University of Central Arkansas
Department of Elementary, Literacy, and Special Education
ELSE 4318
Elementary Internship I Practicum

Fall 2018
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Practicum Supervisors:  
- Ms. Tracy Coney - Office: 501.852.2821  
tconey@uca.edu  
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K-6 Program Coordinator:  
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Department Chair:  
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Email: blenz1@uca.edu

INTERNSHIP I SUPERVISOR RESPONSIBILITIES

1. Become familiar with interns’ role/responsibilities.
2. Conduct drop-in visits beginning the first week.
3. Schedule initial meeting (through the principals) with the mentor teachers. (Sample agenda is attached)
4. Formally observe each intern in a lesson delivery sometime throughout the semester. (Chalk and Wire Pass-thru needs to be on your Blackboard)
5. Observe, annotate and score one VideoAnt if a follow-up is required.
7. Address any concerns with individual intern’s performance as they may occur. Always be sure to document areas of concerns with as much detail as needed.
   - Professional concerns need to be documented in the ELSE Dispositional Tracking System.
   - If student currently has documentation in the ELSE DTS, then a PIP may/may not be warranted, depending on the concern.
8. Document and score submissions required of Interns. (See Practicum Checklist)
9. Assign the final grade for each assigned intern.
10. Provide feedback and recommendation to the Program Coordinator for Gate 3 approval. (Internship II)
1. Teacher candidates are to report and sign in at the school’s main office every time they enter the building.

2. Punctuality and attendance are of utmost importance. Teacher candidates are expected to arrive promptly in the classroom assigned for practicum and remain on duty for the full time designated during each session of the semester. **If a teacher candidate accrues more than one tardy, one letter grade will be deducted for each additional tardy.** More than 3 tardies will result in failing Internship I Practicum. **“If you’re on time, you’re late. If you’re early, you’re on time.”**

3. In the event that a teacher candidate must be absent, he/she should notify the mentor teacher AND supervisor as early as possible. All absences are to be made up before finals week and make up days must be arranged in advance with the assigned mentor teacher. Absences must be made up in order to complete Internship I Practicum. **Unexcused absences will result in one letter grade reduction for each absence.**

4. Teacher candidates should park their vehicles in the appropriate area. Many schools have specifically designated places for visitor parking. Check with the school’s office concerning this matter.

5. Teacher candidates should dress modestly and professionally. He/she should be neatly groomed at all times. Teacher candidates are also required to wear their UCA picture identification as a badge when on public school campuses. Additionally, have your driver’s license available when initially reporting to your school site for public school documentation.

6. Teacher candidates should abide by all UCA and school personnel policies and rules while visiting the school. Personal business (telephone calls, personal visits, texting, etc.) may not be conducted during field experience hours. Mobile phones may not be used and should be turned off and put away at all times. On your full day for practicum, teacher candidates are not allowed to leave the school campus during lunch. Additionally, tobacco, firearms, knives or weapons of any design are not permitted on public school campuses.

7. Internship I teacher candidates are expected to complete all field assignments given by Internship I instructors and supervisors. Teacher candidates will provide the mentor teacher a copy of the practicum packet upon your first visit. (mentor version copy) As field assignments are clarified by UCA instructors and supervisors, teacher candidates will communicate these requirements to the mentor teacher as early as possible for scheduling and implementation.

8. Teacher candidates must submit to the mentor teacher any lesson documents or plans for candidate-directed activities a week in advance. Lessons and activities may be implemented only when they have been approved and/or modified by the mentor teacher. **Thorough preparation, including securing of materials required for lessons and activities should be completed at least one week in advance. You are required to have one of your course-assigned lessons formally observed by your mentor teacher. Additionally, your practicum supervisor will formally observe one lesson that is NOT a course-assigned lesson.**

9. The first responsibility for the mentor teacher is the well being of the students in his/her classroom. UCA teacher candidates should be aware of the many demands made on the classroom teacher and should collaborate and coordinate with the teacher’s schedule.

10. Candidates must maintain a UCA attendance form that is to be initialed by the mentor teacher or designated personnel at the end of each class visit.

11. Observations made and/or information gained about any public school event/person are to be reflected with anonymity and professionalism. Ethical and legal considerations preclude revealing an individual’s name and/or behaviors and activities observed. When video-recording and/or photographing of lessons is required, candidates are responsible for obtaining signatures on proper release documents. (It is recommended that this be part of your introduction letter to parents which is to be submitted by September 6)

12. Candidates should be cognizant of the fact that they are representatives of the University of Central Arkansas. A teacher candidate’s behavior and attitude should be positive and highly professional at all times.

13. Candidates may be removed from a practicum if it is determined that he/she is adversely affecting the public school setting in any way and/or unable to demonstrate/perform the requirements for Internship I. The removal may be at the request of the school or initiated by University personnel. (i.e. unprofessional or moral conduct, accountability for field assignments and classroom/student responsibilities)
UCA Lesson Plan/Observation Evaluation Form (Mentor Teacher’s Form)

Candidate: ____________________________________  Subject: ______________________________ Internship I Practicum

Grade Level: _____  Date: _______________  Assessor: _____________________________________________________________

Key:  U = Unsatisfactory  B = Basic  P = Proficient  NA = Not Applicable to this Lesson

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<thead>
<tr>
<th>U</th>
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<th>Lesson Observation Evaluation</th>
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<td>Aligned With AR Teacher Excellence and Support System (TESS)</td>
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**Domain 1: Planning and Preparation**

1a  Demonstrating Knowledge of Content and Pedagogy
- ___Content Knowledge  ___Prerequisite relationships  ___Content pedagogy  

1b  Demonstrating Knowledge of Students
- ___Child development  ___Learning process  ___Special needs  ___Student skills, knowledge, and proficiency  
- ___Interests and cultural heritage  

1c  Setting Instructional Outcomes
- ___Value, sequence, and alignment  ___Clarity  ___Balance  ___Suitability for diverse learners  

1d  Demonstrating Knowledge of Resources
- ___For classroom  ___To extend content knowledge  ___For students  

1e  Designing Coherent Instruction
- ___Learning activities  ___Instructional materials and resources  ___Instructional groups  
- ___Lesson and unit structure  

1f  Designing Student Assessments
- ___Congruence with outcomes  ___Criteria and standards  ___Formative assessments  ___Use for planning  

**Domain 2: The Classroom Environment**

2a  Creating an Environment of Respect and Rapport
- ___Teacher interaction with students  ___Student interaction with students  

2b  Establishing a Culture for Learning
- ___Importance of content  ___Expectations for learning and achievement  ___Student pride in work  

2c  Managing Classroom Procedures
- ___Instructional groups  ___Transitions  ___Materials and supplies  ___Non-instructional duties  
- ___Supervision of volunteers and paraprofessionals  

2d  Managing Student Behavior
- ___Expectations  ___Monitoring behavior  ___Response to misbehavior  

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<td>2e Organizing Physical Space</td>
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<td>Safety and accessibility</td>
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<td>Domain 3: Instruction</td>
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<td>3a Communicating With Students</td>
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<td>Expectations for learning</td>
<td>Directions and procedures</td>
<td>Explanations of content</td>
<td>Use of oral and written language</td>
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<td>3b Using Questioning and Discussion Techniques</td>
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<td>Quality of questions</td>
<td>Discussion techniques</td>
<td>Student participation</td>
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<td>3c Engaging Students in Learning</td>
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<td>Activities and assignments</td>
<td>Student groups</td>
<td>Instructional materials and resources</td>
<td>Structure and pacing</td>
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<td>3d Using Assessment in Instruction</td>
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<td>Assessment criteria</td>
<td>Monitoring of student learning</td>
<td>Feedback to students</td>
<td>Student self-assessment and monitoring</td>
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<td>3e Demonstrating Flexibility and Responsiveness</td>
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<td>Lesson adjustment</td>
<td>Response to students</td>
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<td>Domain 4: Professional Responsibilities</td>
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<td>4e Growing and Developing Professionally</td>
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<td>Receptivity to feedback from colleagues</td>
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Overall Comments:
ELSE 4319 Guidance & Behavior Management Strategies -Dr. Stefanie Sorbet

Tier III Teacher (Intern)-Made Progress Tool

Part I-
Have ready and utilizing this tool by the week ____ !! Keep the 7 Questions below in mind, while utilizing this tool!!
(Share PHASE I of your creation with the class by _____. Simply bring to class and receive participation points for completing; no formal presentation.)
Complete an interest inventory for your student. Using the interest inventory as a guide, create a progress tool (chart, gadget, puzzle, color sheet, prop, etc.) to use with your student to help him/her mark progress toward a goal. See photo examples that I provided on Blackboard. To not impede on your academic time, the student can earn reward time at wrap-up/clean up time or on the way back to class (YouTube kid music or video with earbuds, play Simon Says, Google or book of kid- jokes, add a few pieces or coloring sections to a puzzle/color by number matte).
How to Use: Use the progress tool with your student for at least 6-8 different sessions before completing this assignment. Have him/her voice the goal at each session. Intermittently revisit/mention the goal and have them repeat it to you. Ask if the student if he/she is achieving the goal. Can he/she self-assess with your aid? Use your log sheet to chart time on task after introducing the tool, and then your gradual release of it towards your last field visits. The log sheet will also be submitted as part of this assignment.

Part II-
This portion of the assignment is Due to me (written portion & picture to Bb) later in the semester_______.
After 5+ sessions with the tool implemented, answer these 7 questions (use the rubric below to provide adequate responses):

1. What is the Social and Emotional Learning/ CASEL overall component goal or goals, as chosen from the 5 below (no more than 2) & specific goal that is defined within that component, that your student is working toward? Provide an instance when your tool aided in achievement or lack of achievement in that goal with correlation to time on task (refer to your log sheet for data here). Be specific with examples.

Self-awareness: To recognize one’s emotions and thoughts for behaving, with a sense of confidence and optimism.
Self-management: To regulate one’s emotions, thoughts, and behaviors effectively in different situations. Managing stress, controlling impulses, motivating oneself, and working toward personal and academic goals.
Social awareness/Tolerance: To empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports. Non-judgmental.
Relationship skills: Est. and maintain healthy and relationships with others. Communicates clearly, listens actively, cooperates, resisting inappropriate pressures, negotiates conflict, and seeking/offering help when needed.
Responsible decision making: To make constructive and respectful choices about personal behavior and social interactions based on ethics, safety concerns, social norms, the realization of consequences for various actions, and the well-being of self/others.

2. Give an example of an academic content goal for Reading used along with the tool (diagraphs, blends, syllables, etc.) and if any of the goals were met, provide an instance when your tool could have aided in achieving that goal.

3. How did you align your progress tool to your student’s interests?

4. How does your tool communicate progress toward the affective and academic goals in a positive, interactive, descriptive, and engaging way? (For example, if the child was working towards self-
confidence (awareness) and reading closed syllable words, what steps did you and the student take with the tool in order to ensure progress at that moment and as an overall outcome? (“I would tell the student to move the game piece each time...“)

5. How did your student voice (respond) to the positive affirmations when the concrete communication tool was added to verbal reinforcement? Be specific.

6. Describe the overall tool you used with your student to communicate progress toward his/her goals.

7. How well was the student able to articulate the goals while using the tool?

**ELSE 4320 Elementary Reading Methods– Ms. Lisa Herrington**

1. **Literacy Lesson Video**-Teacher candidates will teach a literacy lesson after collaborating with their mentor teacher about possible skills and strategies that need to be taught. * Due: November 16th - 100 pts

2. **Read Alouds**-Teacher candidates will read at least 4 books, fiction or nonfiction, during their field placement. *Due: Last Week of Class - 25 pts

3. **Professional Resources Scavenger Hunt**-Teacher candidates will use the form provided to initiate conversations about how their mentor teacher, and others, use professional texts to make researched-based decisions about classroom instruction. *Due: September 14th - 10 pts (This is figured in as Participation Points)

4. **SeeSaw App**-Teacher candidates will upload pictures, videos, etc. as they see fit. Students must make at least 1 entry per week. Candidates will also share 2 of their favorite things during the semester. *Due: Last Week of Class - 50 pts

*Dates may be adjusted according to the instructor. Assignments may be turned in before the due date.

**ELSE 4331 Data Driven Instructional Planning– Dr. Candice Barnes**

**APPENDIX A:** Upper Division UCA Core Assessments for Critical Inquiry - Data-driven Instruction Project

Throughout the program, candidates will complete certain assignments to satisfy UCA’s core proficiencies, some of which are in upper division courses in the major. Candidates must score an average or above rating on each element of the UCA Core rubric criteria in order to pass that assessment. While the score earned on the initial submission is recorded permanently in the grade book, candidates must resubmit any section on which an unsatisfactory was earned. In other words, though revisions are required, they will not raise the candidate’s grade on the assignment. If the appropriate changes are not made by the time grades are due, an X will be posted until the appropriate revisions are made.

**Course Goal:** Make instructional decisions based on data collected.
Course Objective: Collect data as evidence of students’ performance. Use that data to develop lesson plans and/or units for a small group of students of various exceptionalities, abilities, learning styles, backgrounds, and cultures.

Assignment Description & Instructions:

DDI group, Early or baseline data- & Pre-Assessment

You will work with your mentor teacher to identify a group of 6-10 students. The students should represent diverse learning styles (i.e. struggling, on target and accelerating in a particular area, subject or concept). Your goal is to create a heterogeneous group of students to work with over the semester for this project. Remember the students identified should represent various exceptionalities, learning styles, abilities, backgrounds, and culture.

First, collect early assessment data on each student for later analysis and reflection. The candidate will collect early assessment data from various sources (i.e. existing data, IEP’s, informal or formal assessments, work sampling, standardized scores, observations, etc…). Then, organize that data to present a short biography for each student.

Then, develop a UBD blueprint to determine the pre-assessment measurement to assess student’s knowledge, skills, and abilities to achieve the lesson’s objectives. The pre-assessment is formative and can be observational, a short quiz or a checklist, for example. The purpose is to collect the data for later analysis—comparison to post-assessment data. Candidates can also work with the mentor teacher to evaluate existing students’ work to determine where students are weak and need additional instruction. This step will help determine the objective(s) the lesson(s) should focus on.

Next, based on your UBD blueprint develop a lesson plan for your DDI group or whole group. Pay particular attention to enhancing all developmental areas (i.e. social and emotional, cognitive, and physical). Also, pay attention to modifications, teaching strategies, and writing objectives which meet the individual student’s needs. If you are developing a lesson for the whole group, you must be very specific in your modification for your intervention (DDI) group.

Finally, administer or collect the post-assessment data that allows students to demonstrate their overall learning in a relevant and authentic way. The post-assessment should be the summative assessment aligned to the lesson’s objectives.

Teaching

Teach the lesson and collect post-assessment data on student’s learning and performance. This data will be later compared to the pre-test (assessment) data already collected. The optimal goal is to determine the instructional effectiveness based on the data collected from the pre-and post-assessment data.

Analysis and Reporting
Analyze the data and interpret what the data means. Write an analysis of your data. Use the response questions below to guide your analysis report. Create graphs to visually depict student’s progress and learning. Early assessment data should be included as a part of the analysis. The analysis should also compare the pre- and post-test data. The analysis should be detailed, specific and thorough. Basic statistics (i.e. percentage and mean), should be used to explain results. The length of the analysis is determined by the data collected and analyzed.

Write the report and reflection of what you learned from this experience about data-driven instruction. Again, use the response questions as a guide. The analysis report should be thorough and detailed. The length of the report & reflection is determined by the depth and breadth provided by the candidate.

**Presentation**

Candidates will organize their project into presentation. The presentation will be assessed as a final project.

**Response Questions**

Use the following questions to help ensure you have thoroughly addressed the projects scope and sequence. Use the questions as a guide only. Evaluate your report as you write it to make sure that you have data to address each question. As you write the report, you should follow the outline below to organize the information following APA format.

What did the early assessment data reveal to you about each student’s learning ability or content retention? What did you infer or interpret from the data collected about student’s learning and abilities? What were the data collection sources used for analysis and interpretation? How did this data inform your instruction? How did you determine what strategies to use based on the pre-test data collected? Why did you select those particular strategies for this group of students? What were your findings after comparing your results? How would you evaluate the student’s performance? Overall, what did you learn about differentiated, data-driven instruction?

Use the following outline and template to help organize and format your analysis report. The report should follow APA formatting. Each number should represent a section heading. Each letter or Roman numeral should represent a subheading.

The DDI group

a. Identify who these students are (e.g. backgrounds, culture, likes/dislikes challenges, propensity for learning, exceptionalities, etc.).

b. Explain how students were selected

c. Explain what the early assessment data reveals (include short bios on each student).

**UBD Curriculum and Assessment Plan**
a. Explain how the plan uses pre- and post- assessment data was used effectively in the planning.

2) Data Analysis
a. Discussion of the pre-test data collected (using basic statistics)
b. Discuss of post test data collected (using basic statistics)
c. Discuss what strategies were used as a results of the data collected
d. Discussion of the findings from pre- and post- tests (Include graphs, tables, charts).
e. Interpretation of results and findings.
f. Discuss how this information would be used for future instructional planning.
g. A graph that depicts/compares the pre- and post-assessment data.

3) Reflection
a. Overall what you learned about differentiating instruction based on data
   i. What did you learn about each student’s learning progress and process?
   ii. How did the data inform your instruction? What were the strengths and weakness of your instruction and assessment system? What would you differently?
   iii. What strategies were used and why?
   iv. How would you evaluate the student’s performance based on the results?
   v. Conclusion
     1. Connect to several key points and concepts discussed throughout the course that have enhanced your understanding of data driven instruction.

*This outline is meant to serve as guidance. Use the heading and subheadings to help you determine what your report should include. Students can add as much detail as necessary to explain their findings.*

ELSE 4305 Literacy Assessment & Intervention- Dr. Amy Thompson

FIELD ASSIGNMENT: Literacy Assessment

Due Date: To Be Determined

Part 1:
After obtaining consent from your mentor teacher, student will be expected to conduct level 1 literacy screenings for a minimum of 2 children. The information obtained from the screening will be used to design specific literacy interventions that target the areas of deficit identified in the screening.

Part 2:
After obtaining consent from your mentor teacher, student will be expected to complete a level 2 assessment on a child who is currently receiving an intervention. The assessment used will need to be matched to the area identified as at-risk or an area for which the child is currently receiving intervention. The information obtained will be used to determine is adjustments need to be made in the current treatment plan or if additional, more comprehensive testing is needed.
FIELD ASSIGNMENT #1: Explicit Math Lesson with Student Engagement

Due: November 2  It is strongly recommended that the formal math lesson not be taught until mid to late October in order for you to have informal practice and interactions earlier with the students and math curriculum.

Secure permission to teach this lesson in your mentor teacher’s class or the math teacher’s class, if departmentalized. Your lesson objective will focus on one standard within the Arkansas Common Core for Mathematics. [http://www.arkansased.gov/search?q=Math+Standards](http://www.arkansased.gov/search?q=Math+Standards) Your lesson, therefore, will use that standard as your target when designing and planning for explicit instruction. Your lesson guide for planning may be the given class math curriculum (i.e. Engage NY), but you must ADAPT the given scripted lesson or module to be personalized and differentiated to your students’ background interest and knowledge. Use other resources to support your lesson for adapting.

You will incorporate methods, which address a multi-sensory approach to learning and discovering the mathematic concept. When planning developmentally appropriate math instruction, address Piaget’s “Three Modes of Presentation”:

Imagery: Use of charts, picture cues, diagrams, graphs, models, visual representations, Power Point visuals, etc.

Language: Group/think laboratory of the task, teacher/student discussions in short intervals, think-aloud as you model a skill process, convergent and divergent question strategies, think-pair-shares, literature connections, use of math language, anchor charts, Whole Brain Mirror routines, etc.

Action: Use of 3-D and 2-D manipulatives, other appropriate learning and problem-solving tools, Ipad and Smartboard application, etc.

Also, be mindful of specific accommodations that may need to be incorporated into the instructional/learning phases for the students with a diverse learning need.

Example 1: You may have a student with a physical accommodation (i.e.student with cerebral palsy) who may need his/her manipulatives enlarged to accommodate his/her challenges with fine dexterity and/or other motor movements.

Example 2: Students who have a focus challenge for one reason or another, (i.e. student with ADHD) often benefit from the use of a recording sheet that accompanies the manipulatives that are used to solve a math problem or activity.

You are required to use the ELSE (TESS aligned) lesson plan profile AND reflection profile. (Refer to course Blackboard for lesson plan templates)

BE SPECIFIC/DETAILED ON EACH COMPONENT AND QUESTION RESPONSE. Provide clear descriptions of each component and rationale response. (Refer to the guided format on the department’s website for additional lesson component information)

Your math lesson will be taught using the entire class of students, unless the math teacher uses Math Workshop format, which utilizes small levelized math groups.

You are required to take digital photos of the lesson interactions. Photos should show evidence of your lesson’s delivery, the materials/manipulatives used, and the students’ engagement with math learning tasks. (minimum of five digital colored photos)

Additional evidence of the lesson should also be included consisting of student work samples.
# Field Assignment Checklist

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<th>DATE COMPLETED</th>
<th>FIELD ASSIGNMENT</th>
<th>COURSE</th>
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<td><strong>INTERNSHIP I COURSE-SPECIFIC ASSIGNMENTS</strong></td>
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<td>Math Lesson and Reflection (To be uploaded to ELSE 4316 Blackboard)</td>
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<td>Data-Driven Instruction Project</td>
<td>ELSE 4331 – Barnes</td>
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<td>Literacy Lesson Video</td>
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<td>Read Aloud (at least 4))</td>
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<td>Professional Resources Scavenger Hunt</td>
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<td>See Saw App.</td>
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<td>Tier I Support Assignment (SEL Lesson) (Chalk and Wire Model Assessment)</td>
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<td>Literacy Assessment and Intervention</td>
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<td>Dec. 7 or earlier (Intern arranges lesson observation with mentor of one course assigned lesson)</td>
<td>Formal Lesson Observation Evaluation – By Mentor (Scan and upload mentor’s evaluation of your lesson to Blackboard where designated; pp. 3-4 of practicum packet)</td>
<td></td>
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<tr>
<td>This will be scheduled at the initial supervisor/mentor meeting (additional lesson)</td>
<td>Formal Lesson Observation – by Supervisor (Submissions for class profile/lesson and post reflection will be on Blackboard where designated using the Chalk and Wire Pass-thru)</td>
<td></td>
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</tr>
<tr>
<td>Sept. 6</td>
<td></td>
<td>Parent Letter (To be uploaded in Blackboard and given to mentor teacher)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><strong>PROFESSIONAL DISPOSITION(S) ASSIGNMENTS</strong></td>
<td></td>
</tr>
<tr>
<td>Sept. 14</td>
<td></td>
<td>Professional Growth Plan Contractual Agreement (To be submitted to your assigned faculty team leader via ELSE 4318 Blackboard using the Chalk and Wire Pass-thru)</td>
<td>Barrington/ Harrington/Sorbet/ Barnes/Thompson</td>
</tr>
<tr>
<td>Dec. 3</td>
<td></td>
<td>Professional Growth Plan Reflection (To be submitted to your assigned faculty team leader via ELSE 4318 Blackboard using the Chalk and Wire Pass-thru)</td>
<td></td>
</tr>
</tbody>
</table>
Evaluation for Internship I Practicum (ELSE 4318)

Final Grade for ELSE 4318

The Internship I Summative Performance Report will indicate your overall performance in the assigned Internship I placement. Performances assessed, but not limited to, include the following:

1. Formal Lesson Observations
   - One lesson will be formally observed by the assigned mentor teacher. This will be your course-assigned math (ELSE 4316) or reading lesson. (ELSE 4320) The mentor teacher will use the observation form from pp. 4-5 to record observations. Once the mentor teacher provides you feedback, he/she will give you the form to scan and submit to your supervisor on Blackboard. (120 pts.)
   - One lesson will be formally observed by the assigned practicum supervisor that will be prescheduled in collaboration with your mentor teacher. The lesson observed is one that is developed/created and implemented in coordination with the mentor teacher’s preference. (Uploaded to Chalk and Wire via Blackboard Pass-thru)

   This supervised observed lesson is in addition to field lessons assigned by other block courses. The supervised observed lesson cannot be one of the course-assigned field lessons. You will also complete a class profile in conjunction with the observed lesson. This is part of the lesson documents template. (120 pts.)

   *Each class profile and demographics must reflect the class of students that is being taught during the given lesson observation.*

ELSE Interns must use the ELSE TESS-Aligned Lesson Plan and Reflection templates found on the assigned supervisor’s UCA Blackboard.

<table>
<thead>
<tr>
<th>Practicum Performance Criteria</th>
<th>Level of Performance Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Formal Lesson Observations (2 x 120 pts.)</td>
<td>___ / 120 pts. (Mentor Teacher’s Lesson Observation)</td>
</tr>
<tr>
<td></td>
<td>___ / 120 pts. (Supervisor’s Lesson Observation)</td>
</tr>
<tr>
<td>2. Parent Letter (20 pts.)</td>
<td>___ Unsatisfactory (1-10)</td>
</tr>
<tr>
<td></td>
<td>___ Basic - continued growth needed (11-15)</td>
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<td></td>
<td>___ Performance as expected for this stage (16-20)</td>
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<tr>
<td>3. Field Assignment Implementation and Completion (20 pts.)</td>
<td>___ Unsatisfactory (1-10)</td>
</tr>
<tr>
<td></td>
<td>___ Basic - continued growth needed (11-15)</td>
</tr>
<tr>
<td></td>
<td>___ Performance as expected for this stage (16-20)</td>
</tr>
<tr>
<td>4. Classroom Responsibilities As Determined by Mentor Teacher (20 pts.)</td>
<td>___ Unsatisfactory (1-10)</td>
</tr>
<tr>
<td></td>
<td>___ Basic - continued growth needed (11-15)</td>
</tr>
<tr>
<td></td>
<td>___ Performance as expected for this stage (16-20)</td>
</tr>
</tbody>
</table>
5. **Student Rapport Building - Individual and Whole Group** (20 pts.)

- Unsatisfactory (1-10)
- Basic - continued growth needed (11-15)
- Performance as expected for this stage (16-20)

6. **Professional Demeanor and Accountability - Attendance and Punctuality, Taking Initiative to Assist, Professional Rapport and Respectful Behavior with All School Personnel, etc.** (20 pts.)

- Unsatisfactory (1-10)
- Basic - continued growth needed (11-15)
- Performance as expected for this stage (16-20)

7. **Daily Communication Skills – Oral and Written Communication** (20 pts.)

- Unsatisfactory (1-10)
- Basic - continued growth needed (11-15)
- Performance as expected for this stage (16-20)

---

**Total Points Possible = 360**

Ten points will be deducted for each day any assignment (i.e. parent letter, observed lesson plan, lesson reflection, etc.) is submitted beyond the assigned date.

Additional evidence regarding the intern’s performance and scores for #1 through #7 will be accessed and evaluated based on mentor teacher feedback. (i.e. conferencing, drop-ins, and monthly UCA – Machform surveys)

Departmental Grading Scale:

- 94 - 100 = A
- 84 - 93 = B
- 74 - 83 = C
- below 73 = F (i.e. 339 accumulated pts. = 94%)

*(Scores Recorded on ELSE 4318 Blackboard)*
Hello Ms. Roberts’ class!

My name is Ms. Efurd, and I’m a student from UCA. I will be helping Ms. Roberts this year, and I can’t wait to learn more about you! We will learn so much together! I run track at UCA, and my favorite races are the long ones. I also like to travel and see new things! Reading is one thing that I love to do. One of my favorite authors is Beverly Cleary. I hope you enjoy reading, too!

This year is going to be great, and we will have a blast together!

I can’t wait to continue learning about you!!

Ms. Efurd

---

Cut or tear on the dotted line, and return the bottom half of this letter to Ms. Roberts by September 10.

I am required to videotape myself as I teach a lesson, watch the video, and evaluate my teaching performance and the effectiveness of the lesson. I will also be taking pictures of classroom or school activities for my final internship presentation at UCA. By signing, dating, and returning the form below, you give your permission for your child to be included in the video and/or photographs.

Student’s Printed Name: ____________________________________________

Parent/Guardian Signature: ___________________________ Date:___________
UCA INTERN ATTENDANCE FORM FOR PRACTICUM (ELSE 4318)

Intern_________________________________________ ID#________________

Beginning Time_______ Departure Time___________ School________________

Mentor Teacher________________________________________ GradelLevel________

<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME IN</th>
<th>TIME OUT</th>
<th>TEACHER’S INITIALS</th>
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<tbody>
<tr>
<td>Thu. 8/30</td>
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<tr>
<td>Tue. 9/4</td>
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<td>Thu. 9/6</td>
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<td>Tue. 9/11</td>
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<td>Thu. 9/13</td>
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<td>Thu. 9/27</td>
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<td>Tue. 10/2</td>
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<td>Thu. 10/4</td>
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<td>Thu. 10/11</td>
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<tr>
<td><strong>UCA FALL BREAK</strong></td>
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<td>Tue. 10/16</td>
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<td>Thu. 10/18</td>
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<td>Thu. 10/25</td>
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<td>Tue. 10/30</td>
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<td>Thu. 11/1</td>
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<td>Tue. 11/6</td>
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<td>Thu. 11/8</td>
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<td>Tue. 11/13</td>
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<td>Thu. 11/15</td>
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<tr>
<td><strong>THANKSGIVING WEEK</strong></td>
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<td>Thu. 11/29</td>
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<td>Tue. 12/4</td>
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<tr>
<td>Thu. 12/6</td>
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</tbody>
</table>

Final Signature of Mentor Teacher_____________________________________

_Mentor signature is required before final submission of attendance form._
Professional and Ethical Conduct Policy: Because the standards of the education profession exceed those addressed in other university or college policies, the COE Professional Education Unit has adopted a Professional and Ethical Conduct Policy to address those professional and ethical behaviors. In essence, this policy states that students must adhere to the prescribed professional and ethical standards of the profession for which they are preparing. The policy document provides a definition of professional and ethical misconduct, guidelines for reporting misconduct, and an appeal process.

https://uca.edu/education/studentresources/

Additional Teaching Resources

Teaching Channel
https://www.teachingchannel.org/?national=1

Education World
http://www.educationworld.com/

The New Teacher Project – support for new teachers
http://tntp.org/

Common Core – the main site for the movement
http://www.corestandards.org/

Elementary Education – creating lesson plans, managing classroom behavior, and discovering new teaching methods
https://www.thoughtco.com/elementary-education-4132507
Model Assessment #7: Professionalism Assignment

Description:
The Professionalism assignment for this model assessment is based on the program’s Developing Dispositions for Success program. The Developing Dispositions for Success program is a multi-step process to support the teacher candidate in developing professional dispositions for learning, field and internship placements and post-graduation. The process begins during pre-admission and continues through Internship I. In courses prior to the junior block semester, the teacher candidate is expected to engage in course activities designed to facilitate discourse and reflection on disposition strengths and opportunities for growth. In the junior block semester, the teacher candidate completes an informal professional growth plan based on the results of a self-assessment of dispositional characteristics. He/she participates on a professional development team facilitated by an ELSE faculty member whose role is to support the development of dispositions and assess the teacher candidate’s development and progress. Throughout this process, the faculty member plays a key role in influencing the teacher candidate’s development and application of professional dispositions for success.

In Internship I, the capstone of this professional disposition process is showcased with the Professionalism assignment for this model assessment. The goal of the assignment is to have the teacher candidate discern the personal and professional dispositional strengths and challenges identified earlier and set goals for professional growth that will impact his/her performance in course and field work as a pre-service teacher, and ultimately as a classroom teacher. The teacher candidate is required to develop two professional goals, with one of the goals targeting professional growth in the K-6 classroom, measure their growth over the semester, and reflect on the outcome of those goals at the end of the semester. As with the junior block semester, the teacher candidate is again assigned to a professional growth team with an ELSE faculty leader. The faculty leader assigned to the team is responsible for guiding individual teacher candidates through the professional growth plan process, as well as scoring and providing professional feedback on the candidates’ growth plan and final reflection.

The Professional Disposition Growth Plan and Reflection documents are submitted to the assigned Internship I Professional Development Team leader via the Chalk and Wire Pass-thru on the ELSE 4318 Blackboard.

Student Instructions:

This is an on-going assignment which will require you to engage in self-discovery, assessment and reflection throughout the semester as it reflects your professional dispositions and performance in the following domains:

- Course work and professional engagement (Goal 1)
- Pre-service teaching performance and growth in the K-6 classroom (Goal 2)

1. First, you will complete a self-assessment using the Dispositions Self-Assessment Tool provided to you by your Professional Development Team leader.
2. Review your self-assessment to determine disposition(s) and indicators/characteristics to target in your Professional Disposition Growth Plan.
3. To develop the plan, you will answer the questions provided on the Professional Disposition Growth Plan Template. You will want to be clear and specific as you respond to each question.
4. At the end of the semester, you will reflect on the degree to which you have been successful in meeting your identified target goals this semester and reflect on the overall experience using the Professional Disposition Growth Plan Reflection Template.
Model Assessment #7 Directives for Professional Growth Development

1. Your Professional Growth Plan – Contractual Agreement is due to your team faculty leader by September 14th.

   *Be sure to follow the C&W Pass-thru on Mr. Barrington’s Course Blackboard (ELSE 4316) for submission.
   *You will “submit” the contractual agreement to your team leader listed in the table above for feedback and scoring.

2. Your Professional Growth Reflection is due to your team faculty leader on December 3rd.

   *Be sure to follow the C&W Pass-thru on Mr. Barrington’s Course Blackboard (ELSE 4316) for submission.
   *You will “submit” the document to your team leader for feedback and scoring.

3. Your team leader will notify you regarding team meeting times for the Fall 2018 semester, in which you will discuss your goals and how you are working toward their achievement.

4. You will find the templates for the contractual agreement and reflection, and the self-assessment tool, on Mr. Barrington’s Course Blackboard, also.
INTERN INFORMATION FORM – INTERNSHIP I PRACTICUM – Fall 2018

Please PRINT and complete the following information.

<table>
<thead>
<tr>
<th>Name:</th>
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<tr>
<th>Contact Phone Number:</th>
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<table>
<thead>
<tr>
<th>Name of School Placement:</th>
<th>Mentor Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Have you contacted your mentor teacher to introduce yourself?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Level of Classroom – Circle One:</th>
</tr>
</thead>
<tbody>
<tr>
<td>K 1 2 3 4 5 6</td>
</tr>
</tbody>
</table>

Respond to the following as a pre-service teacher in the K-6 classroom:

1. **Describe/share one strength you consider to possess based on your professional dispositions and your field experience in Junior Block.**

2. **Describe one challenge and/or area for improvement as you consider your performance in Internship I Practicum.**