

University of Central Arkansas
Department of Elementary, Literacy, and Special Education
ELSE 4318
Elementary Internship I Practicum
Spring 2020



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INTERNSHIP I SUPERVISOR RESPONSIBILITIES

1. Become familiar with interns' role/responsibilities.
2. Conduct regular drop-in visits beginning the first week.
3. Schedule initial meeting (through the principals) with the mentor teachers.
4. Assist in orienting interns' to the ELSE Lesson Plan and Reflection templates.
5. Formally observe each intern in one lesson delivery. (Chalk and Wire submission)
6. Provide interns ongoing guidance in developing and implementing a goal for the Professional Growth Plan assignment. (This includes grading the initial plan, providing feedback and suggestions where appropriate, as well as conducting professional goal "check-ins", and grading the professional growth plan analysis at the end of the semester.)
7. Address any concerns or major challenges with individual intern's performance as they may occur.
8. Assign the final grade for each assigned intern.
9. Schedule and conduct individual Internship I professional exit meetings during the week of finals.
10. Provide feedback and formal recommendation to the elementary program coordinator for Gate 3 approval. (Required for entering Internship II)

K-6 TEACHER CANDIDATES ROLE AND RESPONSIBILITIES

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.**
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. Any absence must be documented using the COE Field Absent Form. Link to: https://ucaeducation.co1.qualtrics.com/jfe/form/SV_6f1p9MMsjrIPK9T
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 designated identification 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 practicum 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, controlled substances, 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 the Internship I Practicum attendance form that is to be initialed by the mentor teacher or designated personnel at the end of **each** class visit. Your supervisor will periodically check attendance forms, so have them readily available when requested.
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. (Additionally, you are required to know and adhere to professionalism policies for the College of Education, including policies for social media) 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 to your supervisor by Jan. 17.)
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/unethical conduct, lack of accountability for field assignments and classroom/student responsibilities, excessive tardies and/or absences, etc.)

Lesson Plan/Observation Evaluation Form (Mentor Teacher's Form)

Internship I

Intern:	Mentor:
Grade:	Subject:
	Date:

Key: U = Unsatisfactory E = Emerging P = Proficient

U	E	P	Lesson Observation Evaluation Aligned With AR Teacher Excellence and Support System (TESS)
1	2	3	
			Domain 1: Planning and Preparation
			1a Demonstrating Knowledge of Content and Pedagogy ___Content Knowledge ___Prerequisite relationships ___Content pedagogy LP
			1b Demonstrating Knowledge of Students ___Child development ___Learning process ___Special needs ___Student skills, knowledge, and proficiency ___Interests and cultural heritage CP, LP
			1c Setting Instructional Outcomes ___Value, sequence, and alignment ___Clarity ___Balance ___Suitability for diverse learners LP
			1d Demonstrating Knowledge of Resources ___For classroom ___To extend content knowledge ___For students LP
			1e Designing Coherent Instruction ___Learning activities ___Instructional materials and resources ___Instructional groups ___Lesson and unit structure LP
			1f Designing Student Assessments ___Congruence with outcomes ___Criteria and standards ___Formative assessments ___Use for planning LP
			Domain 2: The Classroom Environment
			2a Creating an Environment of Respect and Rapport ___Teacher interaction with students ___Student interaction with students LO
			2b Establishing a Culture for Learning ___Importance of content ___Expectations for learning and achievement ___Student pride in work LO
			2c Managing Classroom Procedures ___Instructional groups ___Transitions ___Materials and supplies ___Non-instructional duties ___Supervision of volunteers and paraprofessionals LO
			2d Managing Student Behavior ___Expectations ___Monitoring behavior ___Response to misbehavior LO

			<p>2e Organizing Physical Space</p> <p>___Safety and accessibility ___Arrangement of furniture and resources</p> <p style="text-align: right;">LO</p>
			Domain 3: Instruction
			<p>3a Communicating With Students</p> <p>___Expectations for learning ___Directions and procedures ___Explanations of content</p> <p>___Use of oral and written language</p> <p style="text-align: right;">LO</p>
			<p>3b Using Questioning and Discussion Techniques</p> <p>___Quality of questions ___Discussion techniques ___Student participation</p> <p style="text-align: right;">LO</p>
			<p>3c Engaging Students in Learning</p> <p>___Activities and assignments ___Student groups ___Instructional materials and resources</p> <p>___Structure and pacing</p> <p style="text-align: right;">LO</p>
			<p>3d Using Assessment in Instruction</p> <p>___Assessment criteria ___Monitoring of student learning ___Feedback to students</p> <p>___Student self-assessment and monitoring</p> <p style="text-align: right;">LO</p>
			<p>3e Demonstrating Flexibility and Responsiveness</p> <p>___Lesson adjustment ___Response to students</p> <p style="text-align: right;">LO</p>
			Domain 4: Professional Responsibilities
			<p>4e Growing and Developing Professionally</p> <p>___Receptivity to feedback from mentor teacher</p> <p style="text-align: right;">LO</p>

Overall Comments:

ELSE 4319 Guidance & Behavior Management -Dr. Renee Calhoun

(SEL exploration and application activities):

1. Candidates will develop and implement a formal Social Emotional Behavioral Lesson designed to promote appropriate thoughts and behaviors and/or demote inappropriate thoughts and behaviors.
2. Candidates will develop and implement extensions designed to generalize learning beyond the formal lesson.
3. Candidates will assess the impact of the lesson.
4. Candidates will apply reflections about the strengths and weaknesses of the formal lesson and extensions.

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. This must fall in the comprehension, vocabulary, or fluency category. * Due: April 6th - 100 pts
2. Read Alouds-Teacher candidates will read at least 4 texts, fiction or nonfiction, during their field placement. *Due: April 27th - 20 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: February 3rd - 10 pts (This is figured in as Participation Points)
4. Seesaw -Teacher candidates will upload pictures, videos, etc. as they see fit. Candidates will also share 2 of their favorite things during the semester. *Due: April 20th - 40 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

Field-related assignment #1

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 one 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.
 - 2.

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

UCA Core: Critical Inquiry (CI) 2

Field Assignment #2

Formative Assessment Review-50 points

Candidates will work in a group to implement, analyze, evaluate, and present on, a set of formative assessment instruments. Each group will be assigned a set of formative assessment tools from their textbook. The group will decide which group member will use a tool with their students, in their internship placement, and the lesson the tool will be used with for this assignment.

The candidate will then implement the lesson, collect the data using the formative assessment tool they have elected to use, analyze the data collected, evaluate the effectiveness of the tool for the grade and the specific student population. Finally, the group will organize a presentation to share their collective results. The presentation can be in any format the group selects, as long as the presentation can be supported using available technology at UCA. Candidates should use a different lesson than the one selected for the DDI project.

ELSE 4316 Instructional Strategies for Math/Science– Mr. Daniel Barrington

Explicit Math Lesson with Student Engagement

Due: April 8 *It is strongly recommended that the formal math lesson not be taught until you have ample opportunity for informal teaching 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> 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 (e.g. 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, (e.g. student with ADD) 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 leveled 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.

(Refer to assignment rubric)

Model Assessment #7: Professionalism Assignment

Description:

The *Professionalism* assignment for this model assessment is developmental with a foundation being laid with the introduction of the program's Developing Dispositions for Success program. The Developing Dispositions for Success program is a multi-step developmental process to support the teacher candidate in professional dispositions for learning, field and internship placements and post-graduation. The process, therefore, 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 personal and professional 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 professional growth and progress. Throughout this process, the faculty member plays a key role in supporting the teacher candidate's development and application of professional dispositions for success.

In Internship I, this professional process is showcased with the *Professionalism Assignment* for this model assessment. The professionalism assignment provides the teacher candidate a developmental transition with a focus on professional growth as a pre-service teacher in his/her assigned K-6 classroom with a strong emphasis on Standard 5 of the ACEI Elementary Standards. The goal of the assignment is to have the teacher candidate discern the professional dispositional strengths and challenges identified earlier, along with a more targeted concentration on professional development of a teaching skill that will impact the instruction and learning within the K-6 classroom. The teacher candidate is required to develop one professional goal that targets professional growth in the classroom, measure his/her growth over the semester, and analyze and reflect on the outcome of the goal at the end of the semester. The goal developed must address one or more of the 2007 ACEI Elementary Standards. Similar to the junior block semester, the teacher candidate is assigned to a professional growth team leader, who also serves as the teacher candidate's practicum supervisor. The practicum supervisor assigned to the team is responsible for guiding each individual teacher candidate through the professional growth plan process, as well as scoring and providing professional feedback on the candidates' growth plan and final analysis.

The Professional Growth Plan and the Professional Growth Plan Analysis documents are submitted to the assigned Internship I supervisor 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 understanding and demonstration of the ELSE Professional Dispositions, as well as your professional efficacy of the ACEI Elementary Education Standards.

The five ELSE Professional Dispositions (Initiative, Flexibility, Sensitivity, Determination, and Integrity) are considered by the Department of Elementary, Literacy, and Special Education to be critical to the pursuit of excellence in teacher preparation, as well as for transference of dispositional qualities required of the classroom teacher. In discerning and developing the goal of professional development and growth in the assigned K-6 classroom, indicators within the ELSE professional disposition of “Initiative” will be the impetus for the development of your professional growth plan. There may also be, however, additional indicators with the other four dispositions that are relevant to your plan. The main target of the goal, however, will address and support the professional development of a given standard within the ACEI Elementary Education Standards. (2007 version) To view the standards, click hyperlink below:

<http://caepnet.org/~media/Files/caep/program-review/aceielementarystandardssupportingexplana.pdf?la=en>

1. Review the ACEI Elementary Education Standards, which provide the foundation for all K-6 teachers.
2. Reflect on and determine a specific goal that will support the extended development of a specific ACEI Elementary Education Standard.
3. To develop the plan, you will answer the Plan rubric, in order to understand what is required for a clear and comprehensive professional goal and plan.
4. At the end of the semester, you will analyze how successful you were in meeting your professional goal and reflect on the overall experience using the Professional Growth Plan Analysis template. Again, it is critical that you familiarize yourself with the corresponding rubric, in order to understand what is required for clear and comprehensive analysis of your goal.

Model Assessment #7 Submission Directives for Professional Growth Plan Assignment

1. Your Professional Growth Plan –is to be submitted to your Internship I supervisor by January 31.
*Be sure to follow the C&W Pass-thru on Blackboard (ELSE 4318) for submission.
2. Your Professional Growth Plan Analysis is to be submitted to your Internship I supervisor by April 24.
*Be sure to follow the C&W Pass-thru on Blackboard (ELSE 4318) for submission.
3. You will find the templates for the growth plan and analysis on Blackboard (ELSE 4318).

Video Annotated Lesson Assignment

ASSIGNMENT OVERVIEW:

During your internship, you will submit one annotated teaching videos as evidence of your **skill** and **understanding** related to elements of TESS domains 2 and 3. The video should not be associated with an observed lesson. No lesson planning documents are required for a video annotated lesson.

The Video Annotated Lesson has several purposes. First, it provides snapshots of your teaching, allowing you to view yourself at work. These snapshots will provide you with opportunities to analyze your own practice while applying elements of TESS components. Additionally, the assignment will enhance and inform your instruction as you reflect through “annotative dialogue” with your supervisor, using your video as a platform for collaboration and feedback.

VIDEO LENGTH:

The annotated video must be at least 12 minutes and no more than 15 minutes in length. Do not submit or annotate a full length lesson video. This means you must edit your video, keeping the moments you want to feature.

VIDEO SPECIFICATIONS:

When choosing what portions of your full teaching video to keep and annotate, choose moments that clearly demonstrate your skills (words and actions) related to elements from domains 2 and 3. You do not have to address all elements in a component or all components of a domain; however, your video must feature your skills (words and actions) matched to elements of several components from domains 2 and/or 3. Even though lesson planning documents are not required for this assignment, it helps to plan in advance of teaching.

*[Feature = the video clip includes ample evidence of your **skill** (words and actions). The video clip includes you as the lead teacher engaged directly with your Internship I students using words and taking actions that demonstrate your proficiency in the component.]*

As evidence of your **understanding** of the specific elements and components, annotate the video using specified technology. Each annotation must provide specific, thoughtful connections between the evidence (your words and/or actions in the video clip) and 1 or more elements from that TESS component. This means you must be aware of the full meaning of each component you choose, so be sure that you review TESS documentation. Choose from these Domain 2 and 3 components as you plan, film, edit, and annotate your video. **Components are in bold.** *Elements are in italics.* Your purpose is to connect at the element level. Read about each element using the ADE resource. Your supervisor may designate specific components for your video. Consult with your mentor BEFORE planning or video recording.

<p>2a Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> • <i>Teacher interaction with students</i> • <i>Student interaction with students</i> 	<p>3a Communicating with Students</p> <ul style="list-style-type: none"> • <i>Expectations for learning</i> • <i>Directions and procedures</i> • <i>Explanation of content</i> • <i>Use of oral and written language</i>
<p>2b Establishing a Culture for Learning</p> <ul style="list-style-type: none"> • <i>Importance of the content</i> • <i>Expectations for learning and achievement</i> • <i>Student pride in work</i> 	<p>3b Using Questions and Discussion Techniques</p> <ul style="list-style-type: none"> • <i>Quality of questions</i> • <i>Discussion techniques</i> • <i>Student participation</i>
<p>2c Managing Classroom Procedures</p> <ul style="list-style-type: none"> • <i>Instructional groups</i> • <i>Transitions</i> • <i>Materials and supplies</i> • <i>Non-instructional duties</i> 	<p>3c Engaging Students in Learning</p> <ul style="list-style-type: none"> • <i>Activities and assignments</i> • <i>Student groups</i> • <i>Instructional materials and resources</i> • <i>Structure and pacing</i>
<p>2d Managing Student Behavior</p> <ul style="list-style-type: none"> • <i>Expectations</i> • <i>Monitoring Behavior</i> • <i>Response to misbehavior</i> 	<p>3d Using Assessment in Instruction</p> <ul style="list-style-type: none"> • <i>Assessment criteria</i> • <i>Monitoring of student learning</i> • <i>Feedback to students</i> • <i>Student self-assessment and monitoring</i>
<p>2e Organizing Physical Space</p> <ul style="list-style-type: none"> • <i>The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.</i> • <i>Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their</i> 	<p>3e Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> • <i>Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.</i> • <i>Teacher successfully accommodates</i>

<i>learning</i>	<i>students' questions or interests.</i>
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PLANNING YOUR VIDEOS IS ESSENTIAL:

Your placement school requires parent/guardian permission before video/audio recording or photographing students, AND if the school does not already have documentation on file, interns should use the Media Consent Form component attached to your parent letter to acquire such permission. Consult with your mentor teacher concerning necessary steps.

Useful resources for this assignment are located on the Teaching & Learning Center website.
<https://uca.edu/tlc/resources/> Look under Video Resources.

Here is a suggested assignment process for interns and supervisors:

1. Intern creates video, edits, uploads to YouTube, and then annotates through VideoAnt.
2. After entering the supervisor's email as an added user, intern shares URL as a submission on ELSE 4318 Blackboard.
3. Supervisor watches video, reads intern annotations, and adds responses.
3. Supervisor uses the rubric below for scoring and recording in Blackboard.

VIDEO ANNOTATED LESSON ASSIGNMENT RUBRIC: (40 Point Possible)

	Unsatisfactory	Basic	Proficient	Distinguished
Planning, Coordination, Video Length, Quality, and Deadlines	<ul style="list-style-type: none"> • Fails to submit video by deadline and/or video is less than 12 minutes. • Little to no evidence of planning and coordination are evident. • Audio and video quality are flawed and unclear more than half of the time. <p>(0-4)</p>	<ul style="list-style-type: none"> • Fails to submit video by deadline/video is 12 minutes or submits video on time/the video is not 12 minutes. • Some planning and coordination are evident. • Uneven quality. Audio and video quality are clear more than three quarters of the time. <p>(5-7)</p>	<ul style="list-style-type: none"> • Submits video by deadline. Video is 12 minutes or longer than 15 minutes. • Adequate planning and coordination are evident. • Audio and video quality are clear throughout clip. <p>(8-9)</p>	<ul style="list-style-type: none"> • Submits video by deadline. Video is 12 to 15 minutes in length. • Thoughtful planning and coordination are evident. • Audio and video quality are clear throughout clip. <p>(10)</p>
Evidence of	<ul style="list-style-type: none"> • Video clip 	<ul style="list-style-type: none"> • Video clip includes 	<ul style="list-style-type: none"> • Video clip 	<ul style="list-style-type: none"> • Video clip

<p>featured TESS components</p>	<p>includes little evidence (words and actions) of TESS components or makes frequent incorrect connections (for example claiming evidence supporting 2A when it does not). Overall, evidence is very weak and/or inaccurate.</p> <p>(0-4)</p>	<p>evidence (words and actions) of TESS components; however, quality/strength/accuracy is inconsistent. Or there are errors (for example claiming evidence supporting 2A when it does not). Evidence choice is more weak than good or strong.</p> <p>(5-8)</p>	<p>includes good evidence (words and actions) of several specified TESS components. Evidence matches components, but some evidence is not strong or well-chosen, even though most evidence is good.</p> <p>(8-13)</p>	<p>includes consistently strong and accurate evidence (words and actions) of several specified TESS components. All identified evidence is well-chosen.</p> <p>14-15)</p>
<p>Annotations</p>	<ul style="list-style-type: none"> • Video clip annotations lack detail to explain connections. • Annotations provide minimal evidence of reflection (identification of instructional strengths and weaknesses) or sense of efficacy. <p>(0-4)</p>	<ul style="list-style-type: none"> • Video clip annotations provide little detail to link evidence and TESS components. • Overall, annotations are brief and lack thought. • Annotations provide little evidence of reflection with identification of 1 instructional strength or weakness or claim of efficacy. <p>(5-8)</p>	<ul style="list-style-type: none"> • Video clip annotations provide good detail to link evidence and TESS components at the element level • Annotations show some thought and attempt to be thorough. • Overall, annotations provide evidence of reflection with identification of 2 instructional strengths or weakness or claims of efficacy. <p>(8-13)</p>	<ul style="list-style-type: none"> • Video clip annotations provide ample detail to link evidence and TESS components and the element level. • Annotations are consistently thoughtful and/or thorough. • Overall, annotations provide evidence of reflection with identification of 3 instructional strengths or weakness or claims of efficacy. <p>(14-15)</p>

Video Annotation Assignment Tips:

1. Plan ahead. Rather than video recording yourself and hoping that you present clear evidence of specific TESS components, plan a specific activity or teaching segment that you know will give you opportunities to highlight your skills.

2. Review the TESS components, especially all elements. Study domains 2 and 3. Read about the details of each element and add to your plans for the video lesson. Reviewing the TESS components and elements is key. This step will help you plan and help when you annotate. (See TESS Domains 2 and 3 chart of this assignment)

3. Test your equipment. A week before your video teach, set up your equipment and make a test video. Film yourself teaching for about 25 minutes. Make sure you are seen and heard clearly on video. Test your equipment set-up days in advance so you can make alterations as necessary before the actual video day.

4. Shoot your video teach. If you use an iPad or iPhone, be sure the device is held in the horizontal/landscape position.) You might need to ask your mentor to hold your video device. Be sure he/she doesn't cover up the microphone.

5. Review and edit the video. Watch your video and make choices about which sections you want to keep and trim/cut. Look for strong evidence. Edit your video down to 10 to 12 minutes. Add a title and some transitions. How? The TLC website has great video editing resources. (<http://uca.edu/tlc/resources/>) They also offer in person assistance. (Suggestion: practice some editing in advance. Editing took the most time.)

6. Upload the video to YouTube. If you try to upload to YouTube using slow, spotty wireless then expect frustration. Go someplace that has a fast, dependable internet connection.

7. Privacy! It's CRUCIAL that the share settings for your teaching videos on YouTube are set to **Unlisted**. Your videos include images of public school students at your internship site, and you must protect their privacy. It is your responsibility to ensure that your video is always set to Unlisted. Do not set to Private, as this complicates sharing with your supervisor.

8. Annotate your video. Use VideoAnt. It connects clearly with YouTube and is easy to use. You'll need to open a free account.

9. Annotate carefully and thoughtfully. Don't forget the purpose of this assignment: to feature your skill and understanding. The video will feature your skill through your words and actions. It's your thoughtful annotations (based in TESS) that will show your understanding of the components you chose for the video and the corresponding elements. Have your TESS resources close by. Be specific about how the words and actions you take in the video connect/align with the elements of components. I

Teacher Performance Evaluation System – TESS
Domains 2 and 3

DOMAIN 2: CLASSROOM ENVIRONMENT	
Components	Elements
2A. Teacher interaction with students	<p><i>Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.</i></p> <p><i>Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.</i></p>
2B. Importance of the content	<p><i>Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.</i></p> <p><i>Instructional outcomes, activities, and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.</i></p> <p><i>Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers.</i></p>
2C. Management of instructional groups	<p><i>Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity. .</i></p> <p><i>Transitions are seamless, with students assuming responsibilities in ensuring their efficient operation</i></p> <p><i>Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.</i></p> <p><i>Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.</i></p> <p><i>Volunteers and paraprofessionals make a substantive contribution to the classroom environment.</i></p>
2D. Expectations	<p><i>Standards of conduct are clear to all students and appear to have been developed with student participation.</i></p> <p><i>Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.</i></p> <p><i>Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.</i></p>

2E. Organizing Physical Space	<p><i>The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.</i></p> <p><i>Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning.</i></p>
DOMAIN 3: INSTRUCTION	
Components	Elements
3A. Expectations for learning	<p><i>Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests.</i></p> <p><i>Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding.</i></p> <p><i>Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.</i></p> <p><i>Teacher's spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies.</i></p>
3B. Quality of questions	<p><i>Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.</i></p> <p><i>Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.</i></p> <p><i>Students themselves ensure that all voices are heard in the discussion.</i></p>
3C. Activities and assignments	<p><i>All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities & projects to enhance their understanding.</i></p> <p><i>Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups.</i></p> <p><i>Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.</i></p> <p><i>The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.</i></p>
3D. Assessment criteria	<p><i>Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.</i></p> <p><i>Teacher actively and systemically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.</i></p> <p><i>Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.</i></p> <p><i>Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.</i></p>

3E. Demonstrating flexibility and responsiveness	<i>Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.</i> <i>Teacher successfully accommodates students' questions or interests.</i>
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Field Assignment Checklist

DUE DATE	DATE COMPLETED	FIELD ASSIGNMENT	COURSE
COURSE-SPECIFIC ASSIGNMENTS			
<i>Apr. 8</i>		Math Lesson and Reflection	ELSE 4316 – Barrington
		Data-Driven Instruction Project	ELSE 4331 – Barnes
		Formative Assessment/Review	ELSE 4331 – Barnes
<i>Apr. 6</i>		Literacy Lesson Video	ELSE 4320 – Herrington
<i>Apr. 27</i>		Read Aloud (at least 4))	
<i>Feb. 3</i>		Professional Resources Scavenger Hunt	
<i>Apr. 20</i>		See Saw App.	
		Social Emotional Behavioral Lesson and Extensions	ELSE 4319 – Calhoun
PRACTICUM-SPECIFIC SUBMISSIONS			
<i>Apr. 24</i>		Attendance Form (Scan and upload to Blackboard where designated)	ELSE 4318 – Barrington Gallavan Pelot
<i>Apr. 24 or earlier</i> (<i>Intern arranges lesson observation with mentor of one course assigned lesson</i>)		Formal Lesson Observation Evaluation – By Mentor (Scan and upload mentor’s evaluation of your lesson to Blackboard where designated; pp. 4-5 of practicum packet)	
<i>TBS: This will be scheduled at the initial supervisor/mentor meeting. (additional lesson)</i>		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)	
<i>Jan. 17</i>		Parent Letter (To be uploaded to Blackboard after sharing it with the mentor teacher)	
<i>Jan. 31</i>		Professional Growth Plan (To be submitted via ELSE 4318 Blackboard using the Chalk and Wire Pass-thru)	
<i>Apr. 24</i>		Professional Growth Plan Analysis (To be submitted via ELSE 4318 Blackboard using the Chalk and Wire Pass-thru)	
<i>TBS: This will be scheduled at the initial supervisor/mentor meeting.</i>		VideoAnt Assignment (To be submitted on ELSE 4318 Blackboard)	

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 one of your other course-assigned lessons. 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.
- ✓ 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 plan documents template.

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.

	Practicum Performance Criteria	Level of Performance Scoring
1	Formal Lesson Observations (300 pts.)	____ / 100 pts. (Mentor Teacher's Lesson Observation) ____ / 200 pts. (Supervisor's Lesson Observation) Domain A: 100 Domains B,C,D: 100
2	Model Assessment: Professionalism Assignment (200 pts.)	____ / 100 pts. (Professional Growth Plan) ____ / 100 pts. (Professional Growth Plan Analysis)
3	Parent Letter (20 pts.)	____ Unsatisfactory (1-10) ____ Basic - continued growth needed (11-15) ____ Performance as expected for this stage (16-20)
4	VideoAnt Assignment	____ / 40 pts. (Elements of Domain 2 and 2)

**Scoring for #5 through #9 are calculated at the end of the semester based on intern's overall performance.
Additional evidence regarding the intern's performance will be accessed and evaluated based on mentor teacher feedback. (i.e. conferencing, drop-ins, and monthly UCA- surveys)

5	Field Assignment Implementation and Completion (20 pts.)	<input type="checkbox"/> Unsatisfactory (1-10) <input type="checkbox"/> Basic - continued growth needed (11-15) <input type="checkbox"/> Performance as expected for this stage (16-20)
6	Classroom Responsibilities As Determined by Mentor Teacher (20 pts.)	<input type="checkbox"/> Unsatisfactory (1-10) <input type="checkbox"/> Basic - continued growth needed (11-15) <input type="checkbox"/> Performance as expected for this stage (16-20)
7	Student Rapport Building -Individual and Whole Group (20 pts.)	<input type="checkbox"/> Unsatisfactory (1-10) <input type="checkbox"/> Basic - continued growth needed (11-15) <input type="checkbox"/> Performance as expected for this stage (16-20)
8	Professional Demeanor and Accountability- Attendance and Punctuality, Taking Initiative to Assist, Professional Rapport and Respectful Behavior with All School Personnel, etc. (20 pts.)	<input type="checkbox"/> Unsatisfactory (1-10) <input type="checkbox"/> Basic - continued growth needed (11-15) <input type="checkbox"/> Performance as expected for this stage (16-20)
9	Daily Communication Skills – Oral and Written Communication (20 pts.)	<input type="checkbox"/> Unsatisfactory (1-10) <input type="checkbox"/> Basic - continued growth needed (11-15) <input type="checkbox"/> Performance as expected for this stage (16-20)

Total Points Possible = 660

Ten points will be deducted for each day any late assignment or submission (i.e. parent letter, observed lesson plan, lesson reflection, etc.)

Additional evidence regarding the intern's performance will be accessed and evaluated based on mentor teacher feedback. (e.g. conferencing, drop-ins, and monthly UCA- surveys)

Departmental Grading Scale: 94 - 100 = A, 84 - 93 = B, 74 - 83 = C 64 - 73 = D
(A teacher candidate must earn a 74% or higher in order to pass)

Internship I – Score Conversion Scale for:

- 1. Mentor Teacher Lesson Observation**
- 2. Supervised Lesson Observation (Domain 1)**
- 3. Supervised Lesson Observation (Domain 2/3/4)**
- 4. Professional Growth Plan**
- 5. Professional Growth Plan Analysis**

A	B	C	D
2.6 = 94	2.0 = 84	1.5 = 74	1.0 = 64
2.7 = 96	2.1 = 86	1.6 = 76	1.1 = 66
2.8 = 98	2.2 = 88	1.7 = 78	1.2 = 68
2.9 = 99	2.3 = 90	1.8 = 80	1.3 = 70
3.0 = 100	2.4 = 92	1.9 = 83	1.4 = 73
	2.5 = 93		

Hello Ms. Roberts' class!

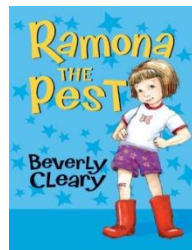
Parent Letter Example



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

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 January 28th.

I am required to video-record 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 photos 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 FIELD ATTENDANCE FORM FOR INTERNSHIP I PRACTICUM (ELSE 4318)

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Intern:	ID#:	
Beginning Time:	Departure Time:	
School:	Mentor Teacher:	Grade Level:

.....

DATE	TIME IN	TIME OUT	TEACHER'S INITIALS
1/16			
1/21			
1/23			
1/28			
1/30			
2/4			
2/6			
2/11			
2/13			
2/18			
2/20			
2/25			
2/27			
3/3			
3/5			
3/10			
3/12			
3/17			
3/19			
3/31			
4/2			
4/7			
4/9			
4/14			
4/16			
4/21			
4/23			

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>



University of Central Arkansas
College of Education
Department of Elementary, Literacy, and Special Education
Teacher Candidate Contractual Agreement for Professional and Ethical Conduct
K-6 Internship I

By my signature below, I certify I have read and understood the Professional and Ethical Conduct Policy for the College of Education. I agree to abide by these policies/requirements and will do my part to maintain positive relationships with all involved parties (university and public school faculty, staff, administration, K-6 students and parents, UCA colleagues) through my professional conduct and work habits and behaviors. I also understand I am accountable for knowing and complying with all Internship I course syllabi, related requirements, class attendance and classroom etiquette policies for successful completion of respective courses. In addition to on-campus course syllabi, I understand the conditions for successful completion of Internship I practicum as outlined in the Internship I Practicum packet. I understand what is required for successful completion of Internship I as part of my K-6 program of study. I agree to keep open channels of communication with everyone involved in my internship experience. I will ask clarification questions or other questions that arise to the correct individual. I understand my professional success as a K-6 intern is The University of Central Arkansas' priority and is largely dependent upon my personal effort and positive attitude.

Teacher Candidate's Name (Print)

Teacher Candidate's Signature

Date

