with new learning.
- Deepening Student Learning during Instruction
 - Refer to examples from the clips in your explanations.
 - **Language Arts:**
 - a. Explain how you elicited and built on student responses to promote thinking and develop students' abilities to construct meaning from, interpret, **OR** respond to a complex text.
 - b. Explain how you supported students in using textual references (or, if a film, visual references or dialogue) to check or justify their constructions of meaning from or interpretations of or responses to complex text.
 - **Math**
 - a. Explain how you **elicited and built on student responses** to promote thinking and develop
 - conceptual understanding,
 - procedural fluency, **AND**
 - mathematical reasoning and/or problem-solving skills.
 - b. Explain how you used representations to support young adolescents' understanding and use of mathematical concepts and procedures.
 - **Science:**
 - a. Explain how you **elicited and built on student responses** to promote thinking and develop understandings of science concepts, scientific practices through inquiry, **AND/OR** the phenomenon being investigated.
 - b. Explain how your instruction supported young adolescents in using science concepts, quality of evidence and/or data (e.g., accurate measurement or recording of data, inconsistent results), and scientific practices while they are analyzing evidence and/or data during a scientific inquiry.
 - **Social Studies:**
 - a. Explain how you **elicited and built on student responses** that supported young adolescents' ability to form inquiries, interpretations, or analyses of history/social studies sources or accounts **AND** build and support arguments or conclusions.
 - b. Describe and cite examples from the video clips of how you supported young adolescents in using evidence from one or more sources to support interpretations or analyses and arguments or conclusions about historical events or a social studies phenomenon.
- Analyzing Teaching
 - Refer to examples from the clips in your responses to the prompts.
 - a. What changes would you make to your instruction—for the whole class and/or for students who need greater support or challenge—to

better support young adolescent learning of the central focus (e.g., missed opportunities)?

b. Why do you think these changes would improve student learning? Support your explanation with evidence of young adolescent learning **AND** principles from theory and/or research, including young adolescent development.

Suggested total page length: 6 pages

Task Two Rubric

Rating indicator	Target (3)	Acceptable (2)	Unacceptable (1)	Score
Analysis of learning	Evaluation given for each individual and subgroup identified in contextual and pre-assessment analysis on each objective (provides evidence that it is known "who got what" and "who didn't get what")	Data provided shows evidence of achievement for subgroups, whole-group and for individual students but does not provide evidence on the degree that each met individual objectives	No data provided on the achievement of individual learning objectives or only whole group achievement data provided	
Instructional time	All learning objectives were covered and assessed in the available instructional time frame; rationale given if not accomplished	Most learning objectives were covered and assessed in the available instructional time frame; some rationale given if not accomplished	Learning objectives were not covered within the available instructional time frame; no rationale given for not accomplishing the unit	
Insights on Best Practice	Provides ideas for designing instruction and for promoting appropriate behavior and community (cites learning theorist and classroom management theorist); explains why these modifications would improve student learning	Provides ideas for redesigning instruction but offers no rationale for why these changes would improve student learning; provides ideas for promoting appropriate behavior and community but offers no rationale for why these changes would improve student learning	Provides no ideas or inappropriate ideas for redesigning instruction or for addressing inappropriate behavior	
Reflection on Activities	Discussion shows reflection on activities, how to improve those activities, and how to improve instruction	Discussion shows reflection on activities but no reflection on how to improve instruction	Discussion shows no reflection on successful and unsuccessful activities; no reflection on how to improve instruction.	
Reflection on Teaching	Thoroughly explores ways to improve teaching based on theory or research; significant learning insights discussed	Superficially explores ways to improve teaching; some significant learning insights discussed	No reflection on improvement of teaching; no significant learning insight discussed	

Assessing Student Learning (Task 3)

Instructions:

- Select one assessment from your learning segment you will use to evaluate your students' developing knowledge and skills. It should be an assessment that is completed by the whole class featured in the learning segment.
 - **Language Arts:** The assessment should provide opportunities for young adolescents to demonstrate their ability to
 - comprehend and make meaning from complex text
 - interpret and/or respond to complex text
 - **Math:** The assessment should provide opportunities for young adolescents to demonstrate
 - conceptual understanding
 - procedural fluency
 - mathematical reasoning and/or problem-solving skills
 - **Science:** The assessment should reflect the work of individuals, not groups, but may be individual work from a group task. The assessment should provide opportunities for young adolescents to demonstrate
 - conceptual understanding
 - use of scientific practices during inquiry
 - development of an evidence-based explanation or reasonable prediction about a real-world phenomenon
 - **Social Studies:** The assessment should provide opportunities for students to demonstrate their ability to do the following:
 - understand/use facts and concepts
 - use inquiry, interpretation, or analysis skills
 - build and support arguments or conclusions
- Define and submit the evaluation criteria you will use to analyze student learning related to the content understandings described above.
- Collect and analyze student work from the selected assessment to identify quantitative and qualitative patterns of learning within and across learners in the class. You may submit text files, scanned student work, video or audio files.
- Select 3 student work samples that represent the patterns of learning you identified in your assessment analysis. These students will be your focus students for this task. At least one of the focus students must have specific learning needs (IEP, 504, ELL, identified underperformers or strugglers, and/or a gifted learner needing greater support or a challenge).
- Document the feedback you gave to each of the 3 focus students on the work sample itself, or as an audio clip or video clip. You must submit evidence of the actual feedback provided to each focus student, and not a description of the feedback.
- Include and submit the chosen assessment, including the directions/prompts provided to students. Attach the assessment.
- Provide evidence of young adolescents' understanding and use of the targeted academic language function and other language demands. You may choose evidence from the video clips submitted in Instruction Task 2, an additional video clip of one or more students using language within the learning segment (no more than 5 minutes in length), AND/OR student work samples submitted in Assessment Task 3.

Commentary that should accompany your assessment submission:

- Identify the specific learning objectives measured by the assessment you chose for analysis.
- Provide a graphic (table or chart) OR narrative that summarizes student learning for your whole class.
- Use evidence found in the 3 student work samples and the whole class to analyze the patterns of learning **for the whole class** and differences for groups or individual learners relative to
 - **Language Arts:**
 - constructing meaning from complex text
 - interpreting **OR** responding to complex text
 - **Math:**
 - conceptual understanding,
 - procedural fluency, **AND**
 - mathematical reasoning and/or problem-solving skills.
 - **Science:**
 - conceptual understanding,
 - use of scientific practices during inquiry, **AND**
 - development of an evidence-based explanation or reasonable prediction about a real-world phenomenon.
 - **Social Studies:**
 - facts and concepts
 - inquiry, interpretation, or analysis skills
 - building and supporting arguments or conclusions
- Explain how feedback provided to the 3 focus students addresses their individual strengths and needs relative to the learning objectives measured.
- Describe how you will support each focus student to understand and use this feedback to further their learning related to learning objectives, either within the learning segment or at a later time.
- When responding to the prompt below, use concrete examples from the video clip(s) (using time-stamp references) and/or student work samples as evidence. Evidence from the clip(s) may focus on one or more students.
 - You may provide evidence of students' language use **from ONE, TWO, OR ALL THREE of the following sources:**
 - Use video clips from Instruction Task 2 and provide time-stamp references for evidence of language use.
 - Submit an additional video file named "Language Use" of no more than 5 minutes in length and cite language use (this can be footage of one or more students' language use). Submit the clip in Assessment Task 3, Part B.
 - Use the student work samples analyzed in Assessment Task 3 and cite language use.
 - a. Explain and provide concrete examples for the extent to which your students were able to use or struggled to use the
 - selected language function,
 - vocabulary, and/or symbols, **AND**
 - discourse or syntaxto develop content understandings.
- Based on your analysis of student learning, describe next steps for instruction to impact students learning for the whole class, and for the 3 focus students and other individuals/groups with specific needs.
- Explain how these next steps follow from your analysis of student learning. Support your explanation with principles from research and/or theory.

Suggested total page length: 10 pages

Task Three Rubric

Rating indicator	Target (3)	Acceptable (2)	Unacceptable (1)	Score
Tables— presentation of assessment data	Tables are easily read and interpreted; scores and calculations provided	Tables present but difficult to interpret; scores calculated but not complete	No tables present; no scores or calculations provided	
Alignment of Learning Objectives, Instruction, and Assessment	Discussion clearly displays connections learning objectives, effective instruction, and assessment results are aligned and show complete understanding of conceptual gaps	Discussion displays some sense of alignment but incomplete understanding of conceptual gaps is present	Discussion shows no alignment among objectives, instruction, and assessment results	
Assessment results	Thorough explanation of how the assessment results reflect the degree of learning of the students during the instruction of the unit	Explanation of how the assessment results reflect the degree of learning of the students during the instruction of the unit	No explanation given regarding the assessment results of the degree of learning of the students during the instruction of the unit	
Analysis of learning	Evaluation given for each individual and subgroup identified in contextual and pre-assessment analysis on each objective (provides evidence that it is known "who got what" and "who didn't get what")	Data provided shows evidence of achievement for subgroups, whole-group and for individual students but does not provide evidence on the degree that each met individual objectives	No data provided on the achievement of individual learning objectives or only whole group achievement data provided	
Feedback to students	Feedback given to students through written comments and oral communication; evidence of checking for understanding throughout the instructional design	Feedback given to students in written comments or oral communication form only; some evidence of checking for understanding in instructional design	No feedback given to students; no evidence in instructional design of checking for understanding	
Insights on Best Practice	Provides ideas for designing instruction and for promoting appropriate behavior and community (cites learning theorist and classroom management	Provides ideas for redesigning instruction but offers no rationale for why these changes would improve student learning; provides ideas for	Provides no ideas or inappropriate ideas for redesigning instruction or for addressing inappropriate behavior	

	theorist); explains why these modifications would improve student learning	promoting appropriate behavior and community but offers no rationale for why these changes would improve student learning		
Reflection on Teaching	Thoroughly explores ways to improve teaching based on theory or research; significant learning insights discussed	Superficially explores ways to improve teaching; some significant learning insights discussed	No reflection on improvement of teaching; no significant learning insight discussed	
Professional Development	Presents professional learning goals that clearly emerge from the insights and experiences described in this section; describes plans for meeting these goals through specific professional development, course work, or conferences	Presents professional learning goals which are either vague or not strongly related to the insights and experiences described in this section	Provides no professional learning goals or inappropriate learning goals	