

Pre-Professional Handbook

Fall 2010 – Spring 2011

**M.Ed. in Secondary Education
University of Arkansas at Little Rock**



**COLLEGE OF EDUCATION
LEADERS IN LEARNING**

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This document is an addendum to the College of Education's placement handbook for initial licensure programs.

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Mission Statement of the Secondary Education Program

The mission of the master of secondary education (M.Ed.) combined with initial licensure is to meet the needs of central Arkansas schools for teachers with strong content knowledge who are able to use exemplary teaching practices to help all students learn; to adapt to new technological, cultural and social environments; and to use research, problem solving and reflective thinking to contribute to deliberations about educational policies.

Knowledge Base

The knowledge base of the program was developed through an analysis of the Arkansas Department of Education licensure principles (based on INTASC), the NCTE, NCTM, NSTA, NCBT, NCSS, NSTA and other SPAS such as Music, Art and Foreign Language, The Pathwise Domains (ETS), the Arkansas Curriculum Frameworks Grades 7-12, and our assessment of unique needs of our candidates and of the needs of students in central Arkansas.

UALR Master's of Education combined with Provisional Licensure

In an effort to facilitate the training of teachers and meet the needs of schools during a time of a teacher shortage, UALR, with the cooperation of the Arkansas Department of Education, has developed a procedure for combining a master's of education program with the provisional licensure program. This program allows a person to begin teaching in a shortage area while completing the training program. The program began with an agreement based on the licensure system in effect during the 1990's. This agreement revises the approach in accordance with current nontraditional licensure guidelines.

Eligibility to participate in non-traditional licensure program:

- Candidates will pass Praxis II content exams.
- Candidate is hired in a teaching position by following regular district application procedures.
- Candidates will also make application for the Provisional Licensure program offered by the Arkansas Department of Education at which time they will be eligible for a non-traditional provisional teaching license.
- This non-traditional provisional license allows those M.Ed. candidates to be employed by an Arkansas public school.
- The school must provide a mentor.
- Candidate must submit the mentor's name to Rene' Carson, Licensure Officer for the College of Education.
- To facilitate the process, Rene' Carson will collect and submit the applications along with the evidence collected for UALR admissions to the Arkansas Department of Education.

NOTE: If a candidate chooses to quit his/her teaching position or withdraw from the program or placement assignment, he/she must notify the Graduate Coordinator and Rene' Carson immediately

Act 1310 of 1995

3.08 OTEL: Office of Teacher Education and Licensure

4.00 THE CRIMINAL BACKGROUND CHECK

4.01 Each applicant for an initial license issued by the SBE will submit the following to the Office of Teacher Education and Licensure:(A) Completed application form including program of studies verification (if applicable)

(B) Official transcripts (must bear college seal)

(C) Satisfactory scores of National Teachers Examinations including:

(1) PPST

(2) Test of Professional Knowledge

(3) Specialty area test

(D) Effective July 1, 1996, no application for issuance of a first-time license will be considered without a criminal background check by the Arkansas State Police and the FBI.

4.02 Each applicant shall complete the State Police fingerprint card in the presence of a law enforcement officer and shall have the law enforcement officer sign the fingerprint card and give his/her jurisdiction, the date and his/her badge number.

4.03 Each applicant must sign a release of information (Appendix A), and submit it to the ADE and shall be solely responsible for the payment of any fee associated with the criminal background check to the Arkansas State Police.

4.04 Upon completion of the criminal background check, the Identification Bureau of the Arkansas State Police shall forward all information obtained concerning the applicant in the commission of any Ark. Code Ann.§ 6-17-410(C) to the Legal Office of the ADE.

4.05 The criminal background check conducted by the Arkansas State Police and the FBI shall have been completed no earlier than twelve (12) months prior to the application for an initial license issued by the SBE.

4.06 SBE shall be authorized to issue a six-month, non-renewable letter of provisional eligibility for licensure. This letter of provisional eligibility for licensure shall be issued only to those applicants who meet all other qualifications for licensure by the SBE, and who have submitted the Arkansas State Police background check showing no violations listed in Ark. Code Ann. § 6-17-410(C).

4.07 The letter of provisional eligibility will immediately become invalid upon receipt of information obtained from the criminal background check from the FBI indicating any offense listed in Ark. Code Ann. § 6-17-410 (C).

Retention Requirements

Once admitted, candidates are required to maintain a 3.0 grade point average, with at least a grade of B in all Secondary Education (SCED) courses (this includes all courses associated with the licensure/degree plan). In addition, candidates' professional behavior, content knowledge, and classroom performance will be evaluated throughout the program. Successful completion of the licensure program is not based solely on the number of course credits, but requires demonstration of specified professional knowledge, skills, behaviors and dispositions.

Once the candidate has begun the program, periodic evaluations will assess progress. Failure to progress satisfactorily might result in a candidate being removed from the program. While a candidate may require additional time to meet some performance expectations, the faculty may limit that time and reserves the right to drop a candidate from the licensure program should appropriate progress not be demonstrated.

Initial Teacher Licensure

- Licensure Application - Complete licensure application with Rene' Carson before you graduate.
- Transcripts - Request copies of all transcripts to be sent to Rene' Carson for her to transmit with your license (Get forms from Rene' Carson).
- Test Scores - Request Praxis II scores to be sent to Rene' Carson (be certain that Rene' Carson has Praxis I and GRE results as well).
- Release Form - Complete release form for transcripts and Praxis scores to be sent to the Arkansas State Department of Education.
- Certification File Check - Check certification file with Rene' Carson.

Placements

Teacher candidates will complete 3 placements in classroom settings. Two of the placements are field experiences (SCED 7103 / SCED 7106) and one is the capstone clinical practice, or internship (SCED 7601).

Helpful Hints for a Successful Placement

Placements constitute the laboratory situation that is a part of your teacher preparation. You are borrowing someone else's students to perfect your teaching techniques. Field and internship experiences are structured by the Cooperating Teacher (CT), who is responsible to the school district, the students, and their parents for the students' performance and behavior. The cooperating teacher is also partly responsible to the University and to the teaching profession for your development into a blue-ribbon teacher. You are ready to begin a relationship with the teaching profession that will last from now until you walk out of the classroom for the last time.

You will also be assigned a University Supervisor (US) who will observe your teaching in the classroom setting.

When you arrive at the school, get acquainted with your cooperating teacher and give him or her chance to get to know you. Check to make sure he or she has received a copy of your phone number

and email for emergency contact. You will begin your classroom activity with a period of observation. Do not waste this time.

1. Arrange a meeting with your CT and US within the first two weeks.
2. Become acquainted with principal, counselor, faculty and staff.
3. Read all information in the Orientation Packet provided by the CT.
4. Become familiar with school rules and regulations & learn the layout of the school in case of tornado or fire drills.
5. Watch what your cooperating teacher is doing and how she or he does it to become familiar with the classes' daily routines.
6. Understand and abide by all of your CT's policies and procedures.
7. If you want to use different procedures, you need to discuss them in advance with the cooperating teacher and do them only if the CT agrees.
8. Learn your students' names as quickly as possible. Make a seating chart.
9. Take notes on students' behavior and what the cooperating teacher is doing.
10. Obtain and become familiar with the textbook and ancillary materials provided.
11. Assist teacher in distributing and collecting materials and supplies.
12. Become familiar with the media center and the services offered.
13. Observe other classrooms as approved by cooperating teacher and document observations on provided form. (Form provided in the appendix. Remember to keep these sheets in a binder.)
14. Observe and study the classroom teacher and document observations on provided form.
15. Assist in administering and correcting test papers.
16. Do not bad mouth any students, faculty or cooperating teachers. If there is a problem, discuss it with your University Supervisor.
17. **Complete** Pathwise observations with acceptable scores and upload into Chalk and Wire.

Field Experiences

The pre-professional field experiences SCED 7103 and SCED 7106 consist of thirty hours of observation each and the teaching of two lessons during each field experience. The assigned university supervisor evaluates the lessons. The best observation schedule is three hours a week of the same class for ten weeks. This allows the pre-professional a chance to develop community with the class before teaching the two lessons.

Week 1

First day of observation

After the first day, the pre-professional should contact the university supervisor with the teacher's schedule and set up a meeting between the cooperating teacher and the supervisor to work out the schedule and plans for the semester. **This meeting is essential for everyone to understand expectations.** Begin orientation to the school and the classroom (see checklist of activities).

Weeks 2 – 3

Pre-professional assumes responsibilities as assigned by the teacher such as distributing and collecting materials or assignments, grading papers, assisting with labs, learning students in the class.

Weeks 4 - 10

During this period, the pre-professional will teach two lessons to be observed by the University Supervisor. The observations should occur throughout the six-week period in order to demonstrate growth. Do not wait till the last two weeks to get in all observations. **The pre-professional has the responsibility to coordinate their observations with their cooperating teacher and their University Supervisor.**

Holidays & Breaks: The pre-professional takes vacation days and snow days on the school schedule, **not the university schedule.**

Be sure that you check your UALR e-mail regularly.

Policy Regarding Pre-professional Re-placement

UALR pre-professionals and supervisors are special guests in the public schools. If school personnel request that a pre-professional be removed from a placement, the College of Education will request a second placement unless the pre-professional is removed for a violation of the law or of professional ethics. If the pre-professional is removed a second time, he/she will receive a failing grade for the field placement and will be required to retake the course during the following semester. If a pre-professional is having problems or any concern in the field placement, the procedure to follow is:

1. Talk to your cooperating teacher and university supervisor about your concerns.
2. If a solution is not agreed upon and the problem continues or the pre-professional remains dissatisfied with the field placement, he/she should ask for a concerns conference with the University Supervisor, the Graduate Coordinator and the Field Placement Coordinator.
3. Any student who does not follow the above procedure is subject to removal from the field experience and/or dismissal from the SCED program.
4. Do not wait to discuss any problem or concern you might have. There is no such a thing as a problem too small to discuss. Waiting to deal with a problem or concern or trying to ignore it may cause a “bigger” problem later on.
5. Whatever happens, remember you have a contract with UALR to complete your field placement responsibilities. Under no circumstances should you walk out or quit going to your assignment. Walking out or quitting your assignment without following the correct procedures will subject the student to withdrawal from the pre-professional field placement and possibly dismissal from the program.

Responsibilities of the Pre-Professionals

1. Pre-professionals will abide by all school rules and/or policies concerning teachers.
2. If the pre-professional must be absent, he or she will call the cooperating teacher and the university supervisor before 7:00 AM on the day of the absence. All absences must be made up at the end of the internship.
3. Two lesson plans will be developed according to prescribed methods and will be checked and approved by the cooperating teacher a minimum of three days prior to being taught. The cooperating teacher may suggest revisions. A recommended lesson plan format is included in this handbook. Format for plans may vary depending on the teaching method used, but should be at least as detailed as the model. If a school or district has a required format, the student should use the school or district format.
4. The complete lesson will be given to the supervisor prior to each observation. Write reflections on what worked, why it worked, problems, how you have tried to solve them and concerns in your journal.
5. Pre-professionals will keep a journal that reflects their perceptions and impressions of the classroom experience and their reflections on their teaching experiences. The journal may be in the form of e-mail communications with the supervisor or it may be kept in a notebook. When the pre-professional is teaching, the journal may be in the form of reflections on the daily lesson plans.

6. **Pre-professionals are responsible for maintaining communication with the cooperating teacher and supervisor.** Graduate Pre-professionals will be observed two times during the field placement by a university supervisor. The observations are to be spread out to show growth. It will be necessary for each pre-pro to provide a weekly schedule, which reflects the periods/classes that he/she will be teaching as well as lunch period and planning period to the supervisory team. By mutual agreement, Pre-professionals and supervisors may communicate through faculty boxes and on the Internet if both have access to these means (E-mail).
7. Pre-professionals may participate in faculty meetings and planned staff development days as well as meetings set up by the supervisor. Pre-professionals may also request meetings with the supervisor as need

Internship

SCED 7601

Candidates spend 12 weeks in a classroom setting and teach full time for 6 weeks. A university supervisor will observe 4 teaching lessons during the course of the internship.

Schedule

Day 1

After the first day, the intern should contact the university supervisor with the teacher's schedule and set up a meeting between the cooperating teacher and the supervisor to work out the schedule and plans for the semester. **This meeting is essential for everyone to understand expectations.**

Week 1

Become oriented to the school and the classroom. (See the checklist of activities.)

Week 2 – 3

Intern gradually assumes teaching responsibilities, picking up one class at a time or picking up portions of the class or team teaching.

Weeks 4 - 10

During this period, the intern should have primary responsibility for the teacher's full schedule (a minimum of six weeks). Supervisor will observe four lessons, two announced and two unannounced. The observations should occur throughout the six-week period in order to demonstrate growth. Do not wait till the last two weeks to get in all observations. **The Intern has the responsibility to coordinate their observations with their cooperating teacher and their University Supervisor.**

Weeks 11 – 12

The intern gradually returns classes to the cooperating teacher. Intern may complete teaching duties, may observe other teachers, may complete work on the portfolio, or may complete work related to future employment.

Holidays & Breaks: The intern takes vacation days and snow days on the school schedule, **not the university schedule.**

Be sure that you check your UALR e-mail regularly.

Internship Checklist

- Passed** all Praxis II as specified by your area of certification
- Completed** FBI check form and fingerprinting
- Completed** tuberculosis skin test
- Show proof** of liability insurance. (May be a rider on a homeowners' policy or you may get insurance by joining Student National Education Association.
- 3.0 in all SCED program requirements and completion of twenty-four hours, including curriculum design, instructional methods, and instructional skills along with field placements.
- Reflect on portfolio with advisor and discuss which items need further work.

Completion of Internship

- Completion** of Pathwise observations with acceptable scores uploaded into Chalk and Wire.
- Work Sample**-Completion of teacher work sample demonstrating student learning uploaded into chalk and wire.
- Evaluation** of Cooperating Teacher and University Supervisor in Chalk and Wire

Graduation

- Graduation Application** - Submit graduation application.
- Praxis exams** must be passed and scores sent to UALR before you expect to graduate
- Portfolio Defense** - Schedule **defense of professional portfolio** with your portfolio chair. Make certain your portfolio is in Chalk and Wire and all items are completed and sent, in order to be assessed.
- Commencement**

Licensure

- Licensure Application** - Complete licensure application with René Carson, before you graduate.
- Transcripts** - Request copies of all transcripts. They should be sent to Rene` Carson, for her to submit with your license (Get forms from Rene` Carson).
- Test Scores** - Request Praxis II scores. They should also be sent to Rene` Carson. Please also be certain that Rene` Carson has Praxis I or GRE results.
- Release Form** - Complete release form for transcripts and Praxis scores, so they can be sent to the Arkansas State Department of Education.
- Certification File Check** - Check certification file with René Carson.

SCED 7103/7106/7601 Assessment Report Form

Student _____

School _____ Observer _____

Grade and subject _____ Date _____

Domain A: Planning Score _____

- _____ A1 Becoming familiar with relevant aspects of students' background knowledge and experiences
- _____ A2 Articulating clear learning goals for the lesson that are appropriate to the students.
- _____ A3 Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future.
- _____ A4 Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students.
- _____ A5 Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson.

Domain B: Classroom Management Score _____

- _____ B1 Creating a climate that promotes fairness
- _____ B2 Establishing and maintaining rapport with students
- _____ B3 Communicating challenging learning expectations to student
- _____ B4 Establishing and maintaining consistent standards of classroom behavior
- _____ B5 Making the physical environment as safe and conducive to learning as possible

Domain C: Instruction Score _____

- _____ C1 Making learning goals and instructional procedures clear to students
- _____ C2 Making content comprehensible to students
- _____ C3 Encouraging students to extend their thinking
- _____ C4 Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands
- _____ C5 Using instructional time effectively.
- _____ C6 Communicating effectively.

Domain D: Professionalism Score _____

- _____ D1 Reflecting on the extent to which the learning goals were met
- _____ D2 Demonstrating a sense of efficacy
- _____ D3 Professional behavior
- _____ D4 Relations to parents
- _____ D5 Accepts responsibility and maintains accurate records
- _____ D6 Demonstrates professional ethics

SCED 7601 Assessment Report Form, continued

Strengths and Achievements

Priorities for Improvement

Pathwise Plus Teacher Assessment System

The State of Arkansas Teacher Assessment Program

The Praxis assessments are a series of teacher evaluation examinations designed by the Educational Testing Service and adopted by the Arkansas Department of Education. Arkansas licensure requirements require all teachers to pass the Praxis I and II written examinations and the Praxis III classroom observation examination. The Praxis III examination will be taken during the first years of actual teaching and will require observation by an outside evaluator who will come to the classroom.

UALR's Pathwise Plus instruments are designed to coach candidates on the skills that are required to pass the Praxis III examination. They are based on the domains and criteria of the Praxis III, but are adapted to the conditions of pre-service field and intern placements. They are also used for assessment of field experiences and internship in the secondary education program.

The Praxis Domains and UALR classes and field placements

The Praxis assessment system divides teaching skills into four domains:

- Domain A: Planning (Getting to know the class and lesson planning)
- Domain B: Creating an environment for learning (Classroom management)
- Domain C: Teaching (Instructional skills demonstrated in the classroom)
- Domain D: Professionalism (Skills shown outside the classroom)

More detailed descriptions of the domains can be found in the Pathwise Orientation Guide, available from Educational Testing Service.

UALR courses are coordinated with these domains. The following are the courses and field placements in which each domain is evaluated. The internship supervisor evaluates all domains.

- Domain A: SCED 7202 (methods) and SCED 7201 (curriculum).
- Domain B: SCED 7106 Instructional Skills Practicum.
- Domain C: SCED 7103 Supervised clinical teaching
- Domain D: All field placements and internship.

UALR graduate candidates receive instruction for Domains A and C in SCED 7202 Specialized Instructional Methods and SCED 7201: Curriculum Design. Candidates develop plans and are evaluated on Domain A in those classes. Candidates are evaluated on Domain C in the co-requisite field placements, SCED 7103.

Candidates receive instruction on Domain B in SCED 7206: Instructional Skills and Classroom Management. They are evaluated on performance in SCED 7106: Instructional Skills Practicum.

Scoring Rubric A: Specialized Instructional Methods

Adapted from Pathwise Domain A: Organizing Content Knowledge for Student Knowledge

A1 Becoming familiar with relevant aspects of students background knowledge and experience

1.0	Unable to explain why understanding students background is important	Is unable to describe ways to become familiar with students' background.	Shows no evidence of familiarity with students' background
2.0	Gives some explanation of importance	Describes some ways of becoming familiar with background	Demonstrates some familiarity with background of students
3.0	Provides comprehensive explanation of importance of knowledge of students' background.	Describes several procedures for obtaining information about students' background.	Demonstrates a clear understanding of students' background knowledge and experiences.

A2 Articulating clear learning goals for the lesson that are appropriate to the students

1.0	Does not articulate clear learning goals.	Learning goals are inappropriate for the students
2.0	Articulates clear learning goals.	Goals are appropriate for students
3.0	Articulates clear learning goals	Provides well thought explanation of why goals are appropriate for all students or differentiates goals for groups or individual students.

A3 Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future

1.0	The teacher does not explain how the content of this lesson relates to previous or future lessons or the explanation is illogical or inaccurate
2.0	The teacher accurately explains how the content of this lesson relates to the content of previous or future lessons.
3.0	In addition, the teacher accurately explains how the content of this lesson fits within the structure of the discipline.

A4 Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson.

1.0	Methods, activities and materials are unrelated to goals of the lesson	Methods, activities and materials are not appropriate to the students.
2.0	Methods, activities and materials are aligned with the goals.	Methods, activities and materials are generally appropriate to the students.
3.0	Methods, activities and materials are aligned with goals.	Methods are differentiated for individuals or groups with special needs or teacher demonstrates that methods are appropriate for all students.

A5 Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson.

1.0	The teacher has not provided for evaluation	Evaluation is inappropriate to goals or students
2.0	Teacher has evaluation plan	Plan is appropriate to goals and students
3.0	Meets requirements for 2	Can describe how evaluation will affect future teaching.

Scoring Rubric B: Classroom Management Practicum and Internship

(Adapted from Pathwise)

B1 Creating a climate that promotes fairness

B-1	Teacher treatment of students	Teacher handling of fairness among students
1.0	Unfair to students.	Tolerates obviously unfair behavior among students
2.0	Fair to students	Does not accept obviously unfair behavior among students
3.0	Fair to students	Actively encourages fairness among students

B2 Establishing and maintaining rapport with students

B-2	Establishment of rapport	Appropriateness to students
1.0	No attempt is made	Attempts are inappropriate
2.0	Basic level of rapport is established	Generally appropriate
3.0	Attempts to establish rapport are successful	Appropriate for students' diverse needs and backgrounds

B3 Communicating challenging learning expectations to each student

1.0	Communicates low expectations to class or individuals
2.0	Neutral
3.0	Actively encourages all students to meet challenging expectations

B4 Establishing and maintaining consistent standards of classroom behavior

B-4	Response to behavior	Respect for students
1.0	No attempt to respond to disruptive behavior	Responses do not demonstrate respect
2.0	Appropriate attempts to respond or no disruptive behavior	Attempts to respond demonstrate respect
3.0	Consistent, successful responses to disruptive behavior and minor misbehavior or maintenance of proper behavior established by cooperating teacher	Responses demonstrate respect.

B5 Making the physical environment as safe and conducive to learning as possible

1.0	Unaware of elements in the environment that are unsafe or not conducive to learning, if any.
2.0	Able to describe elements in the environment that are unsafe or not conducive to learning, if any.
3.0	Able to discuss advantages and disadvantages of room arrangement and possible alternatives.

Scoring Rubric C: Supervised Clinical Teaching and Internship Instruction

C1 Making learning goals and instructional procedures clear to students

	Learning goals	Instructional procedures
1.0	Students receive no information or confusing or inaccurate information about goals	Students receive no information, confusing information or inaccurate information about instructional procedures
2.0	Students receive accurate information about the goals of instruction	Teacher provides clear, accurate information; most students seem to understand
3.0	Students seem understand fully the goals of instruction	All students, including those who have trouble initially, succeed in carrying out tasks.

C2 Making content comprehensible to students

	Accuracy of content	Comprehensibility	Lesson structure
1.0	Inaccurate	Presentation of content is inappropriate to culture or age level or unclear.	Structure of lesson confusing or hinders learning
2.0	Accurate	Some of presentation is clear and appropriate	Most of structure is clear
3.0	Content is accurate and teacher shows awareness of structure of the discipline	All of presentation is clear and appropriate to the age level and background knowledge of the students	Lesson is organized to facilitate learning and remembering.

C3 Encouraging students to extend their thinking

1.0	Discourages students from exploring ideas beyond the knowledge or comprehension level.
2.0	Includes application of learning and allows some exploration of divergent thinking.
3.0	Actively encourages students to relate new knowledge to experience and other classes and encourages both learning of new knowledge and skills and higher order thinking.

C5 Using instructional time effectively

	Use of instructional time	Pacing
1.0	Substantial time wasted or spent on activities of little instructional value	Pacing inappropriate
2.0	Most time used on appropriate instructional activities	Pacing appropriate for most students
3.0	Students spend entire period actively engaged in activities of high instructional value.	Pacing appropriate & adaptations for students needing different pacing.

C6 Communicating effectively

1.0	Teacher's spoken language is inaudible, or written or media presentations are illegible or inappropriate media are used	Spoken or written language contains many grammar and syntax errors.
2.0	Teacher's spoken language is appropriate and useful media are used	Spoken and written language generally free of errors
3.0	Teacher effectively uses language, body language, and media to communicate.	Teacher's speaking and writing is effective and error-free.

Scoring Rubric D: Professionalism

D1 reflects on the extent to which the learning goals were met

	Identifying strengths and weaknesses of lesson	Using this experience in the future
1.0	Cannot identify strengths and weakness of lesson	Does not use feedback provided by cooperating teacher or supervisor
2.0	Describe some strengths and weaknesses	Makes some attempt to use information
3.0	Describes strengths and weaknesses of lesson in detail	Actively uses reflection to improve teaching

D2 Assumes responsibility for own learning and student learning

1.0	No attempt. Focuses on blaming students or circumstances beyond the teacher's control.
2.0	Makes minimal attempts to learn and to help students, but has limited repertoire of responses
3.0	Attempts to help and has a large repertoire of possible responses and ideas to suggest.

D3 builds professional relationships with colleagues

1.0	Behaves or dresses in obviously unprofessional and inappropriate manner.
2.0	Attempts to behave and dress in a professional manner
3.0	Behavior and dress are clearly professional

D4 Relates effectively to parents

1.0	Makes comments which show disrespect for parents
2.0	Discusses parents with respect and suggests ways that would appropriate to work with parents in teacher's own classroom.
3.0	Takes advantages of appropriate opportunities to get to know parents and to involve them in student learning.

D5 Accepts responsibilities and maintains accurate records

1.0	Fails to keep records assigned by university or cooperating teacher or records kept are inaccurate or unusable.
2.0	Keeps all required records
3.0	All required records are kept neatly and are filed in an easily accessible form.

D6 demonstrates professional ethics

1.0	Violates ethical standards or shows no commitment or responsibility to the school as a whole and to his or her own professional growth.
2.0	Follows ethical standards, supports and enforces school policies, and participates in professional growth activities.
3.0	Demonstrates professional ethics. Takes as active a role in school improvement activities as is appropriate for placement and actively seeks professional development opportunities.

Overall Domain D score _____

SCED 7103/7106/7601 Assessment Report Form

Student _____

School _____ Observer _____

Grade and subject _____ Date _____

Domain A: Planning Score _____

- _____ A1 Becoming familiar with relevant aspects of students' background knowledge and experiences
- _____ A2 Articulating clear learning goals for the lesson that are appropriate to the students.
- _____ A3 Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future.
- _____ A4 Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students.
- _____ A5 Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson.

Domain B: Classroom Management Score _____

- _____ B1 Creating a climate that promotes fairness
- _____ B2 Establishing and maintaining rapport with students
- _____ B3 Communicating challenging learning expectations to student
- _____ B4 Establishing and maintaining consistent standards of classroom behavior
- _____ B5 Making the physical environment as safe and conducive to learning as possible

Domain C: Instruction Score _____

- _____ C1 Making learning goals and instructional procedures clear to students
- _____ C2 Making content comprehensible to students
- _____ C3 Encouraging students to extend their thinking
- _____ C4 Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands
- _____ C5 Using instructional time effectively.
- _____ C6 Communicating effectively.

Domain D: Professionalism Score _____

- _____ D1 Reflecting on the extent to which the learning goals were met
- _____ D2 Demonstrating a sense of efficacy
- _____ D3 Professional behavior
- _____ D4 Relations to parents
- _____ D5 Accepts responsibility and maintains accurate records
- _____ D6 Demonstrates professional ethics

SCED 7601 Assessment Report Form, continued

Strengths and Achievements

Priorities for Improvement

SCED Graduate Initial or Provisional Program of Study

_____ Hours of deficiencies in prerequisites. Deficiencies may be completed with either graduate or undergraduate hours.

_____ SCED 7202 Specialized Instructional Methods

_____ SCED 7103 Supervised Clinical Teaching

_____ SCED 7306 Instructional Skills and Classroom Management

_____ SCED 7106 Instructional Skills Practicum

_____ SCED 5321: Adolescent Development and Diversity or
EDFN 7330: Human Development.

_____ SCED 7201: Curriculum Design (SCED 7202 prerequisite or co requisite)

_____ SPED 7303 Adolescents with Special Needs

_____ EDFN 7370 Assessment

_____ SCED 7302 Trends and Issues in Secondary Education (SCED 7201 prerequisite)

_____ EDFN 7303: Intro to Research

_____ SCED 7601: Internship (SCED) Prerequisite: must pass Praxis II Content

Electives 6 hours in content, education or technology.

_____ Praxis II examinations passed

_____ Portfolio accepted by committee

Lesson Plan

Name of Intern _____ Date _____

Grade level and Subject _____

Topic _____

Objective(s):

Materials:

Set:

Teaching to the Objective: (Explanation, questioning, response to the learner in terms of the learning, guided activities, and independent activities.)

Closure:

SCEDG Field Information

- Treat this like a continual interview:
 - Business Casual Attire (No Jeans and sweats – unless P.E.)
 - You are a guest in someone’s classroom.
 - You are there to learn from the qualified cooperating teacher and supervisor.
 - Be prepared, be on time (even early) & be professional!
- Professionalism:
 - Does your voicemail reflect your position as a future educator?
 - Does your e-mail reflect the maturity of a future educator?
 - Does your social network page (Facebook, etc...) contain any pictures, language or other material that could be viewed as inappropriate?
- Confidentiality:
 - Do not share student information and only discuss class experiences in a professional manner.
- Professional Liability:
 - Don’t fraternize with students outside of the classroom.
 - You should not be alone with students, at any time. Teachers may not leave you alone in the classroom. There must be a certified educator in the classroom.
- Communicate with your Content Advisor:
 - They provide grades and will most likely supervise your teaching.
- Exchange contact info with your CT, the first day:
 - Includes Phone & E-mail
 - This will be most important, if you must be absent or late one day.
 - Remind CTs to send in their Data Form.
- Expectations:
 - 30 hours of observation.
 - 2 supervised lessons (Field 2 only). You are responsible for setting up these supervised lessons with your Supervisor.
 - Know your school: schedule, administrators, address & phone number.
- Other Reminders:
 - Keep in contact with Rene’ Carson, so that you know your testing and licensing requirements.
 - Finish Chalk and Wire portfolio. (*per course requirement*)
 - Concerns should be addressed immediately, to Ms. Hadden.

Placement Concerns or Questions:

Lara Hadden, Assistant Dean

DKSN 317, lmhadden@ualr.edu or 569-8942