

UCA

Middle Level Education Internship I Handbook



UNIVERSITY OF
CENTRAL
ARKANSAS™

COLLEGE OF
EDUCATION

MSIT 4311

You will be given a semester-specific handbook and syllabus once enrolled.

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Introduction: Internship I Teacher Candidates

Congratulations on arriving at one of the final semesters of your teacher education program! Your acceptance into this final year of the program attests to your preparation and your attention to your studies. As you complete this semester, you will draw on all you have learned to this point. You will compile evidence to demonstrate your knowledge and skills aligned with the Arkansas Department of Education's Teacher Excellence Support System (TESS) and [A Framework for Teaching](#) by Charlotte Danielson.

In preparation for Internship I, you should carefully read the handbook, course syllabus, and assignment descriptions. These documents contain the expectations you must meet in order to successfully complete Internship I.

Even though you will be placed at an area school for your internship experience, you are expected to follow all UCA and College of Education policies. You must also read and follow all the policies of the school to which you are assigned. Be respectful and behave professionally with students, colleagues, administrators, supervisors, parents/guardians, and community members. You will also be expected to follow the guidelines for use of social media set forth by the Professional Licensure Standards Board of the Arkansas Department of Education. Those guidelines are linked [here](#).

In addition to attending all scheduled days at the assigned school, interns are responsible for several key assignments. Full explanations of the assignments, as well as the rubrics used to assess them, are linked in this handbook. Some assignments will be submitted and assessed in Anthology/Chalk and Wire. In addition to the assignments required during the internship, teacher candidates will complete surveys at the end of the semester to provide feedback on certain aspects of the program. You will be instructed about completing these surveys online at the end of the term.

General Information

Background Checks | A criminal history background and child maltreatment registry check must be completed and approved prior to your Internship I experience. By law, no teacher candidate may begin this field experience without an approved criminal history background and child maltreatment registry check. The [Office of Candidate Services](#) tracks candidate completion of this requirement and works with the programs to verify student completion prior to the start of internship.

Praxis Subject Assessments | [Before or by mid-term of your internship I semester, you must meet the established minimum score\(s\) for the Praxis subject assessment\(s\) in order to be placed for your Internship II semester.](#) For the minimum score to enroll in Internship II, see the "AAP Eligibility Score" column on [this page](#). The list of required subject assessment(s) and study resources for each licensure area is available at ets.org/praxis/arkansas/requirements.

Tips for Successfully Completing Internship

- Adhere to the information provided in orientations.
- Key assessments will be submitted to Chalk & Wire/Anthology for scoring; therefore, you will need an active subscription to Chalk & Wire/Anthology.
- All content coursework must be taken and completed prior to the final clinical semester (Internship II).
- Make your role as a teacher candidate a top priority this semester.
- Internship I will provide you with frequent teaching experiences throughout the semester. Make it your goal to be willing and available to teach as much as possible. All experience is valuable.
- Be responsible and conscientious.
- Consistently demonstrate professional conduct in actions and attire.
- Respect your mentor's experience. Learn all that you can, even if the way your mentor teaches or manages is new or different from what you've experienced.
- Show an interest and initiative in assuming increasing responsibilities.
- Attend school functions and faculty/grade-level meetings as available.
- [Report absences](#) to building administrator, mentor teacher, university supervisor, and Director of Field Experiences in a timely fashion.
- Maintain positive dispositions as outlined in the [UCA COE Disposition Rubric](#) (click "Initial Programs Disposition Rubric.")
- Be aware of and meet all deadlines for required assignments.

Role of Mentor Teacher

- Provide a nurturing environment for the intern teacher to learn and grow.
- Offer advice and feedback to the intern teacher when possible.
- Communicate frequently and candidly with the university supervisor about the intern teacher's performance.
- Work with the university supervisor to determine appropriate goals/plans for the intern teacher's continued development.
- Introduce the intern teacher and include them in the school culture.
- Offer support for the intern teacher in completing assignments and requirements.
- Complete periodic feedback reports on the intern teacher (mid-point and end of semester).
- Allow the intern teacher opportunities to plan, teach, and reflect on teaching.
- Determine appropriate times for the intern teacher to assume more teaching responsibilities.
- Conduct informal observations of the intern teacher and provide appropriate feedback.
- Collaborate with the supervisor to complete the final evaluation.
- Provide other feedback as requested.

Role of University Supervisor

- Meet with the intern and mentor to discuss expectations and assignments.
- Observe the intern twice during the semester and provide written feedback.
- Provide feedback on all intern's assignments in a timely manner.
- Check in with the mentor teacher regularly to support and address concerns.
- Check in with the intern regularly to support and address concerns.

Policies and Procedures

★ Attendance

The internship demands professional behavior, including punctuality and responsible attendance. Of all aspects of your internship, your punctuality and attendance are the most public and noticeable by other professionals beyond your mentor teacher. You are expected to attend all scheduled days at your assigned school. In addition, attend school and community events where your Mentor Teacher is expected. You will not be excused early or allowed to report late because of work schedules or personal business. If an absence cannot be avoided, you will be responsible for making up days at the end of the semester. Your supervisor will advise you on make-up days toward the end of the semester. ***You do not need to report absences due to inclement weather that results in school closing.***

Absences & Tardies

Procedures for Reporting All Absences -

1. You **must** contact your mentor teacher and the school by 7:30 AM the morning of the absence (preferably the day before).
2. You **must** complete the [Internship Absence Form](#) to inform your supervisor.

Beyond documented illness, failure to attend internship days can result in an “X” grade, a grade reduction, or failure of internship. Please be sure that any personal business is scheduled on days other than required internship days. In the case of unique, unexpected, and extreme circumstances, an absence (beyond documented illness) may be excused.

Failure to report absences may result in removal from Internship I.

Tardies are considered unprofessional behavior and are to be documented by the mentor teacher and reported to the university supervisor. A pattern of tardiness will result in conversations with your program coordinator, a documented professional growth plan, and potential grade reduction.

★ Professional Dress

You are expected to follow all school policies and procedures. Make sure you are aware of the dress code required by your building administrators, not necessarily the informal dress code that you may see some teachers following. You are representing UCA, the College of Education, and more importantly, yourself as a young professional, so always put your best foot forward. When in doubt, ask!

★ Code of Ethics

Because the [Arkansas Educator Code of Ethics](#) and 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 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.

★ Grading Policies

You will receive an X grade if any of the required assignments for Internship I are not submitted. Assignments submitted late, incomplete, and/or poor quality will lower the final grade(s) for the internship. Assignments will be evaluated using the rubrics in this handbook or linked through Blackboard.

For the Middle Level Project Internship I key assessment, you must score “2” or above on each component of the scoring rubric in order to pass the assessment.

★ Professionalism Agreement

In addition to all policies and procedures included in the Internship handbook, teacher candidates must agree to the following in order to begin any internship.

- **Teacher candidates must prepare, share, and submit internship assignments and documents according to directions and established deadlines.**
 - This expectation includes all internship-related assignments, all lesson documents (plan, analysis, reflection), lesson handouts, visual/audio presentations, lesson assessments, related textbook page scans, related handout page scans, related website addresses, class seating charts, or acceptable evidence of any other material or resource listed in any lesson document to be used during a lesson presentation.
 - All parts of all assignments and all lesson documents must be effectively completed and submitted/shared with the mentor teacher and supervisor according to directions and schedule.
 - If a candidate has any questions about when an assignment or lesson document is due or how to submit/share, it is the candidate’s responsibility to be resourceful and make use of any written directions/schedules before contacting his/her supervisor for clarification. **(NOTE: Should lesson-related work be late or incomplete, the supervisor may cancel/postpone a scheduled observation.)**
- **Teacher candidates must locate and use available resources related to the effective completion of all internship assignments and documents.**
 - Use this handbook and any additional resources shared by your supervisor, mentor teacher, or program coordinator.
 - In addition, be resourceful and locate additional print or online resources to enhance your understanding or your ability to effectively complete and enrich assignments.
- **Teacher candidates must use all written and oral feedback to make improvements in planning, classroom environment, instruction, reflection, and professionalism.**
 - Your entire teacher preparation has emphasized reflection and professional efficacy – “an educator’s sense of responsibility to contribute to the growth and development of all learners” (UCA College of Education Conceptual Framework).
 - In order to effectively grow as an educator this semester and demonstrate your professional efficacy, it’s vital that you reflect upon and apply all feedback from your mentor and supervisor.
 - If you are unsure of where or how to locate assignment or assessment feedback, contact your university supervisor and ask for assistance.
 - If you are unsure of the meaning or the application for specific feedback, it is your responsibility to ask your mentor and/or supervisor for clarification.
 - **Read this [PDF](#) to learn how to share Google documents fully with UCA faculty**

- **Teacher candidates must consistently exhibit the conventions of standard English grammar, usage, and mechanics as well as the use of language to clearly/effectively convey meaning.**
 - This expectation includes both written and oral use of language and applies to all interactions with students, students' families, and school/university personnel.
- **Teacher candidates must demonstrate a collegial, cooperative, and professional attitude at all times.**
 - Be physically present and prompt each day.
 - Dress professionally according to UCA and school guidelines.
 - Be mentally present each day--focusing on your students' needs, your mentor's expectations of you, and your internship responsibilities.
 - Show initiative. Be resourceful.
 - Listen well.
 - Be mindful of how you present yourself to others through your words and actions.
 - Be proactive in treating students with respect and demonstrating investment in their well-being and learning.
 - Outside of an established planning period, do not expect or request time off during the school day to plan, prepare, or complete internship assignments or lesson documents/materials.
 - Apart from family emergencies, candidates may not leave campus within the scheduled school day (e.g., arriving late or leaving early).
 - Plan and prepare at home and on the weekends.
 - Notify your mentor and supervisor if you will be absent from your internship site for any reason.
 - If an appropriate school authority indicates that your presence in the school or classroom is not in the best interest of the public school students, you can be removed.
 - Additionally, all teacher candidates must adhere to the Code of Ethics for Arkansas Educators.

***Should it become evident to the supervisor that an intern is failing to meet any of the expectations outlined above or any other established Internship I expectation, depending on the severity of the incidence, the supervisor will initiate a process of professional growth that may proceed as below:**

1. **Initial Occurrence:** Timely interaction with intern, supervisor, and mentor teacher. Program faculty and partners will provide documentation regarding dispositional concerns and offer recommendations for improvement.
2. **Second Occurrence:** Timely interaction with intern, mentor, supervisor, and program coordinator (as needed). Program faculty and partners will provide documentation regarding concerns and develop a professional growth plan with expectations for corrective action.
3. **Third Occurrence:** Timely interaction with intern, mentor, supervisor, program coordinator, and department chair (as needed). Program faculty and partners will provide documentation regarding the continued dispositional concerns and communicate to intern corrective actions, which can include removal from placement.

****The UCA College of Education, its associated programs, and its partner institutions reserve the right to revise or accelerate this process based on the severity of the dispositional concerns.***

★ Retention in the Teacher Education Program

Following acceptance to the educator preparation program, a candidate's good standing will be reviewed periodically and possibly revoked by program faculty if

- The candidate fails to exhibit responsible and professional behavior in all classes, field experiences, and interactions with peers and faculty, as observed by the program faculty, mentor teachers, and other school personnel according to the [UCA COE Disposition Rubric](#), which is assessed through the college disposition tracking system.
- The candidate violates the UCA academic integrity policy, the code of ethics for Arkansas educators, or criminal law.
- The candidate earns a grade less than C in any required lower or upper division course in the candidate's major.
- The candidate's UCA GPA falls below 2.70.
- The candidate fails to meet the required course or program prerequisites, especially for field-based teaching methods courses and internship.
- The candidate does not complete an internship satisfactorily.

A formal review by the program faculty will occur before a candidate will be allowed to enroll in Internship II. The outcomes of this review will determine whether the candidate will be permitted to continue in the educator preparation program. The review may result in a professional growth/improvement plan (PGP/PIP) plan rather than dismissal. Decisions to remove a candidate from the educator preparation program will be made by the program faculty and forwarded by the program coordinator to the department chair, the appropriate representative in the Office of Candidate Services, and the Dean of the College of Education.

A candidate may be removed from a field experience when any of the following occurs:

- The appropriate school authority states that the teacher education candidate's presence in the classroom is not in the best interest of the school's students and/or requests that the teacher preparation candidate be removed.
- The joint decision of the appropriate program coordinator and department chair in consultation with the mentor teacher and university supervisor states that the circumstances are such as to prevent the development and/or maintenance of a satisfactory learning environment.
- The candidate exhibits unprofessional/unethical behavior.
- A decision has been reached that the teacher education candidate cannot receive a satisfactory grade in a field experience course.

In the event a teacher candidate is cited, indicted, or arrested for any criminal offense, the Office of Candidate Services (garyb@uca.edu) is to be notified within 24 hours. In the event the offense reasonably impacts the student's fitness to teach, teacher education admission and/or field experiences may be suspended pending final resolution of the judicial process. A plea of guilty, nolo contendere, or a judgment of guilty to a criminal offense during the internship semester will result in the student being dropped from internship with a grade of WF.

★ Placement Decisions

Academic program areas will request field placements (including Internship I and II). Field placement sites are limited, with rare exceptions, to a distance of no more than 60 miles from the UCA campus.

★ Appeals of Admission, Retention, and Placement Decisions

If a candidate wishes to challenge an admission, retention, or placement decision, they may submit a formal appeal related to these policies. All appeals concerning Internship II policies should be submitted no later than five (5) working days after receiving confirmation of the admission, retention, or placement decision. The candidate must first submit a request to reconsider a decision or an exception to the policy in writing to the program's department chair. An appeal must explain the exceptional or extenuating circumstances and other pertinent information not previously available or considered. If the candidate is not satisfied with the decision of the department chair, they may appeal to the Associate Dean of the College of Education. This second level formal appeal must be submitted in writing within ten (10) business days of being notified of the department chair's decision. The COE Associate Dean will respond to the appeal within ten days, and this decision is final.

Efficacy & Reflective Practice

The primary purpose of any internship is growth. *Developing educator efficacy* is the central goal of [UCA's teacher education program](#). Course activities and assessments are designed to facilitate the achievement of this outcome. Let's define both **efficacy** and **reflective practice**.

Efficacy is the belief in one's ability to positively impact the learning of ALL students. Efficacy deteriorates to the degree educators attribute student failure to external factors, such as student background, culture, parents/guardians, socioeconomic status, and the like. **To be efficacious means to take responsibility for students' education and the success/failure of their learning.**

Reflective practice is the process of trying to understand experiences more fully and their applications and implications. A reflective educator is committed to continuous improvement and remains open to examining their practice. ***Efficacy is the reason why we reflect—it represents the educator's ownership of the learning environment and achievement of all learners. If we are taking responsibility for students' learning and achievement, then we are also constantly seeking ways we can improve our practice.***

By posing questions and critically examining classroom contextual factors, the reflective educator identifies ways in which instruction can be improved to promote the achievement of all learners. **Emily Wray's (2011) RISE Model for Self-Evaluation** aligns reflective questions with the levels of Bloom's Taxonomy. These questions can serve as a guide in considering your effectiveness and determining next steps in your practice.



The RISE Model for Self-Evaluation is a tool that structures and facilitates a process of personal introspection.

By addressing a series of stems aligned with Bloom's Taxonomy, students are prompted to use higher order thinking skills to thoughtfully consider their contribution to a course and voice future goals and objectives.

Visit www.RISEModel.com for licensing and implementation information.

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ELEVATE

Raise to a higher degree or purpose in **FUTURE** iterations

EXAMPLE STEMS:

*How will you approach similar situations in the future?
How does this inform your personal and professional goals?*

SUGGEST

Introduce ideas for improvement of **CURRENT** iteration

EXAMPLE STEMS:

*How could you improve your performance or contribution?
What if you had more time?*

INQUIRE

Seek information and provide ideas through questioning

EXAMPLE STEMS:

*What do you need to revisit to master the material?
What resources are available to you?*

REFLECT

Recall, ponder, and articulate

EXAMPLE STEMS:

How did your attitude, logic, and behaviors influence your performance or contribution? What worked? What didn't?

Source:

<http://www.emilywray.com/rise-model>

Every person's reflective process is unique. Some people keep a reflective journal or blog to help them process their experiences. Others prefer to discuss their experiences with a peer or colleague to gain objectivity and feedback as they self-assess. Others might need to review a video or observation notes to gain a clearer picture of how they can continue to grow in their practice. During Internship I, use all of these tools to help you develop a reflective practice that you can carry into your career as an educator.

As a middle level educator, it's important that you align your development of efficacy and your reflection with core middle level concepts, principles, theories, research, and practices. *The Successful Middle School: This We Believe* from AMLE is a great source of all-things-middle-level, especially core ML concepts and principles. Interns are strongly encouraged to read and study *The Successful Middle School: This We Believe* during Internship I, especially as you complete the Middle Level Project assignments and write your AMLE Reflection.

TIPS for Written Reflections/Rationales:

1. Elaborate your ideas fully and thoughtfully. If a reflection is overly brief and ideas are shallowly addressed, the impression is that your understanding is basic, limited, or lacking. If a reflection is thorough and thoughtful, the impression is that your understanding is proficient or distinguished. Each reflection must be clearly organized. Review significant middle level concepts, principles, research, and terminology from *The Successful Middle School: This We Believe*. Refer to these appropriately in your writing. Demonstrate your understanding of what it means to be an effective middle level teacher and of components needed for a successful middle school.

2. If a reflection requires support from professional literature, consult and reference reputable publications by identified authors with verifiable experience.

- Including an article reference in a reflection is not the same as writing an “article reflection” as you may have done in previous courses. An article reflection details the content of an article. An article reference is brief, specific, and embedded in the flow of your reflection. Article content should be paraphrased and used in context, applying APA formatting. A [guide](#) to APA citations is included in the Resources folder on Blackboard.
- Use the resources available to you from Torreyson Library to locate relevant middle level focused articles. Here's a [video](#) showing how to use Academic Search Premier to get access to an article from ASCD that normally requires payment. This is just one example. You should be able to use this process to get access to most any article for you might have to use interlibrary loan.
- Sources that include some reputable publications by identified authors with verifiable experience (you'll still need to verify quality, author, and sources):
 - AMLE publications like Middle School Journal, Research in Middle Level Education, and the AMLE website [articles by topic](#) search function.
 - Cult of Pedagogy: <https://www.cultofpedagogy.com/>
 - Edutopia: <https://www.edutopia.org/>
 - Learning for Justice: <https://www.learningforjustice.org/professional-development>
 - ASCD: <https://www.ascd.org/>
 - Journals published by each content area's professional organization / their websites: [NCTE](#) (English), [NCTM](#) (Math), [NSTA](#) (Science), and [NCSS](#) (Social Studies).
- Read the full article to add to your understanding. Don't just scan the article to find a phrase that mentions the topic. The point is for you to grow in your understanding.
- Open the article on your iPad in an app like Notability to highlight and annotate as you read. This will help you process what you're reading.

3. Remember that your specialty is middle level learners, so make references in your reflections to “middle level learners” and “young adolescents” and “middle level educators.” Sometimes this is just a change in wording: instead of “students need adults who will support their learning” use “middle level learners need adults who will support their learning.” It should be evident to your supervisor that your point of reference and understanding is “middle level”--not elementary or secondary or generic.

4. Proofread all reflections carefully before submission. Double check directions in the handbook, on any assignment documents, and on Blackboard.

Assessment Plan

Hello Email to Mentor	1 @ 10 pts.
Teacher Candidate Information Form	1 @ 10 pts.
Lesson Observation Log for Interns	1 @ 30 pts.
Supervisor Observed Lesson Documents	2 @ 200 pts. each = 400 pts.
Padlet Project I: Article Curation & Summary	3 @ 10 pts. each = 30 pts.
Padlet Project II: Advocacy Professional Development	2 @ 10 pts. each = 20 pts.
Padlet Project III: The Successful Middle School Evidence Collection & Sharing Meeting (Mandatory)	1 @ 30 pts.
Submission of Middle Level Portfolio (Mid-term and End-of-term)	2 @ 50 pts. = 100 pts.
Middle Level Project	1 @ 100 pts.
End of Internship Reflection & Debrief	1 @ 30 pts.
TOTAL	760 pts.

Internship I Assignments

Hello Email to Mentor (1 @ 10 pts.)

According to instructions and schedule provided by your supervisor, send a hello email to your mentor teacher. Copy your supervisor so they get a copy of the message sent.

Teacher Candidate Information Form (1 @ 10 pts.)

After your initial two visits to your school site, complete the Teacher Candidate Information Form (TCIF). Find the template here: [LINK](#)

1. Click the link and make your own copy. Once the copy is created, check the account to be sure the copy is in your UCA account.
2. To complete the form, **you'll need to acquire some of the information from your cooperating teacher.**
2. When you have the form completed, share it with your cooperating teacher since it includes emergency contact information.
3. Download your completed TCIF as a PDF and add it to the Teacher Candidate Information Form assignment on Blackboard.

Lesson Observation Log for Interns (1 @ 30 pts.)

Careful observation of teachers during your Internship I placement will provide opportunities for you to learn from experienced teachers in action. Observe three different teachers at your placement school (other than your mentor teacher). Ask your mentor teacher to help you arrange these observations. As you observe each teacher, look for effective pedagogical practices you can add to your own teaching toolbox. Avoid judgements or evaluations. Take your notes on paper/notebook instead of a device. Later on when you're not at the school site, transfer your notes to the Lesson Observation Log [document](#). You will need to make a copy to edit. When your log is complete, turn in through Blackboard. Complete a total of 3 observations of 3 different teachers other than your mentor.

Supervisor Observed Lessons (2 @ 200 pts. each)

You must teach at least two solo lessons that are observed by your supervisor. Your mentor teacher remains in the classroom as well.

For both supervisor observed lessons, follow this process:

1. Schedule your observed lesson at least two weeks in advance to adhere to the timeline for a PoP cycle. Check your supervisor's schedule to find open observation days and times. Speak with your mentor teacher about potential dates and lesson topics.

2. Begin planning your lesson two weeks in advance. You'll need to make a copy of the Lesson Plan (LP) template and Lesson Analysis (LA) template.

- [Middle Level and Secondary Lesson Plan Template](#) and [Guide](#) (revised 6/2023)
- [Middle Level and Secondary Lesson Plan Analysis](#) and [Guide](#)

When you start your lesson plan and analysis, rename each doc with your name and an appropriate title. (Ex: Cameron Jones Obs 1 Lesson Plan or Cameron Jones Obs 2 Lesson Analysis). Place these in a Google folder and share that folder from your Drive to your supervisor and mentor. Be sure all lesson documents and digital materials are also in this folder so your mentor and supervisor have access. ([Reminder](#) of how to share Google documents/folders fully with UCA faculty and off campus mentor teachers.)

3. Using all of the planning resources identified during internship orientation, work on your LP and LA according to the timeline. It's your responsibility to plan the lesson; however, collaborate with your mentor teacher and reach out to your supervisor for help as needed (after consulting the planning resources).

- When your Standards and Objectives boxes are completed, email your university supervisor and ask for a check.
- Similarly, when your pre and post assessment boxes are completed, email your supervisor and ask for a check. Get your pre and post assessments approved by your mentor teacher as well. Apply any feedback provided from either your mentor or supervisor.

4. Fully complete the LP and LA according to expectations five days before the day of your observed lesson. On or before five days before, upload and submit the LP and LA document links to Anthology. Use the *Supervisor Observed Lesson: Lesson Documents* passthrough in Blackboard. Email your mentor and let them know your LP and LA are completed in case they want to review and send feedback. Your supervisor will be alerted by Anthology. Be on the lookout for feedback and make use of that feedback in the days prior to your observation.

Here's a process that has been working for others, in case you need help:

A. Set up and sign in to your ACW account. (Anthology/Chalk & Wire)

B. In a separate tab, open Blackboard and go to the Assignments section. Find the Supervised Observed Lesson folder, then click the Lesson Documents pass through. This should bounce you to ACW.

C. Add content. I suggest using the Text box tool. Copy and paste the links to your Google docs (LP and LA) and place them in the text box. Save. Close. In Internship II it can be helpful to also include a PDF version of the document, so add one of those two as practice. Do this by adding a file from your computer.

D. Submit. You'll answer a bunch of questions and eventually choose an assessor (Gieringer). Submit.

5. After submitting your lesson plan and analysis, Email your supervisor to schedule the pre-observation and post-observation meetings over Zoom or in person. Review guidelines for the PoP Cycle meetings on the timeline.

6. Pre-assess students if necessary on a school day before the day of your lesson. Review, organize, and summarize the results. Make adjustments to the lesson as needed based on the data.
7. Teach the lesson as many times as possible on the day of your observation. Your supervisor will attend one class period to observe and make notes. Be sure to provide a seating chart for the class your supervisor observes. Consider making an audio or video recording of yourself teaching. These are very informative and will help you improve your craft. Obtain permission from your mentor before making any recording.
8. Post-assess students at the end of the lesson or a day soon after your lesson. Review, organize, and summarize the results.
9. Meet with your supervisor (over Zoom or in person) with 48 hours from your observed lesson to debrief according to the PoP Cycle guidelines.
10. Make a copy and fully complete the LR (Lesson Reflection) according to expectations within 24 hours after your post-observation supervisor meeting.
 - [Middle Level and Secondary Lesson Plan Reflection](#) and [Guide](#)Rename the doc with your name and an appropriate title. (Ex: Cameron Jones Obs 1 Lesson Reflection). Place this in the same Google folder shared with your supervisor and mentor.
11. To submit your LR upload and submit the document link to Anthology. Use the *Supervisor Observed Lesson: Lesson Reflection* passthrough in Blackboard.
12. Locate and review lesson feedback from your university supervisor concerning areas of strength and improvement. Your supervisor will score your lesson and provide feedback through Anthology.

IMPORTANT NOTES:

- You should be proactive and professional concerning scheduling observed lessons with your mentor teacher and supervisor. This is your responsibility. If an observed lesson must be rescheduled due to changes at the school site, contact your supervisor immediately.
- If the LP, LA, and associated lesson documents or materials are not completed in a timely fashion, the university supervisor and/or mentor teacher reserve the right to cancel the scheduled observation. This means the intern must start the Supervisor Observed Lesson assignment again from the beginning. The mentor may expect and/or allow the intern to teach the originally scheduled lesson, and the intern should follow through. However, the full Supervisor Observed Lesson process must be restarted.
- If the documents are *very close* to completion according to the timeline (as determined by the university supervisor), the scheduled observation may proceed with a 10% penalty applied to the final score for the lesson documents portion of the assignment. If documents are not completed promptly, the penalty may increase to the standard 20% late penalty.
- If a lesson observation must be rescheduled near the end of the semester due to a lack of progress in planning, the intern may not be able to complete one or more required portions of a Supervisor Observed Lesson assignment due to time constraints. Incomplete requirements will impact the intern's score.
- A minimum of three weeks should pass between each Supervisor Observed Lesson. In the case that this does not or cannot happen due to negligence on the part of the intern, the final assignment score may be penalized at the discretion of the supervisor.
- Significant and unforeseen circumstances may create exceptions to the above notes as determined by the mentor and/or supervisor.

Resources for Observed Lessons:

- TESS-based [rubric](#) used for observed lessons in Internship II
 - Conversion [scale](#) for TESS rubric to percentage
- Tips included in the guided version of the LP, LA, and LR
- Resources included in the Resources folder linked through Blackboard.
- TESS [Tips](#) for domains 2-3
- [Video](#) from Mr. Ward about using Nearpod

Internship I “Padlet Project.”

I. Article Curation & Commentary

(3 @ 10 pts. = 30 pts.)

These assignments are specifically designed to help you grow in the area of locating, reading, and integrating professional publications into your practice as a source of information and support. Three of the AMLE component sections you'll complete this semester in your Middle Level Portfolio prompt you to support your ideas with related professional publications. In order to encourage everyone to get started on locating and reading professional literature early in the semester, you'll locate and submit three article links to a designated **Padlet** according to a schedule. You'll be looking for professional articles about specific topics. In addition, you'll write a Padlet commentary on the significance of the information included in the publication, especially in consideration of the specific topic with which the resource aligns.

II. Advocacy Professional Development: Learning For Justice: Choose Your Own PD

(2 @ 10 pts. = 20 pts.)

Part of the work of developing as an advocate and teacher leader is growing as a self-directed, lifelong learner. For this assignment, you will choose TWO of your own **professional learning topics** from the options provided through Learning for Justice, a non-profit project of the Southern Poverty Law Center that provides free resources to K-12 educators designed to promote justice, inclusivity, and equity. Their resources address a broad range of topics.

III. The Successful Middle School Evidence Collection & Sharing Meeting (1 @ 30 pts.)

Throughout the months of weekly visits to your assigned middle school, reflect on AMLE's essential attributes and 18 characteristics of successful middle schools (pg. 8 - 53 of *The Successful Middle School* text). What evidence or examples can you find of the essential attributes and/or 18 characteristics in action? Evidence could come from what you find/experience in a single teacher's classroom, a school wide routine, habit, program, or practice, etc. Use *The Successful Middle School: This We Believe* text as a field guide. Look around and note evidence. Make notes about what you observe so that you'll be well prepared to share 5 specific pieces of thoughtful evidence at our *The Successful Middle School* Evidence Sharing meeting. You need to attend the mandatory meeting. Be sure you have this day reserved in your personal schedule. See the Course Schedule.

IV. The Middle Level Project (1 @ 100 pts.)

After working through the various components of reflection and professional learning on the Padlet and your other internship experiences, you will complete a final reflection building your Middle Level Philosophy of Education. You will synthesize various learning experiences from the Middle Level Program and Internship I to create this reflection. Stay tuned for details.

Middle Level Portfolio: Internship I

As evidence of your growth toward becoming an effective middle level educator, you'll complete specific sections of your middle level portfolio, which is a key assessment of the middle level program. Not only will completing these sections provide evidence of your growth and achievement during Internship I, but you'll also be getting a head start on completion of the full portfolio during Internship II. The portfolio is designed around the AMLE Teacher Preparation [Standards](#):

1. Middle Level Philosophy and School Organization
2. Young Adolescent Development
3. Middle Level Curriculum
4. Middle Level Instruction and Assessment
5. Middle Level Professional Roles

First Submission of Middle Level Portfolio (50 pts)

On a specified date listed in the Course Schedule, submit the first half of your portfolio requirements to your supervisor. In order to receive full credit for the first submission, all of the following pieces must be completed and added to your portfolio:

- First draft of page 6 "About Me"
- Write 1 of the 5 standard overview pages (8, 11, 15, 20, or 24)
 - The reflection should include embedded references/support in APA style from at least one pertinent professional publication (source from Padlet Posts assignment and/or beyond).
 - You may also reference AMLE's The Successful Middle School.
- Include at least 1 artifact per standard (at least 5 total) with your discussion
 - Reflection added to demonstrate your understanding of that individual component and the significance of these practices for middle level education and students. The reflection may include embedded references/support in APA style.
 - Your goal is to share the knowledge and understanding you've gained about these topics through coursework, reading, research, and experiences that have informed your understanding. Show that you have a solid understanding of that topic in the middle level setting. What is it? What does it look like in practice? What research supports the importance? Why does this matter for students? For teachers? For schools?
 - These should be well developed paragraphs with plenty of elaboration to demonstrate your understanding. The reflections should focus on the broad concepts and their importance and then specific experiences of your internship. You can also add to these in Internship II.

When you're ready to submit your Middle Level Portfolio work for First Submission, you'll share a link to your Pages document on Blackboard.

See rubric below.

FINAL Submission of Middle Level Portfolio for Internship I (50 pts)

After your initial submission, you will receive feedback from your supervisor. Use this feedback to refine your portfolio. Then you will add the following elements:

- First draft of your resume page
- Write 1 more of the 5 standard overview pages (8, 11, 15, 20, or 24) [now 2 total are drafted]
 - The reflection should include embedded references/support in APA style from at least one pertinent professional publication (source from Padlet Posts assignment and/or beyond).
 - You may also reference AMLE's The Successful Middle School.
- Include at least 2 artifacts per standard (at least 10 total now) with your discussion

- Reflection added to demonstrate your understanding of that individual component and the significance of these practices for middle level education and students. The reflection may include embedded references/support in APA style.
- Your goal is to share the knowledge and understanding you've gained about these topics through coursework, reading, research, and experiences that have informed your understanding. Show that you have a solid understanding of that topic in the middle level setting. What is it? What does it look like in practice? What research supports the importance? Why does this matter for students? For teachers? For schools?
- These should be well developed paragraphs with plenty of elaboration to demonstrate your understanding. The reflections should focus on the broad concepts and their importance and then specific experiences of your internship. You can also add to these in Internship II.

IMPORTANT: As you work on your portfolio, review the “Target” descriptions for each row in the rubric below and strive to meet the expectations. Any final scores of 1.0 (Unsatisfactory) will result in revision, resubmission, and grade reduction. In addition, failure to revise and resubmit at the 2.0 (Basic) level or above will delay permission to begin Internship II.

SUBMISSION: When you're ready to submit your portfolio work at the end of term, upload the link to Anthology using the Assessment #6: Middle Level Portfolio Internship I pass-through in Blackboard. Submit to your supervisor as the assessor.

Internship I End-of-Semester Reflection & Debrief (1 @ 30 pts.)

Reflect on your growth as a teacher over the course of Internship I. Use the designated reflection document to guide your thinking and writing. Prepare a reflection document and schedule a one-on-one meeting with your supervisor, according to directions. Submit your reflection document to Blackboard no later than one hour before your meeting time. Meet with your supervisor and share your reflections and plans for continued growth. A sign up link will be shared; copy this [document](#) for your reflection.