

Athens State University College of Education



Internship Handbook



Athens State University * 300 North Beatty Street * Athens, AL 35611

Dear Intern,



The College of Education at Athens State University welcomes you to the Internship Program. You are beginning an experience that will be pleasant and puzzling; fun and frustrating; and terrific and tiring. Your day will be filled with all the accoutrements of the teaching profession: field trips, morning announcements, parent conferences, textbooks, student questions, and much more. Your evening hours will pass too quickly with papers to grade and lessons to plan.

Reflecting on the successes of each day and areas for improvement is important. You will make changes based on student learning, delivery of instruction, and collaboration with peers.

When you say good-bye to your students and classroom teacher on the final day, you will be reluctant to leave, yet, filled with a desire for your own classroom. You will also have the experience to make that classroom a successful one.

The classroom teacher and the university supervisor will guide, encourage, critique, and provide emotional support. It is up to you to make this a valuable, learning experience through the application of your education at ASU. We offer you our best wishes for a successful and satisfying internship experience, as well as a rewarding career as a professional educator.

Sincerely,

Faculty and Staff
Athens State University

Athens State University

College of Education

Clinical Experience Handbook for Internship

Resources

- ASU Supervisor
- Phone: Clinical Experience Office (256) 216-6620
- Email: internship@my.athens.edu
- Website: <http://www.asuinternship.pbworks.com>
- ASU link: http://www.athens.edu/college_edu/student_teaching.php

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Athens State University Non-Discrimination/Equal Opportunity Policy

Athens State University, as an equal opportunity/affirmative action institution, complies with all applicable federal and state laws regarding nondiscrimination and affirmative action. Athens State University does not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, disability, religion, genetic information, or veteran status in employment, or admissions to or participation in educational programs and activities. Inquiries or concerns may be addressed to the Office of the Vice President of Enrollment and Student Support Services, 300 N. Beaty Street, Athens, AL 35611, 256-233-8175.

Athens State University will make every reasonable attempt to provide accommodations needed by individuals with disabilities. If you have a disability that might necessitate adaptive materials, services, or assistance, contact the Disabilities Services Office, 233-8285.

Disability Statement: If you have a disability that might require special materials, services, or assistance, please discuss this with the internship supervisor during, or following, the first week of classes.

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Clinical Experience Overview

Conceptual Framework

General Policies and Requirements

Alabama Quality Teaching Standards

EducateAlabama Standards

Internship Intervention

Contact Information

ASU Supervisor	Office Hours	Email address	Phone Number
Teacher Name 1 st Placement	Planning Period	Email address	Phone Number
Teacher Name 2 nd Placement	Planning Period	Email address	Phone Number
Principal Name		School Number	

Conceptual Framework

College of Education

Educators for a Global Future

A graduate of the Athens State University College of Education is a positive change agent for the education and betterment of the human condition, human dignity, and world view. Teachers from ASU have acquired the knowledge and skills to meet the needs of a diverse student population through pedagogy guided by assessment and the use of infused technology.

Goals

An ASU teacher is an educator that nurtures all students that appear at the classroom door on any given day. Thoughtful and effective instructional decisions are made in order to prepare students to meet the demands of the future. The pedagogical framework used by the candidates and professional education faculty guides the social, emotional, and cognitive learning of the students. Critical to and subsumed in the outcomes of all programs are the threads of diversity, assessment, and technology.

Performance-based for ability

- Show evidence of superior teaching ability through classroom performance.
- Successful candidates must be able to translate many kinds of knowledge into appropriate teaching behaviors.

Modeling for understanding

- Model effective teaching strategies, instructional approaches, and classroom management techniques to increase the learning of all students.
- This is an essential component of a successful teacher.

Reflective thinking for improvement

- Practice reflective thinking to review and analyze teaching performance in order to grow and improve as teachers.
- Successful teachers recognize the value of reflective thinking to the success of the students and themselves.

Problem solving for progress

- Use and model critical and creative thinking, inquiry, decision-making, and other skills relative to solving problems.
- A teacher who can solve problems is one who can grow with the changes in schools and society.

Characteristics of an Effective Teacher

An ASU teacher exhibits compassion, competence, and collaboration through instruction, reflection, and critique regarding all facets of the teaching/learning cycle. Upon completion of a professional program in the College of Education at Athens State University, the candidates may be characterized as

1. effective communicators,
2. knowledgeable scholars,
3. positive, supportive professionals,
4. resourceful curriculum planners,
5. skilled facilitators of developmental growth,
6. student-centered, reflective instructors,
7. capable classroom managers,
8. competent evaluators, and
9. lifelong learners.

General Policies

Child Abuse

Interns should report suspected cases of child abuse directly to their cooperating teachers. The cooperating teacher is responsible for carrying out the reporting procedures.

Corporal Punishment

Interns may not administer corporal punishment, nor may they serve as a “witness” when licensed school personnel administer corporal punishment.

Outside Commitments

Work or family/personal responsibilities cannot be excuses for failing to meet the commitments of the internship. If such interference occurs, the intern will be given the choice of withdrawing from internship or making the personal adjustments necessary to give full attention to the internship commitment.

Professional Liability Insurance

Interns may be subject to lawsuits, as are licensed teachers. Interns are strongly urged to obtain some form of professional liability insurance as a protective measure. Liability insurance is automatically provided to those students who are active members of the Student Alabama Education Association (SAEA).

Searching Students

Interns may not initiate or carry out an independent search of students or students’ lockers. Alabama law allows for such searches only under certain conditions and only under the direction of the school principal. Unless directly ordered by the school principal to do so, interns must not participate in search and seizure activities.

General Requirements

Attendance

Regularly scheduled meetings throughout Internship are scheduled for the purpose of refining procedures and skills. Attendance at these meetings is mandatory. Two absences from the classroom experience are allowed. The 75 days must still be completed. If you miss more than two days, you may have to withdraw and repeat Internship in its entirety the following semester. Internship cannot be divided between semesters. One can withdraw (W) from internship. An incomplete (I) is not an option for internship.

Professionalism

Professional competencies are evaluated by the classroom teacher and the University supervisor in the Intern Observation Record and Progress Checklists.

Internship Portfolio

The intern submits supportive artifacts related to the internship that reflect the Educate Alabama standards. The University supervisor evaluates the portfolio. Access to the appropriate technology and LiveText is required.

On-going Observations

The classroom teacher and University supervisor conduct on-going observations during the internship based on the Alabama Quality Teaching Standards. The observations are recorded in the Intern Observation Record.

Initiative

The intern should demonstrate the ability to act and make decisions without the help or advice of others. Each intern will be expected to assist the classroom teacher as much as possible.

Length of Internship

Interns must complete 75 days of internship. This total encompasses required ASU seminars and days in the school. Daily attendance at the school is the same as that required of classroom teachers.

<i>Placement Guidelines</i>		
Order of placement is based on school's preferences		
<i>Major</i>	<i>Classroom Placement</i>	
Early Childhood	First placement: Kindergarten 38 days	Second placement: 1 st , 2 nd or 3 rd grade 37 days
Elementary	First placement: K, 1 st , 2 nd or 3 rd grade 38 days	Second placement: 4 th , 5 th , or 6 th grade 37 days
Elementary/Collaborative K-6 One placement must be with a collaborative teacher.	First placement: K, 1 st , 2 nd or 3 rd grade 38	Second placement: 4 th , 5 th , or 6 th grade 37
Physical Education	First placement: K-6 Second placement: 7-12	
Secondary	One Placement: 6-12 (Content area must match with the major)	
Special Education Collaborative K-6	One Placement: primary and upper elementary 75 days to include 10 days in an inclusive, general education classroom.	
Special Education Collaborative 6-12	One Placement: Grades 9-12 Conduct 75 days of internship to include 10 days in an inclusive, regular education classroom.	

Guidelines for Placements

- The College of Education and its school partners jointly determine the placements of interns to maximize the learning experience for candidates and P-12 students
- A list of interns is forwarded to the superintendents of education in a number of area school systems for requested assignment and placement one semester prior to the internship semester.
- Classroom teachers are accomplished school professionals who are jointly selected by the College of Education and the partnering schools. After selection, classroom teachers are prepared for their roles as mentors by the University supervisor. Classroom teachers are selected from a roster which meets the Alabama State Board of Education requirements for cooperating teachers.

- Internship is available during Fall and Spring of each year. Summer internship is not an option.
- Interns are not placed at schools that employ family members.
- Secondary interns are not placed at high schools from which they graduated.
- At Athens State University, internship is considered a full-semester, full-time assignment for 75 consecutive days.

Internship Standards

The Teacher Code of Alabama requires documentation of addressing AQTs standards in clinical experiences. The Alabama Quality Teaching Standards are divided into five sections: content knowledge; teaching and learning; literacy; diversity; and professionalism. Additionally, standards related to each program of study (such as Elementary, Math, Science, etc.) are assessed as well. Classroom teachers and University supervisors assess the intern's proficiency as a pre-service teacher.

The professional Internship Program for interns bridges the gap between theory and practice. The Internship experience is regarded as the most significant laboratory experience in teacher preparation. It is regarded as a period of learning for the intern under the supervision of the classroom teacher, local school, and an ASU University supervisor.

Through this experience, the intern gains skills in organizing and managing a classroom as well as establishing desirable learning situations for individual students in small and large groups. The intern has the opportunity to practice interpreting and applying educational theory in terms of pupil growth and development and integrating subject matter with teaching experiences. These realistic experiences prepare interns to become professional educators. In addition, the education faculty is provided with the opportunity to evaluate its pre-service program in teacher education to insure continuous improvement.

Alabama State Department of Education Standards for Pre-Service Teachers

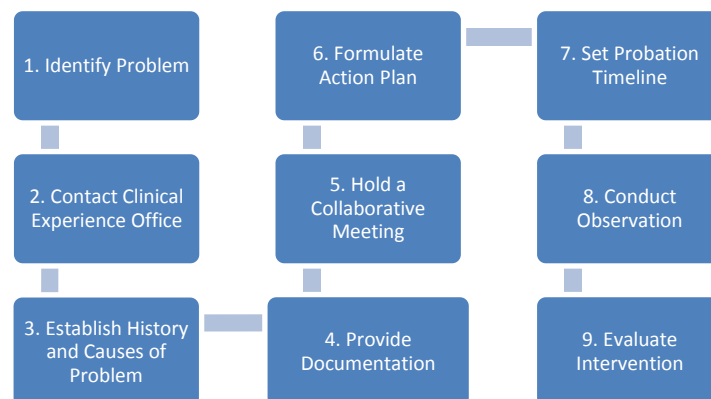
The Intern Observation Record serves as a tool to guide and focus conversations and actions concerning internship. The tool focuses on the Alabama Quality Teaching Standards related to ability and knowledge. Appendix I provides the Alabama Quality Teaching Standards assessed by the IOR. The Teacher Code of Alabama requires documentation in clinical experiences within five categories: content knowledge; teaching and learning; literacy; diversity; and professionalism. Additionally, standards related to each program of study (such as Elementary, Math, Science, etc.) are assessed as well.

Educate Alabama Standards

The Internship Portfolio evaluates proficiency of the Educate Alabama Standards for a pre-service teacher. See Appendix II for the standards that are assessed through the assignments submitted in the portfolio.

Internship Intervention

Problems may arise in internship related to performance in the classroom. It is imperative to catch the problems early. By providing timely intervention, the interns can be successful and learn from this culminating clinical experience. University supervisors follow a protocol in order to provide opportunities for improvement in instructional and professional proficiency.



Professional Review Board

A Professional Review Board composed of education faculty members meet as needed to review unsatisfactory performance and progress of students referred by faculty members and intern supervisors. Actions that can cause students to be referred to the PRB may include, but are not limited to, the following: an unacceptable score on Professional Dispositions; removal of a student from internship; academic misconduct; or inappropriate conduct. This review board also hears formal complaints from students. Recommendations are determined by consensus.

Removal from a school by the administration of that school or ASU will result in immediate suspension from internship. The PRB will meet to decide on a plan of action. Interns are not guaranteed a placement the following semester. Implementation of the corrective plan of action will determine gaining another opportunity to conduct internship.

Internship

Clinical Experience Framework

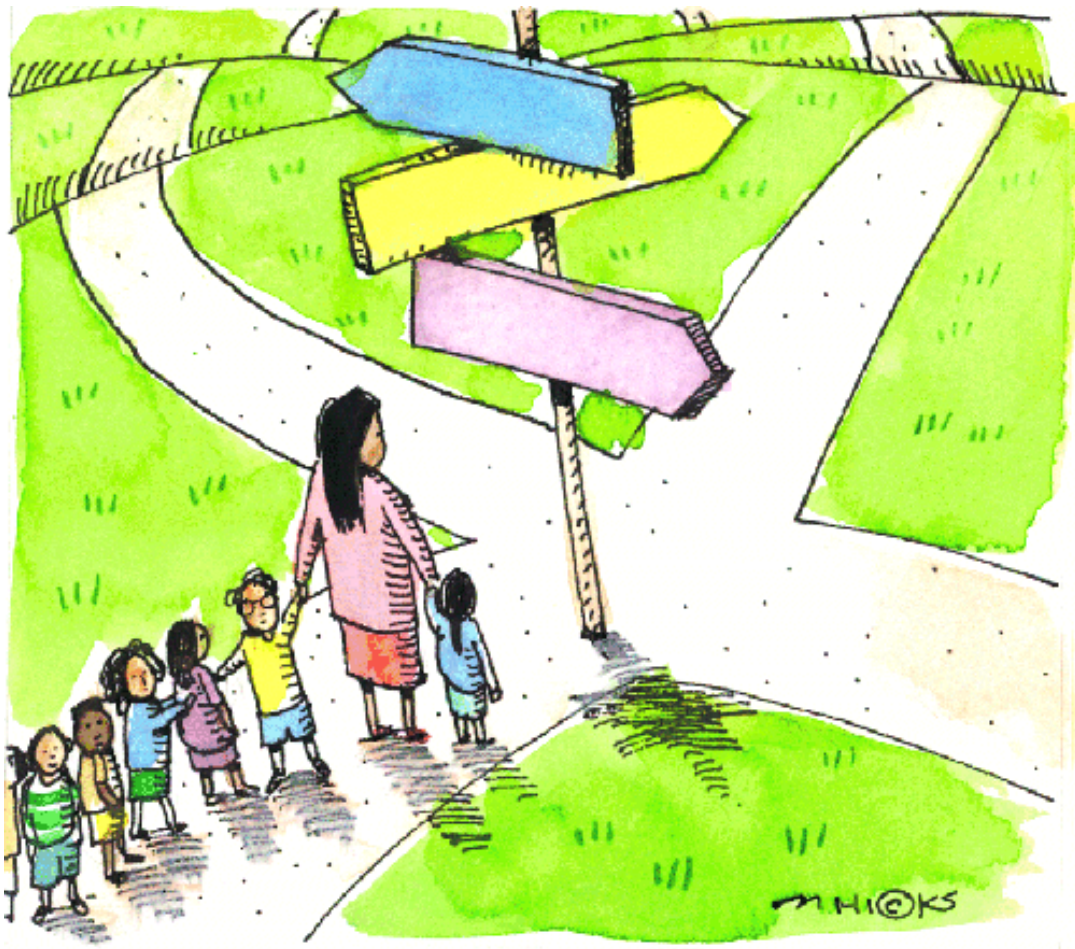
Classroom Responsibilities

Forms and Processes

Lesson Planning

Evaluation Criteria

Professional Guidelines



Basics of Internship

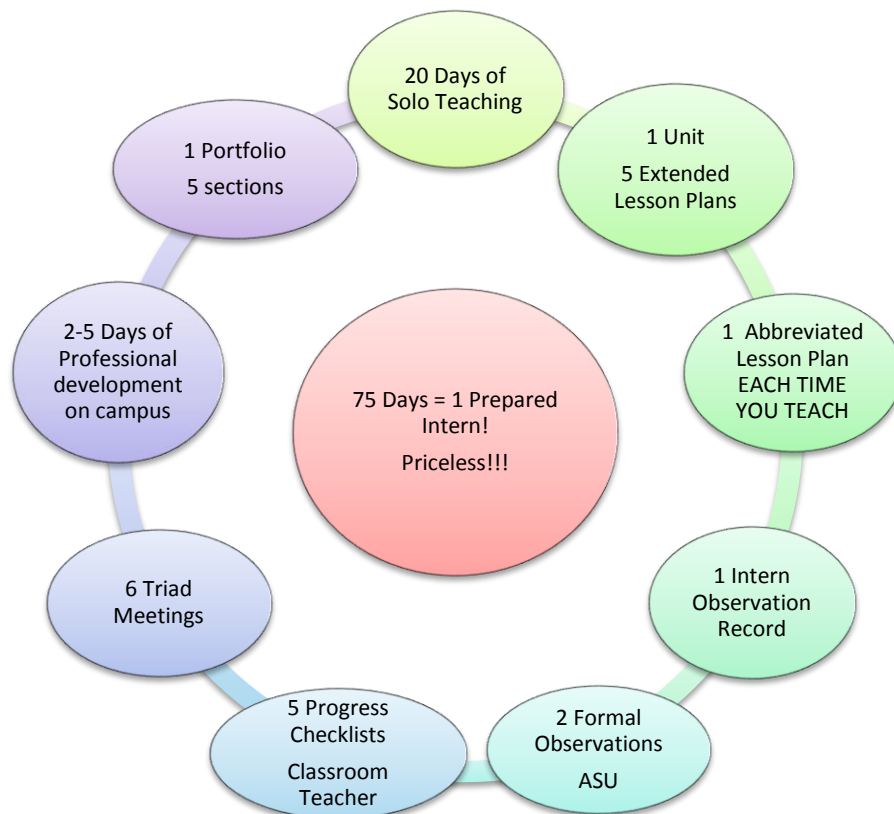
Internship is intended to provide the pre-service teacher with the opportunity to put theory into practice. It is a culmination of knowledge gained in coursework and field experience in various classrooms. There are instructional and professional guidelines to which the intern must adhere in order to successfully exit internship.

The evaluation of teaching skills, student learning, classroom management, and collaboration help assess proficiency in the instructional and professional standards set forth by State Department of Education and the Athens State University.

Clinical Experience Framework

Reminders:

- Daily – Sign attendance at the front office before and after the school day.
- Weekly – Plan with the classroom teacher
- First month -Complete Forms #1 - #7 in the Handbook. Sign and return Forms 1, 2, and 3 to the University Supervisor.



Classroom Responsibilities

- Interns participate in a full-time assignment of fifteen weeks (75 days).
- Interns have the opportunities to assume the same responsibilities as the classroom teacher.
- Interns have full responsibility for the entire school day for at least twenty days. ASU prefers that these are consecutive days. The intern must have full responsibility for the entire school day for at least ten days in a row.
- Interns are responsible for planning, teaching, and evaluating at least one major unit of work or planning for sustained instruction.
- Interns are given opportunities to demonstrate readiness to teach through on-the-job performance evaluated by the Intern Observation Record.
- Interns are required to be at school each day during the internship. Any absence other than illness must have prior approval by the classroom teacher and ASU Supervisor. Any absence must be made up by additional days at the school. A maximum two days of absences is acceptable based on the above criteria.
- Interns may not enroll in other courses during the normal operational hours of the school(s) where the internship is being completed.

Non-classroom Activities

1. Interns must participate in non-classroom activities in order to become acquainted with activities of the school programs beyond the classroom. Interns are required to be present at all school-related functions which the classroom teacher is expected to attend.
2. The following suggestions are appropriate for intern observation and participation: faculty meetings, student clubs/organizations, in-service programs, parent-teacher association meetings, student performances, athletic events, and parent-teacher conferences.

Reminders:

1. Complete the three assessments under the Intern Tab in LiveText.
 - Intern Assessment – Assessment of ASU Supervisor
 - Intern Assessment – Assessment of ASU TEP
 - Intern Assessment – Assessment of Classroom Teacher
2. Mail completed SIGNED attendance form to ASU 300 North Beaty St. Athens, AL 35611
(You will receive an addressed envelope at the Certification Meeting.)

Internship Forms

Daily Attendance

- Sign in and out at the front office
- Complete attendance sheet
- Classroom teacher signs attendance sheet
- Name and number of contact person in case of absence

Forms

(Complete the forms in this section and leave a copy in the Handbook.)

- Documentation of Attendance (#1)
 - Send the original to ASU on the 75th Day.
 - **Attendance:** Seventy-five days are required. The intern is to be physically at the school during the same hours as required of classroom teachers.
- Attendance Policy (#2)
 - Contact school, classroom teacher, and supervisor.
 - Complete form and give to supervisor.
- ASU Rules (#3)
 - Give the original to your supervisor within the first month.
- Local School Rules (#4)
 - Give the original to your supervisor within the first month.
- Commitment to the Profession (#5)
 - Give the original to your supervisor within the first month.
- Instructional and Curricular Involvement Plan (#6)
 - The example demonstrates how to complete the form. The content will vary for each individual.
- Progress Check list (#7) is located in the Classroom Teacher Intern Observation Manual. The teacher will complete and discuss with your supervisor during the Triad Meetings.

- Formal Observation Form (#8) is located in the Supervisor's Intern Observation Manual.
- Calendar (#9) of supervisor visits and portfolio due dates.

ATTENDANCE

Intern: _____ Classroom Teacher: _____

Only sign below if you attend school or an ASU seminar. Holidays are not included. Intern must sign in daily at the front office of the school.

Number	Circle Day	Date	Classroom Teacher	Arrival	Departure
1	M T W T H F				
2	M T W T H F				
3	M T W T H F				
4	M T W T H F				
5	M T W T H F				
6	M T W T H F				
7	M T W T H F				
8	M T W T H F				
9	M T W T H F				
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31	M T W T H F				
32	M T W T H F				
33	M T W T H F				
34	M T W T H F				
35	M T W T H F				
36	M T W T H F				
37	M T W T H F				
38	M T W T H F				

ATTENDANCE

Intern: _____ Classroom Teacher: _____

Only sign in below if you attend school or an ASU seminar. Holidays are not included. Intern must sign in daily at the front office of the school.

Number	Circle Day	Date	Classroom Teacher	Arrival	Departure
39	M T W T H F				
40	M T W T H F				
41	M T W T H F				
42	M T W T H F				
43	M T W T H F				
44	M T W T H F				
45	M T W T H F				
46	M T W T H F				
47	M T W T H F				
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49	M T W T H F				
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71	M T W T H F				
72	M T W T H F				
73	M T W T H F				
74	M T W T H F				
75	M T W T H F				
	M T W T H F				

Interns are required to complete 75 full days in the school during internship. This form will document the intern's completion of the requirement for the intern's certification. This document must be scanned into Live Text and approved by the ASU Supervisor.

Form #2

INTERN ABSENCE FORM
ATHENS STATE UNIVERSITY
CLINICAL EXPERIENCE OFFICE

Semester/Year _____

Name of Pre-Service Teacher _____

Student ID Number _____

Name of School _____

DATE OF ABSENCES

Date Absent: _____ Make Up Date: _____

Reason for Absence: _____

Date Absent: _____ Make Up Date: _____

Reason for Absence: _____

ABSENCE POLICY

Two absences are allowed. Complete the above documentation and give to your supervisor.

Arrangements for additional absences in the event of extenuating circumstances such as an extended illness or the death of a family member may require withdrawal from internship.

Interns should not request to leave early or to be absent from the cooperating school to attend class, to engage in an extra-curricular activity, for employment reasons, or for family responsibilities. (Schedule doctor's appointments etc. after school; make arrangements for transporting family members.)

Each day missed must be made up after the last day of student teaching and before graduation. Failure to meet this requirement will result in a failing grade for the internship, an incomplete, or a review by the College of Education.

If you are responsible for planning and/or providing instruction and/or materials during the day of your absence, arrangements should be made to deliver the lesson plans and/or materials to the classroom teacher PRIOR to the beginning of the school day.

Intern Signature _____

Classroom Teacher Signature _____

ASU Supervisor Signature _____

FORM #3

ASU RULES
INTERN CONFIRMATION
ATHENS STATE UNIVERSITY
COLLEGE OF EDUCATION RULES FOR INTERNS

I, the undersigned Athens State University student, hereby acknowledge and voluntarily state that I have been given and have read in their entirety:

- (1) a copy of the Athens State University College of Education *Internship Handbook*;
- (2) those portions of the *Athens State University Catalog* concerning interns or the Teacher Education Program;
- (3) the following additional publications or documents: _____

I further voluntarily state that I understand and agree to at all times fully comply with all rules, policies, guidelines, and standards of conduct and professional behavior set forth within the above-listed publications and documents with respect to internships and interns. I also understand that a failure to act consistent with said rules, policies, guidelines, and standards of conduct and professional behavior may, within the discretion of Athens State University, result in my removal from the internship.

I further acknowledge that I will not be permitted to remain in any Athens State University internship, or to be readmitted, if the applicable school or school system affording the internship setting requests that I leave the school. I also confirm, by my signature below, that if I had any questions regarding the standards of conduct and behavior set forth within the above-listed publications and documents, that I am to ask such questions of appropriate Athens State University School of Education officials before signing this form and returning it to the School of Education.

Printed Name of Student

Student's Signature _____ Date _____

Keep a copy all forms in the Intern Handbook. Give the original copy to the ASU Supervisor. The ASU Supervisor delivers the copies to the Dean's Office.

LOCAL SCHOOL RULES

INTERN CONFIRMATION

1st Placement School _____

2nd Placement School _____

(If applicable)

I, the undersigned Athens State University student and College of Education intern, voluntarily state that I have asked one or more local school officials and/or school system officials to be given a copy of all school rules, policies, and standards of conduct, including Acceptable Use Policies, so that I may carefully comply with said rules, policies, and standards. I further state, and by my signature below confirm, that to my knowledge I have received all requested documents, which I have listed below:

- (1) Code of Conduct (1st Placement)
- (2) Code of Conduct (2nd Placement)

I also confirm, by my signature below, that I have completely read all of the above-listed documents. I further voluntarily state that I understand and agree to at all times fully comply with all rules, policies, guidelines, and standards of conduct and professional behavior (including Fair Use and Copyright laws to adherence of local school rules) set forth within the above-listed publications and documents with respect to internships and interns. I also understand that a failure to act consistent with said rules, policies, guidelines, and standards of conduct and professional behavior may, within the discretion of Athens State University, the school, or school system, result in my removal from the internship. I further acknowledge that I will not be permitted to remain in any Athens State University internship, if the applicable school or school system affording the internship setting requests that I leave the school.

Printed Name of Student _____

Student's Signature _____ Date(1st Placement) _____

Student's Signature _____ Date(2nd Placement) _____

Keep all forms in the Intern Handbook. Provide a copy to the ASU Supervisor. The ASU Supervisor delivers the copies to the Dean's Office.

Commitment to the Profession

Athens State University believes that the education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service. In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the ASU intern shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions which attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

Student Teaching Ethics

As a student teacher candidate, you are a representative of Athens State University, the school in which you do your student teaching or field experience observation, and the teaching-profession. Therefore, you have a responsibility not only to yourself, but also to your students and the cooperating teacher. The Code of Ethics outlined below is a standard to be followed by student teachers and/or teacher candidates.

1. Remember at all times that your main concern is the health, safety and welfare of your students.
2. Be responsible for the learning, growth and development of your students.
3. Do not demean, degrade, exclude from activities, or grant advantages to any student because of political or religious beliefs, race, color, gender or ethnicity.
4. Guide students academically by regular classroom instruction exposing them to various points of view and providing an opportunity for the pursuit of independent learning.
5. Maintain a constructive and cordial attitude toward your students and fellow teachers.
6. Respect the authority of those in supervisory and administrative positions.
7. Maintain confidential information about students that has been obtained in the fulfilling of professional duties, unless the disclosure of such information is required by law. Confidentiality must be maintained when it comes to any other information that you are not authorized to disclose. This also includes not discussing information pertaining to the student, faculty or staff using Facebook, Twitter, My Space, or any social networking medium.

8. Accept counsel from the cooperating teacher and the administration whenever the occasion permits.
9. Accept the suggestions and constructive criticisms of your cooperating teacher and college field supervisor openly and in a professional manner.
10. Consistently strive for knowledge and growth within the teaching profession.
11. Be prompt daily and sign-in to document attendance.
12. Obtain approval before imposing any disciplinary measure with students (P-12) unless that infraction and resulting action has been previously discussed. Classroom management is ultimately the responsibility of the cooperating teacher.
13. Discuss procedures in advance with the cooperating teacher.
14. Present all lesson and unit plans to the cooperating teacher for review and approval prior to teaching.
15. Notify the cooperating teacher and university supervisor of any absence as soon as it is known.
16. The cooperating teacher needs everything necessary to cover your responsibilities prior to the beginning of the day of an absence if you are instructed to teach.
17. Dress professionally.

Your signature on this form serves as verification that you have read, understand, and affirm that you will uphold the Professional Code of Ethics for Athens State University.

Intern's Signature _____ Date _____

Week	Nature of Activity/Involvement
1. Date	
2. Date	
3. Date	
4. Date	
5. Date	
6. Date	
7. Date	
8. Date	
9. Date	
10. Date	
11. Date	
12. Date	
13. Date	
14. Date	
15. Date	

Directions: Collaborate with the classroom teacher in deciding on the timeline and the nature of activities with which you will be involved during the internship. Most importantly, decide on the timing of the 10 consecutive days of teaching required per placement (or 20 days for only one placement). Only the first week of the 1st placement should involve clerical work and observations. By the second week, teaching or tutoring should be a part of the daily routine.

1. Date August 15 – 19	Observe students and teacher. Assist teacher & students in classroom situations. Make a study of students' backgrounds, abilities & personalities. Read from chapter book to students after lunch.
2. Date August 22 – 26	Continue prior week's activities. Give spelling test on Friday. Line students up and walk to activities & lunch.
3. Date August 29 – September 2	Continue prior week's activities. Plan, teach and assess spelling all week. Plan, teach and assess mathematics on Wednesday-Friday.
4. Date September 5 – 10	Continue prior week's activities. Plan, teach and assess science and social studies all week. Plan, teach and assess math all week. <i>September 5 (Monday): Labor Day Holiday-No School</i>
5. Date September 12 – 16	Continue prior week's activities. Plan, teach and assess WG reading all week. Plan, teach and assess Plan, teach and assess SG reading Wednesday-Friday.
6. Date September 19 – 23	Begin 10 day unassisted planning, teaching and assessing.
7. Date September 26 – 30	Conclude 10 day assisted planning, teaching and assessing.
8. Date October 3 – 7	Continue teaching spelling and reading chapter book to students after lunch. Teach WG reading Monday – Wednesday. Classroom teacher resumes other areas.
9. Date October 10 – 14	<u>Transition Week to 2nd Placement</u> Observe students and teacher. Line students up and walk to activities & lunch. Listen to struggling students read individually. Keep anecdotal notes/running records. <i>October 10 (Monday): Teacher Inservice & Parent Teacher Conferences-No Students</i>
10. Date October 17 – 21	Continue prior week's activities. Plan, teach and assess science. Plan, teach and assess spelling & language arts Wednesday-Friday.
11. Date October 24 – 28	Continue prior week's activities. Plan, teach and assess social studies all week.
12. Date October 31 – November 4	Continue prior week's activities. Plan, teach and assess mathematics Tuesday-Friday. Plan, teach and assess SG & WG reading Thursday & Friday.
13. Date November 7 – 11	Continue prior week's activities. Plan, teach and assess SG reading all week. Begin 10 day unassisted planning, teaching and assessing. <i>November 11 (Friday): Veterans Day-No School</i>
14. Date November 14 – 18	Continue prior week's activities. 10 day unassisted planning, teaching and assessing.
15. Date November 21 – 25	Conclude 10 day unassisted planning, teaching and assessing. Classroom teacher resumes duties on Tuesday. <i>November 23-25 (Wednesday-Friday): Thanksgiving Holidays-No School</i>
16. Date November 28 – December 2	

Form #7

Classroom Teacher: Progress Checklist Sample

The classroom teacher completes the checklist five times at designated intervals and discusses the results with the ASU Supervisor and intern.

ASU Intern _____ Date _____

Classroom Teacher _____ School _____

Objectives: *To share the classroom teacher's perception of the intern's progress; to provide on-going feedback to stakeholders in the internship.*

Note to Classroom Teacher

Completion of this form is an indicator of the intern's progress. Please complete and share a copy of the written feedback with the intern and ASU Supervisor at the designated Triad Meetings.

The intern's progress is shown by a plus (+) or minus (-) in each area below:

_____ Planning/Preparedness

_____ Organization

_____ Attendance

_____ Punctuality

_____ Rapport with colleagues

_____ Rapport with students

_____ Classroom management skills

_____ Eagerness to help

_____ Willingness to accept professional criticism

_____ Oral communication including grammar

_____ Written communication including grammar

Other:

Additional comments:

Form #8 ASU Supervisor: Formal Observation Form Sample

Candidate _____ School _____ Grade _____ Subject _____

Observation: First or Second Date _____ Professor _____

0 – Not Observed 1 – Unacceptable 2 – Acceptable 3 – Target

Score		Score	
_____ 1.1	DEMONSTRATES KNOWLEDGE Demonstrates core concepts and facts Demonstrates procedures and skills	_____ 2c1	USES FORMATIVE ASSESSMENTS TO PROVIDE SPECIFIC AND TIMELY FEEDBACK Implements checks for understanding Recognizes confusion and re-teaches when necessary
_____ 3a1	DEMONSTRATES STANDARD ORAL AND WRITTEN COMMUNICATION Uses standard spoken language Uses standard written language Listens actively Uses questioning	_____ 3b1	USES AGE-APPROPRIATE INSTRUCTIONAL STRATEGIES TO IMPROVE LEARNERS' SKILLS IN CRITICAL LITERACY COMPONENTS Uses strategies in reading fluency Uses strategies in reading comprehension Uses strategies in support for struggling learners
_____ 1.4	DESIGNS INSTRUCTIONAL ACTIVITIES BASED ON ACOS STANDARDS Identifies learning goal for learners Connects standard to knowledge and skills	_____ 3b2	INTEGRATES NARRATIVE AND EXPOSITORY READING STRATEGIES ACROSS THE CURRICULUM Integrates narrative reading strategies Integrates expository reading strategies
_____ 2b1	DEVELOPS STANDARDS-BASED ACADEMIC GOALS USING KNOWLEDGE OF COGNITIVE, SOCIAL AND EMOTIONAL DEVELOPMENT Identifies needs of learners Identifies standards-based goals	_____ 3c2	COMMUNICATES MATHEMATICAL CONCEPTS, PROCESSES AND SYMBOLS APPROPRIATE TO CONTENT Uses available resources Uses appropriate vocabulary
_____ 1.2	USES STUDENTS' PRIOR KNOWLEDGE AND/OR INTERESTS AND/OR EXPERIENCES TO PLAN CONTENT AND PROMOTE GOAL ATTAINMENT Activates prior knowledge Identifies students' interest Relates to students' experiences	_____ 3d1	IDENTIFIES AND INTEGRATES AVAILABLE EMERGING TECHNOLOGIES INTO CONTENT AREA INSTRUCTION Uses available site-based technology Uses technology and technical assistance online and onsite
_____ 2b4	CREATES LEARNING ACTIVITIES THAT OPTIMIZE INDIVIDUAL GROWTH AND ACHIEVEMENT Uses appropriate resources Uses effective questioning Supports and encourages individual learners	_____ 2a1	USES SOUND CLASSROOM MANAGEMENT PRACTICES Encourages appropriate behaviors Anticipates and intervenes Emphasizes rules/procedures
_____ 4a1	DEVELOPS AND IMPLEMENTS CULTURALLY RESPONSIVE CURRICULUM Adapts instructional strategies Adapts instructional resources	_____ 2a2	CREATES A POSITIVE CLIMATE THAT PROMOTES FAIRNESS AND RESPECT Establishes rapport Acknowledges and displays respect/responsibility
_____ 4b2	GUIDES SECOND-LANGUAGE ACQUISITION AND USES ENGLISH LANGUAGE PROFICIENCY (ELP) STRATEGIES TO SUPPORT LEARNING Uses appropriate materials for second language Uses appropriate ELP strategies for instruction	_____ 2a3	CREATES SAFE, ORDERLY AND STIMULATING LEARNING ENVIRONMENT Recognizes and responds to unsafe situations as they occur Identifies motivational techniques Uses visuals to stimulate learner interest
_____ 4d2	DESIGNS LEARNING TO ENGAGE ALL LEARNING STYLES AND MULTIPLE INTELLIGENCES Identifies strategies to address learning styles and intelligences Identifies resources to address learning styles and intelligences	_____ 5.4	PROMOTES PROFESSIONAL ETHICS AND INTEGRITY Demonstrates professional conduct Demonstrates commitment to ethical and equitable practices
_____ 2b3	DESIGNS LESSON INTEGRATING VARIETY OF APPROPRIATE INSTRUCTIONAL STRATEGIES Uses available curriculum resources Implements a variety of instructional strategies		
_____ 1.5	PROVIDES INSTRUCTIONAL ACCOMMODATIONS, MODIFICATIONS, AND ADAPTATIONS Demonstrates knowledge of various learner needs Designs instructional plan using available resources		

Form #9

Planning Calendar

Triad Meeting Dates		Observation Dates	Portfolio Assignments Due
Orientation Meeting (1 st Placement)		N/A	
Content Knowledge Week Three		N/A	
Professionalism Week Five		N/A	
Literacy Week Eight			
Transition Meeting (2 nd Placement) Week Nine		N/A	
Teaching and Learning Week Eleven			
Diversity Week Fourteen		N/A	

Lesson Planning

Daily Lesson Plans You must have a typed lesson plan for every lesson that you teach. These plans should be shared with the classroom teacher and kept in a notebook. The Abbreviated Strategic Lesson Plan format for the lesson plan is to be used. The classroom teacher must approve the lesson plan before teaching.

Abbreviated Strategic Lesson Plan

Teacher:	Content Area:	Grade Level:	Date:	Day:
Course of Study Standard and Objective:				
Daily Outcome: What will the students be able to do at the end of the today's lesson?				
Assessment:				
Resources (<i>textbooks/page numbers, trade books, magazines, newspapers, etc.</i>) Be specific.				
Technology Utilized: (<i>Internet sources, United Streaming, etc.</i>)				
<u>Before</u>	<u>During</u>	<u>After</u>		
Purpose (Why):	Purpose (Why):	Purpose (Why):		
Strategy (What):	Strategy (What):	Strategy (What):		
Procedure (How):	Procedure (How):	Procedure (How):		
Grouping Arrangements:	Grouping Arrangements:	Grouping Arrangements:		

The template is available at <http://www.asuinternship.pbworks.com>

Lesson Plan Notebook The lesson plan notebook is not graded, however, any effective teacher is well-planned and organized. Bring the lesson plan notebook and Intern Handbook to each Triad Meeting.

Unit Lesson Plans

Designing, implementing, and evaluating a unit demonstrates your ability for long range planning. Use the Extended Universally Designed Learning Lesson Plan format for each lesson of the five day unit. The Unit is added to your Lesson Planning Notebook as well as the online Internship Portfolio.

Unit Information

The unit components are submitted in the teaching and learning section of the portfolio.

Before planning the instructional unit, administer a pretest at least one week prior to the unit. Study and analyze the pretest results to determine students' prior knowledge. Use students' prior knowledge and experiences to introduce new subject area related concepts and ideas in the unit.

At the midpoint of teaching the unit, complete a reflective analysis addressing adjustments made to unit plans based upon students' prior knowledge. Include in this reflection any adjustments made to instruction in response to information gathered from ongoing monitoring of performance and progress of students.

Administer as a post-test the same instrument that was used for the pretest. Analyze results to determine the extent of student learning and reflect on the effectiveness of the unit (i.e. methods, materials, grouping). **The classroom teacher should review all unit materials prior to instruction.**

Unit Components

(The Unit should be completed and reviewed by the classroom teacher prior to instruction.)

Cover Page

- a. Title of unit, grade level, approximate duration
- b. The unit must be at least 5 days long.**

Introduction and Rationale

- a. Introduction - Write a short paragraph describing the unit.

- b. Rationale - What are the cognitive goals of the unit? List these in the form of outcome statements.

Unit Objectives

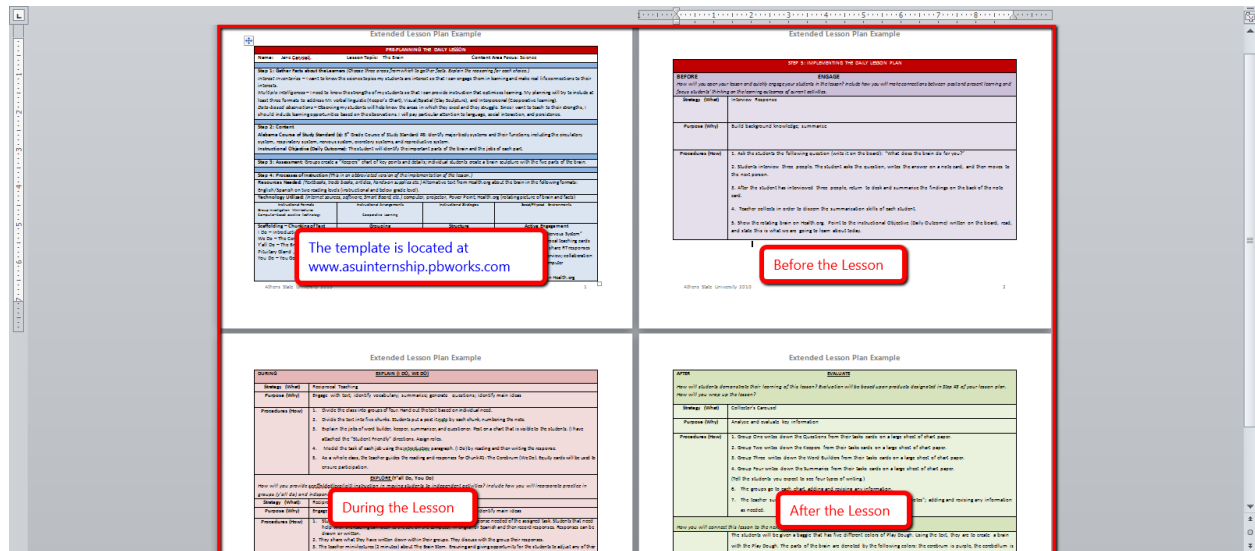
- a. Create a planning web, which includes integration of reading and writing with math, science, and/or social studies. The web should include books, vocabulary for a word wall, literacy skills and strategies, learning logs, centers, projects, field trips, technology (web sites, etc.). Technology must be incorporated into the unit.
- b. Write the major instructional objectives for each content area integrated in the unit. These should match the outcome statements listed in the rationale.

Pre-Teaching

Pre-test - The unit must include a pretest or diagnostic assessment. The scores on this must be recorded and turned in during student teaching.

Extended Lesson Plans

- a. Lesson plans must be included for each day of the unit; for each lesson taught that day in the unit. Lesson plans should demonstrate curricular and technology integration. The template is located at www.asuinternship.pbworks.com under the Lesson Plans tab.
- b. Center activities must be written up and include an objective, materials list, procedure, and assessment.



Example of the extended lesson plan.

Assessment

What assessment tools will be used throughout the unit (formative assessment) as well as at the end of the unit (summative assessment)? Some form of post assessment that correlates to the pretest must be included to ensure a quantitative measure of student learning.

Bibliography

List all resources that will be used by teacher and/or students.

Appendix

The appendix should include handouts, bulletin board ideas, permission slips, articles and/or web sites used in the lesson.

Classroom Management in a Word ...by Bonnie Heatherly

Discipline is a positive word. Place it in the context of great achievements. Artists, athletes CEOs – all of us need discipline to accomplish anything. Therefore, helping students learn to discipline themselves will help them achieve and be successful in life.

Image is everything! Dressing professionally, conveying confidence, wearing a smiling face, and having an encouraging attitude will create a positive image that will inspire respect and responsiveness from your students.

Set standards high. Expect students to behave, participate, and contribute. Students perform at higher levels when teachers expect more from them. Model everything you expect from your students. Your actions should reflect these expectations. Be the teacher you would want your own child to have during their time in school.

Consistency is of utmost importance. Principals mention the lack of consistency as a reason new teachers struggle. Treating students equitably is essential. This means that expectations and consequences should be the same for every individual in your class. Your classroom will run more smoothly when students know what to expect. Your classroom routines are part of being consistent.

Inspect your classroom and the climate. Keep a constant watch on things within the classroom that can cause misbehavior: temperature, traffic flow, interruptions, clutter, disorganization, seating, lighting, and more. Create a learning community in which students feel safe and secure.

Plan, prepare, plan, prepare. Time spent planning and preparing is never wasted! “Proper planning and preparation prevent poor performance” is an old adage that has been proven to be true. Have lesson plans and materials ready. Eliminating wasted time reduces opportunities for students to misbehave. Manage your time wisely.

Learn is an action verb. Involve students in the learning process. Actively engage them in the lessons by providing instruction that is student-focused. The more actively engaged a student is, the less likely disruptive behavior will occur. Idle hands tend to look for things to do.

Involve everyone through communication. Students and their parents/guardians need to know what is expected not only in terms of behavior but academically as well. Open communication lines help at all levels – kindergarten through twelfth grade. Remember to communicate first, then apply consequences next. Do not punish a student for an unacceptable action if it has not been established as unacceptable.

Nurture relationships with your students. Know their situations. When you know your students, you are better able to teach and reach them. Students do not care how much you know, until you show them how much you care.

Every day is a new day.

your lesson to deal with disruptions, then you are robbing students who want to learn of their precious in-class time.

Avoid Confrontations in Front of Students

Whenever there is a confrontation in class there is a winner and a loser. Obviously, as the teacher, you need to keep order and discipline in your class. However, it is much better to deal with discipline issues privately than cause a student to 'lose face' in front of their friends. It is not a good idea to make an example out of a disciplinary issue. Even though other students might get the point, you might have lost any chance of actually teaching that student anything in your class.

Stop Disruptions with a Little Humor

Sometimes all it takes is for everyone to have a good laugh to get things back on track in a classroom. Many times, however, teachers confuse good humor with sarcasm. While humor can quickly diffuse a situation, sarcasm may harm your relationship with the students involved. Use your best judgment but realize that what some people think as funny others find to be offensive.

Keep High Expectations in Your Class

Expect that your students will behave, not that they will disrupt. Reinforce this with the way you speak to your students. When you begin the day, tell your students your expectations. For example, you might say, "During this whole group session, I expect you to raise your hands and be recognized before you start speaking. I also expect you to respect each other's opinions and listen to what each person has to say."

Over Plan

Free time is something teachers should avoid. By allowing students time just to talk each day, you are setting a precedent about how you view academics and your subject. To avoid this, over plan. When you have too much to cover, you'll never run out of lessons and you will avoid free time. You can also fill up any left over time with mini-lessons.

Be Consistent

One of the worst things you can do as a teacher is to not enforce your rules consistently. If one day you ignore misbehaviors and the next day you jump on someone for the smallest infraction, your students will quickly lose respect for you. Your students have the right to expect you to basically be the same every day. Moodiness is not allowed. Once you lose your student's respect, you also lose their attention and their desire to please you.

Make Rules Understandable

You need to be selective in your class rules (no one can follow 180 rules consistently). You also need to make them clear. Students should understand what is and what is not acceptable. Further, you should make sure that the consequences for breaking your rules are also clear and known beforehand.

Start Fresh Everyday

This tip does not mean that you discount all previous infractions, such as if they have three tardies then today means four. However, it does mean that you should start teaching your class each day with the expectation that students will behave. Don't assume that because Julie has disrupted your class everyday for a week, she will disrupt it today. By doing this, you will not be treating Julie any differently and thereby setting her up to disrupt again (like a self-fulfilling prophecy).

Discipline by Design

Step 1: Reminder

This is a *reminder not a reprimand*. It may be directed to the whole class at once. It may be directed to one or two students. The teacher does not need to approach the student when using this step. The teacher needs to take the opportunity to remind students early enough that the situation does not progress beyond a point where a simple reminder is no longer appropriate. Example 1: "There is the bell, class. You should all have your homework out on your desk, now." Example 2: "Janice and Maria, the rest of us have all started working, now. You need to stop talking and start, too." Some teachers may complain that they should not have to remind children over and over again. We remind the children because they ARE children.

Step 2: Warning

This is a *reprimand*. The student is approached. The warning may be either verbal or written. Verbal warnings should not be delivered across the classroom. The teacher moves in close to the student and lets him know what he is expected to do. The student is asked to identify the next step.

Example 1:

Steven is sitting sideways in his chair and keeps messing with things on Maria's desk. The teacher approaches Steven and says "Steven, I expect you to turn around in your seat and get on with your assignment. This is your warning. What is the next step?"

Example 2:

During a class discussion, Tammy suddenly speaks out. "Boy, this stuff really sucks!" The teacher walks up to her and calmly, but firmly, says, "Tammy, I will not tolerate your outbursts. I expect you to raise your hand and wait to be called on before you speak. This is your warning. Now, can you tell me the next step?" Written warnings are even more effective. The student is approached and handed an Honor Level System infraction slip. The teacher has checked an item on the slip and may ask the youngster to fill in the information at the top. He is told that if no further problem occurs he will be able to throw the slip away at the end of the period. If the misbehavior continues, the slip will be collected and turned into the office.

Example 3:

Jason has been teasing Janice. The teacher fills out an infraction slip and takes it to him. He says to Jason "Here is an infraction slip with your name on it. I have marked 'Failure to treat peers

with respect' because you have been bothering Janice. I will put it here on the corner of your desk. If it is still there when the bell rings, you may throw it away. If you continue to pester her, I will pick it up, and it will be turned in to the office."

The warning step would normally be the first step if you were using Assertive Discipline. Instead of putting a name on the board (or on a clip board, as Lee Canter now recommends), placing a slip on the student's desk keeps it much closer to the child where he is less likely to forget and get into trouble again.

If you do not teach in a regular classroom with desks, still give the slip to the student. Even in a gym class the youngster can tuck the slip inside an elastic band somewhere. The slip can even be folded and put in a shoe!

It is important that the child has possession of the slip and that he realizes he is the one in control of it. Just as he is in charge of the infraction slip, he is also in charge of his own behavior. This helps the student learn to take ownership for his own actions. When the slip is in the hands of the teacher or his name is on a board far away, it is too easy to think that the situation is in someone else's hands. Instead, this technique fosters and encourages internal locus of control rather than external locus of control. There is no doubt in the student's mind that he has been reprimanded, but he is not left with a feeling of helplessness: that his fate is in the teacher's hands.

The warning step, especially the written warning, directly addresses the needs of the student who functions at the power stage and will be sizing up the situation. You have moved into their space and made your expectations quite clear. If you are firm, cool, and assertive, they may feel the balance of power tips in your favor. If you shout and display excessive anger, it will be read as a challenge, and this student will confront you. Regrettably, the situation will then escalate quickly to the next step.

Step 3: Infraction Slip

The student is approached again. She is reminded that she has already received her warning. An infraction slip will be turned into the office. If she has received a written warning, the slip is collected from her. The student is asked to identify the next step.

Example:

Nathan has been warned about staying in his seat and working on his assignment, but he keeps wandering over to argue with Jeff about a missing baseball card. The teacher marks "Failure to follow classroom rules" on an infraction slip and asks Nathan to fill in the top. She says "Nathan, I warned you only a few minutes earlier about following directions, yet you refuse to go to work. You will receive a detention. Can you tell me the next step?"

Nathan has refused to follow classroom rules even after being reminded and later warned. The infraction slip will be turned into the office where this information is entered into a computer that manages the data for The Honor Level System. Nathan's Honor Level may change and depending on the number of other infractions he has received in the past 14 days, he will be required to serve an appropriately significant consequence. If the slip is the first, he may serve a short detention during noon. If the slip is one of many, he may be suspended from school. In either case, the consequence is not chosen by the teacher. It is part of a consistent school-wide discipline plan.

It is important that the teacher has tried Steps 1 and 2 before turning the infraction slip into the office. Only in special, extreme cases, should an infraction slip be used as the first step.

Step 4: Send to the Office

The student is removed from class. A special "Time Out" slip is filled out and sent with the student, or a "Referral Form" will be completed for the office later.

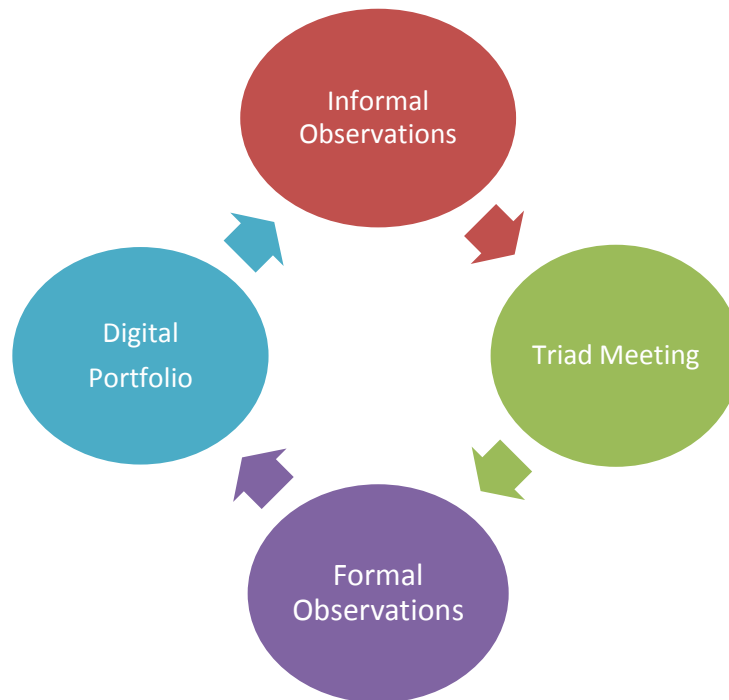
Example:

Linda has been acting up in class quite a bit today. She has been warned and has had an infraction slip written up. Still, she continues to disrupt the class. The teacher sends her to the office. As she leaves the room, the teacher calls the office to let them know Linda is on the way. As soon as possible, the teacher stops by the office to fill out a referral form and check with the principal. The teacher will contact the girl's parents as well.

If the first three steps are followed faithfully, this step is rarely needed. When things do progress this far, the teacher can proceed with this step in a cool, unemotional manner. There is no need for shouting or anger.

The student may want to bargain for leniency, but the effective teacher has remained calm through all the previous steps and lets Linda know that she has left him with no other option. He will insist that she leave the room, but may send her off with an optimistic "Tomorrow we will try again. I'm sure we can make this work correctly."

Evaluation Guidelines



Informal, On-going Observations The classroom teacher records informal observations related to the standards in the Intern Observation Record. The ASU Supervisor and teacher each have a copy of the Intern Observation Record.

Triad Meeting The ASU Supervisor, classroom teacher, and intern meet to discuss and score the results of the Observation Record. A plan of action is collaboratively created to address identified weaknesses. After improvement is evident, the scores may be changed.

Formal Observations The ASU supervisor conducts two formal observations. The first observation occurs in the first eight weeks of internship. The second observation follows in the last seven weeks of internship.

Intern Portfolio The intern submits supportive artifacts related to the internship experience in Live Text at designated intervals. *You will receive a supplemental document, separate from the Intern Handbook, which outlines the required artifacts and timeline for submissions.*

Intern Observation Record The Alabama Quality Teaching Standards and the Educate Alabama Standards are divided into five sections: Content Knowledge; Teaching and Learning; Literacy; Diversity; and Professionalism.

There are two formats for assessment. First, a place is provided to record anecdotal notes during the intern’s time in the classroom. Second, the classroom teacher is asked to score the standard according to a rubric of 1 to 4 on the Intern Observation Record.

The rubrics are rated with a scale of 1 to 4.

- 4 – Exceptional
- 3 – Proficient
- 2 – Basic
- 1 – Unacceptable

EXAMPLE OF INFORMAL OBSERVATION

Content Knowledge Ability Standards

Academic Discipline

__4__ Use students’ prior knowledge and experience to introduce new subject area related content.

(1) (c)1.(iii)

__3__ Identify student assumptions and preconceptions about the content of a subject area and to adjust instruction. **(1) (c)1.(iv)**

__2__ Help students make connections across the curriculum in order to promote retention and transfer of knowledge to real-life settings. **(1)(c)1.(v)**

Observations

Ms. Smith uses the correct strategies that try to activate prior knowledge. However, she would be more effective by relating the context of the strategies to relevant and engaging connections to the students’ interests.

She knows her content but makes assumptions about what the students know themselves

She provided much individual attention to the individual learner. She is adept at using the course of study to align her instruction.

Suggested Timeline for Informal Observations

- Content Knowledge (Week 2, 3, and 4) At this point, the intern has begun teaching a class or a small group of students.
- Professionalism (Week 4 and 5) The intern becomes more engaged in the school and classroom environment.

- Literacy (Week 6, 7, and 8) The intern is assuming greater responsibility in the teaching and learning with the classroom. (Observation by ASU Supervisor)
- Teaching and Learning (Week 8, 9, and 10) The intern should be ready to apply lessons learned from the previous eight weeks. (Observation by ASU Supervisor)
- Diversity (Week 12 and 13) The intern lessons should reflect an application of pedagogy to the diverse needs of the students.

The IOR serves two purposes:

1. The Intern Observation Record provides guidance in gathering formative data for reflection in preparing the intern to become a competent teacher and colleague. *The score is included as part of the grade earned in internship.*
2. The Teacher Code of Alabama requires documentation of addressing these standards in clinical experiences.

Please note:

During the process of assessing the intern through observations and scoring using the rubric, it is important to understand that evaluation is a recursive process. For example, during an observation window, weaknesses are observed and the intern receives a low score. After reflection by the intern and mentoring by the classroom teacher and ASU Supervisor, the intern shows improvement. Thus, changing the initial assessment is acceptable.

Completion of Internship

- The ASU Supervisor calculates the final grade after the last visit.
- The Intern Observation Record is worth 50% of the grade. All five sections must be completed and scored.
- The Internship Portfolio is worth 30% of the grade. A complete Internship Portfolio is required for passing internship. The ASU Supervisor will grade this culmination of instructional, curricular, and reflective work completed during internship.
- The Formal Observations are worth 20% of the grade.
- Attendance is submitted in the Portfolio and mailed to ASU. There must be 75 days signed. Grades cannot be given before the 75th day is completed by the intern.

- The ASU Supervisor turns in the Final Grade Sheet to the College of Education after the 75th day.

Certification

Upon graduating, students who seek certification to teach in the state of Alabama must complete a certification application. The Certification Seminar during Internship provides guidance in completing the process.

Issuance of Alabama teaching certificates is the legal responsibility of the Alabama State Department of Education. Universities and colleges cannot issue a professional certificate. However, in order to be certified at the professional “B” level, a student must complete an appropriate course of study at a college or university which has been approved by the State Department of Education. When a student completes the course of study, the institution recommends to the State Department of Education that the appropriate certificate be awarded. It is the responsibility of the student to complete the steps for certification recommendation from Athens State University which are as follows:

1. Obtain application for certification from the Certification Officer at the Intern Certification Seminar.
2. Provide a \$30.00 postal money order or proof of online payment for each level of certification. The amount is subject to state modification; make postal money order payable to the Alabama State Department of Education in Montgomery. Fees may be paid online for licensure and certification. The website is <https://www.alabamainteractive.org/education/>.
If you are seeking more than one certification, then you will need to provide additional receipts for each additional certification.
3. Satisfy the requirements of the Teacher Education Program including proof of passing score on all required PRAXIS II tests , the APTTP test, and proof of ABI/FBI background clearance.
4. Provide the Certification Officer with a request for one copy of an official Athens State University transcript.
5. Students seeking certification in another state should check with that state for requirements and certification areas available.

NOTE: Certificates for a student who completes certification requirements after September 1, will be dated effective July 1 of the following year.

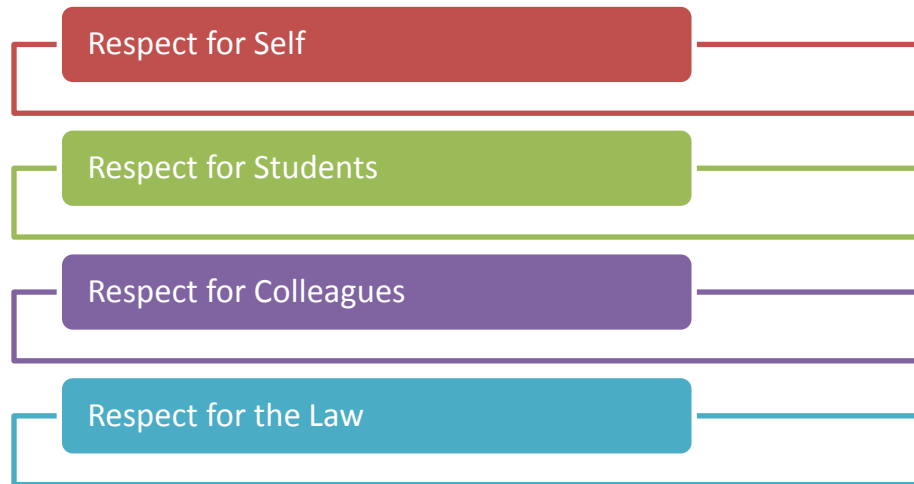
A letter is available from the College of Education Certification Office for students that have been awarded their degree and are in the process of seeking certification.

Live Text Evaluations

Complete the three assessments under the Intern Tab in LiveText.

- Intern Assessment – Assessment of ASU Supervisor
- Intern Assessment – Assessment of ASU TEP
- Intern Assessment – Assessment of Classroom Teacher

Professional Guidelines



Interns must adhere to professional dispositions. Failure to do so may result in removal from internship. In general, professional dispositions encompass respect for self, respect for students, respect for colleagues, and respect for the law.

Respect for Self

DO

- Present a professional appearance at all times and conform to the accepted good practices at the school.
- Participate in positive interactions.
- Assume responsibility
- Behave in such a way that exhibits the understanding you are a guest of the school.
- Turn off the cell phone.

DO NOT

- Display insubordinate or disrespectful behavior.
- Display argumentative or confrontational behavior.
- Use profane, degrading, or unnecessarily offensive language.
- Wear lewd or immodest garments, inappropriate clothing, or such that is contrary to the school dress code.

Respect for Students

DO

- Exhibit interest in the learner and the learning process.
- Exhibit stewardship of diversity.
- Advocate the ethical and safe use of technology.
- Exhibit fairness and the belief that all students can learn.

- Act in a calm manner consistent with the students' best interests.
- Follow school rules related to beverages and food items.

DO NOT

- Raise your voice to the students.
- Leave students in an unsafe or unsupervised environment.
- Encourage or assist students to violate school rules or lawful school personnel instructions.
- Make sexual advances or innuendos to students, school personnel, or ASU supervisors in any form: written, verbal, or physical.
- Unlawfully discriminate educational opportunities on the basis of race, color, ethnicity, gender, age, or disability.
- Initiate or participate in any behavior that obstructs or disrupts the learning process or school operations.
- Participate in any behavior that makes students feel uncomfortable or uneasy.
- Harass students or threaten physical violence or bodily harm.

Respect for Colleagues

DO

- Involve parents and/or families as active partners in planning and supporting student learning.
- Share instructional responsibility for students with diverse needs, including students with disabilities, and develop collaborative teaching relationships and instructional strategies.
- Support every student's growth through collaboration and shared responsibility for student learning.
- Communicate and collaborate effectively with colleagues, students, parents, guardians and significant agency personnel who are included and valued equally as partners.
- Follow the established channels of communication: classroom teacher, principal, University supervisor, Dean of COE.

DO NOT

- Fail to comply with the lawful directions or instructions of the classroom teacher, school officials, or University personnel.
- Fail to cooperate with school officials in the performance of duties or operations of the school.
- Make injudicious remarks, negative comments, or any verbal or non-verbal expressions that would be considered unprofessional such as defamatory or libelous remarks or writings (i.e. social networking sites such as Facebook or Twitter).
- Furnish false or misleading information to the classroom teacher, school employee, University supervisor, or community members.
- Raise your voice to the classroom teacher, University supervisor, school administrator, or school employee.

- Harass classroom teacher or threaten physical violence or bodily harm.

Respect for Laws and Policies

DO

- Use and maintain confidential student information in an ethical and professional manner.
- Practice safe, responsible, legal, and ethical use of technology and comply with school and district acceptable-use policies, including fair use and copyright guidelines and Internet user protections.
- Access school, community, state, and other resources and referral services.
- Access resources to gain information about federal, state, district, and school policies and procedures.
- Keep accurate records related to federal, state, and district policies and other records with legal implications.

DO NOT

- Violate any lawful school rules that are established by the local school or district.
- Steal, destroy, or damage school property.
- Violate school traffic and parking regulations.
- Consume or possess illegal drugs or controlled substances without a prescription, or be present on school grounds under the influence of illegal drugs or non-prescription controlled substances.
- Consume or possess alcoholic beverages on school grounds or be present on school grounds while intoxicated.
- Possess a firearm, knife, or other weapon on school grounds or the ASU campus.
- Engage in any unlawful act of any kind.
- Act in violation of federal, state, or local laws.

Portfolio

Content Knowledge Assignments

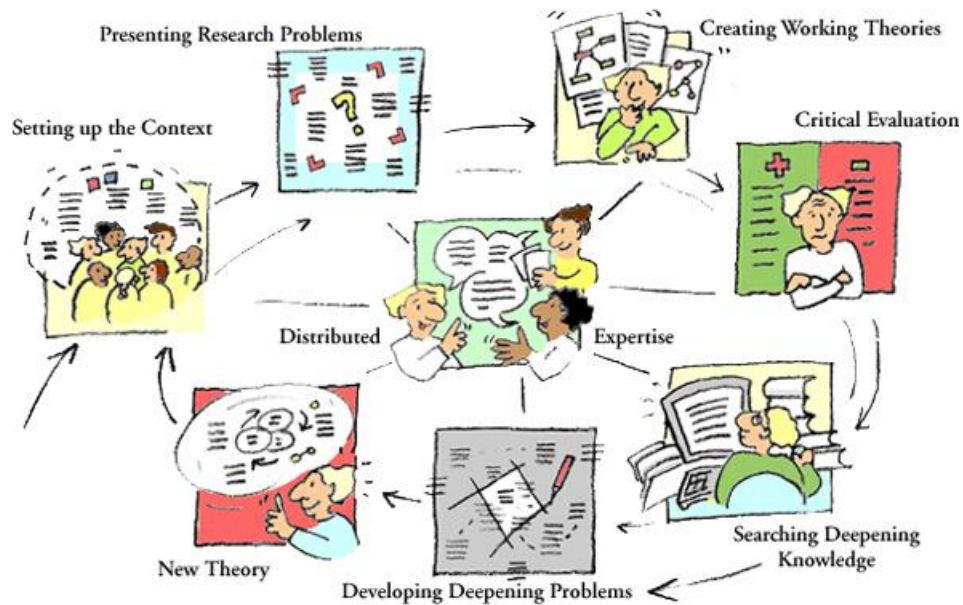
Professionalism Assignments

Literacy Assignments

Teaching & Learning Assignments

Diversity Assignments

Grade Sheet



Internship Portfolio

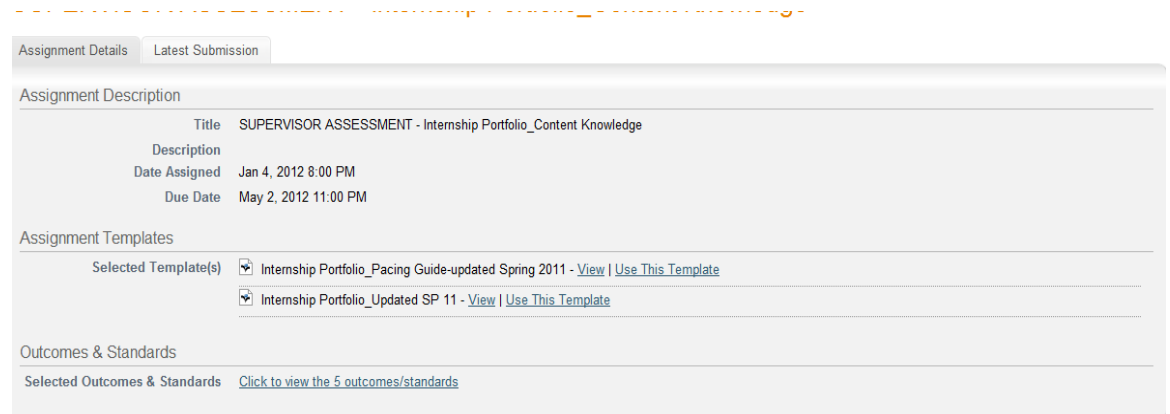
Rationale

The Internship Portfolio is evaluated for the EDUCATEAlabama standards and the Athens State University College of Education Outcomes. The intern will complete assignments that are outlined in the following section that address each of the EDUCATEAlabama standards. The assignments provide evidence from the internship experience that the intern is improving readiness through the application of high-quality teaching practices. These assignments are submitted in an electronic portfolio in Live Text. The portfolio is assessed by the ASU Supervisor.

Submitting the Portfolio

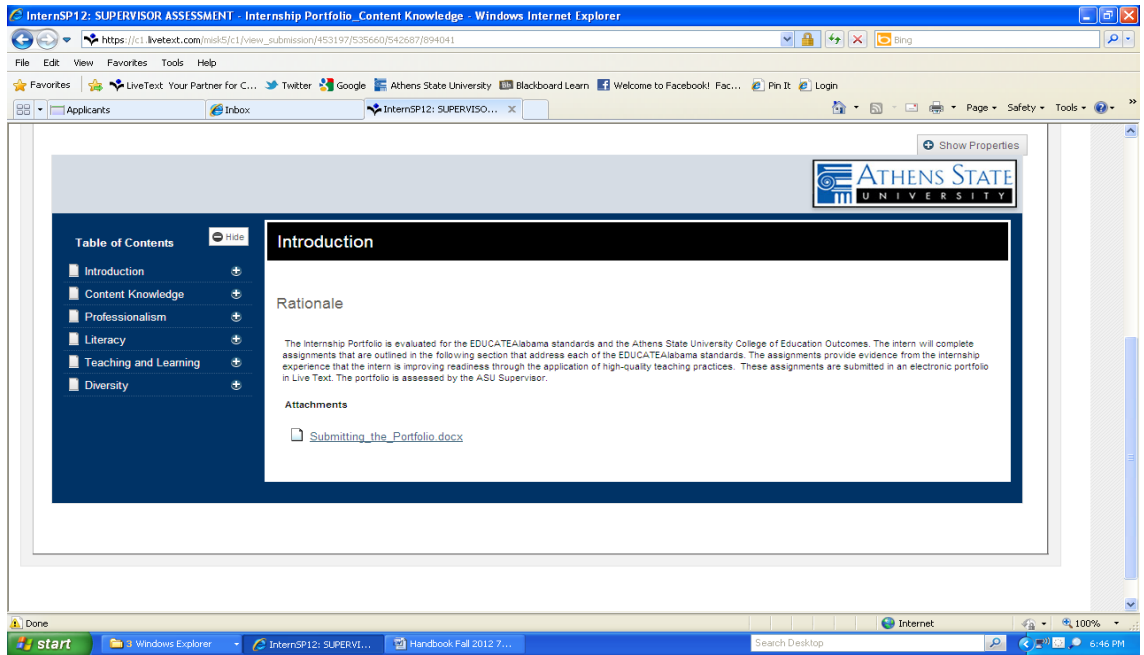
How to create your internship portfolio

1. Click on the assignment located on your dashboard that is titled “Internship Portfolio_Content”.
2. You will be directed to a page titled “Assignment details”. Locate the section of this page that is titled “Assignment Template” and click on the “use this template” button beside the template titled “Internship Portfolio_updated”.



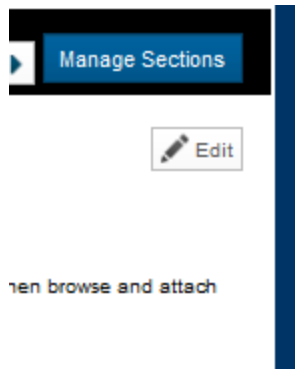
3. You will be directed to the Internship Portfolio Template. If you would like for your name to be included in the title of the template click on the “edit properties” tab this is located on the upper, left-hand side of the page.
4. Enter your new title in the “Title” box, such as Jane Doe’s Internship Portfolio.
5. You may also change the “style set” if you would like to. Changing the style set alters the appearance of your portfolio in regard to color, font, etc. but it will not change the layout of the portfolio.
6. Do not alter the areas titled “type” or “layout”.

7. Once you are finished editing the properties, click on the “save” button which is located on the lower, right-hand side of the page. You will be directed back to the first page of the portfolio template.
8. Read the instructions for portfolio completion.

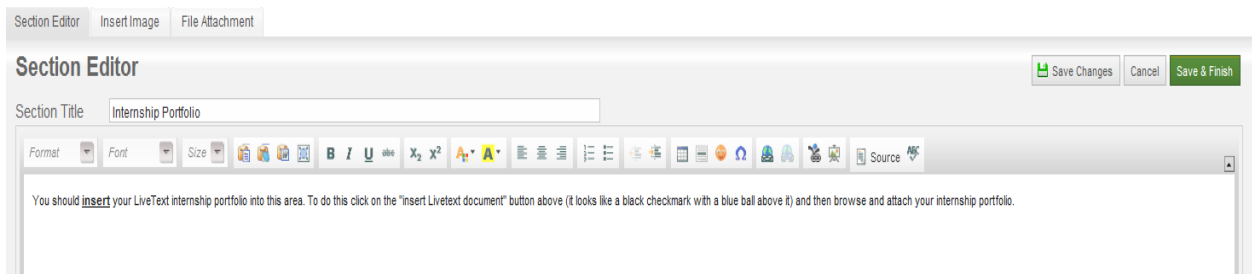


How to edit sections in your internship portfolio

1. Your portfolio is comprised of “pages”. The page titles appear in the “table of contents”, which is located on the right-hand side of the page (unless you altered your style set).
2. You should not edit your pages. Please leave them as they are designed.
3. In order to complete your internship assignments you must edit the “sections” included in the portfolio. Several “sections” are included on each page of the portfolio. Navigate to the section you wish to edit and click on the “edit” button located on the right-hand side of the screen inside the specific section.



4. In edit mode you may add text, tables, etc. inside the section editor box. You may also attach a picture and documents. Up to 10 documents may be attached to each section.
5. If you are working in the section for an extended period of time it is advisable to periodically save your work by clicking on the “save” button located on the upper, right-hand side of the section editor.
6. When you are finished editing the section click on the “save and finish” button located on the upper, right-hand side of the section editor.



How to locate my internship portfolio after I have created it the first time

1. You will only create your portfolio, using the template, once, which is the very first time you work inside the template.
2. Once you have created the portfolio using the template, it will now be located in your “my work” folder, which is located in the documents section of your LiveText account.
3. To locate your portfolio login to your LiveText account and click on the “documents” tab, which is located at the top of the page (between “courses” and “reviews”).

Documents

My Work Inbox Sent Trash All Manage My Labels

My Work Showing 1-20 of 28 1 2 Next ▶

+ New Apply Label ▾ Change Label ▾ Remove Label Delete

<input type="checkbox"/>	Title	Type	Date Created	Date Modified
<input type="checkbox"/>	EL_324 Field Experience Template Fall 2008	Project	Jun 21, 2010	Jul 21, 2010

- You will be redirected to your “my work” folder which contains list of all LiveText documents that you have created. Locate your internship portfolio and click on the title to open the portfolio.
- Each time you work in your internship portfolio you will add to the existing portfolio that you originally created. It will always be located in your “my work” folder.

How to submit your internship portfolio to the assignment link

- Open your internship portfolio.
- To the right of the table of contents there is a button titled “submit assignment”. Click on this button.

Document View Edit Properties Manage Pages




Table of Contents Hide Send for Review Share Copy Print Export Apply Style Visitor Preview **Submit Assignment**

- You will be directed to a page titled “choose an assignment for submission”. Locate your internship course, which is titled similar to “InternFA11 or InternSP11”. The year may be different depending on the year of your internship.

Choose an Assignment for Submission

Select a term for the assignment you wish to submit.

Term:

Select an assignment for the submission.

Course Code	Assignment Name
ED301	
<input type="radio"/>	Candidate Portfolio
<input type="radio"/>	Professional Dispositions Assessment

- Once you have located the internship course, locate the assignment for which you would like to submit your portfolio and click on the circle located to the left of the assignment title.
- You will be directed to a new page that is titled according to the title of the assignment. On the upper, right-hand side of the page is a green "Submit Assignment" button. Click on this button to submit your portfolio.

Assignment Details Latest Submission

Awaiting Submission

Artifact(s) [Candidate Portfolio Template Updated Summer 2011](#)

Note

- To check to be sure that your assignment was submitted correctly, navigate to your dashboard and locate the assignment link. The assignment link, which was previously "red" in color should now be either "yellow" (which means awaiting assessment) or "green" (which means you may view the assessment).

Portfolio Assignment Chart

ASU Outcomes	Alabama Quality Teaching Standards Indicators	Assignment
CONTENT KNOWLEDGE		
Knowledgeable Scholar	<i>1.1 Knowledge of subject matter and organization of related content</i>	#1 Pacing Guide of Content
Life Long Learner	<i>5.2 Engages in on-going professional learning</i>	#2 Reflection One
PROFESSIONALISM		
Effective Communicator	<i>3a1 Use of standardized oral and written communication and appropriate communicative strategies.</i>	#3 Reflection Two
	<i>4a2 Communicate with sensitivity and understanding among diverse populations</i>	#4 Class Newsletter
Positive, Supportive Professional	<i>2a2 Creates a positive climate that promotes respect and responsibility</i>	#5 Faculty Meeting
	<i>5.1 Collaborates to facilitate student learning and well-being</i>	#6 Grade Level Meeting
	<i>5.4 Promotes professional ethics and integrity</i>	#7 Philosophy of Education
LITERACY		
Resourceful, Curriculum Planner	<i>1.4 Designs instructional activities based on state content standards</i>	#8 Unit Objectives
	<i>2b3 Designs lessons that integrate appropriate, effective, and multiple strategies</i>	#9 Unit Introduction
	<i>3b2 Integrate narrative and expository reading strategies across the curriculum</i>	#10 Unit Bibliography of Resources
	<i>3c2 Communicates mathematical concepts, process, and symbols</i>	#11 Mathematics Lesson Plan
	<i>3d1 Identifies and integrates technology into instruction</i>	#12 Integration of Technology
Student-centered, Reflective Instructor	<i>1.2 Activates prior knowledge, experience, and interest to plan and ensure student learning</i>	#13 Unit Pre-teaching Plan
	<i>2b4 Creates learning activities to optimize growth and achievement in a supportive environment</i>	#14 Unit Lesson Plans (Five)
	<i>4a1 Develops a culturally responsive curriculum and instruction</i>	#15 Reflection Three
	<i>4b2 Guides second language and utilizes English Language Proficiency strategies</i>	# 16 School Resources
	<i>4c2 Facilitates inclusive learning environments to support students with learning differences and disabilities</i>	#17 Interview of Personnel
TEACHING AND LEARNING		
Capable Classroom Manager	<i>2a1 Designs a research –based classroom organization and management system based on age-appropriate expectations</i>	#18 Classroom Management Plan
	<i>2a3 Creates a safe, orderly, and stimulating learning environment</i>	#19 Classroom Procedures
	<i>2b2 Engages learners in personal goals for learning and behavior</i>	# 20 Student Conferences
Competent Evaluator	<i>2c1 Uses formative assessments to provide feedback and assist learners in adjusting instruction and meeting learning goals</i>	#21 Unit Effectiveness
	<i>2c3 Maintains evidence and records of learning and performance to communicate progress</i>	#22 Reflection Four (Unit Analysis)
DIVERSITY		
Skilled Facilitator of Development Growth	<i>1.5 Provides instructional accommodations, modifications, and adaptations to meet the individual needs of learners</i>	#23 Website Critique
	<i>2b1 Develops challenging, standards-based academic goals for each learner using knowledge of development needs</i>	# 24 Intern Assessments in LiveText
	<i>3b1 Uses age appropriate instructional strategies to improve learner’s skills in critical literacy components</i>	# 25 Small Group Plan
Attendance Sheet	75 Days of Internship is required	# 26 Signed Attendance Pages

CONTENT KNOWLEDGE (AQTS, 2009)



Assignment #1: Pacing Guide of Content

Directions: Complete the pacing guide chart by referring to the school system's pacing guide and collaborating with the classroom teacher. Complete the template that is in Live Text based on the content areas that pertain to your internship. The pacing guide should cover one content area for **at least 8 weeks** of the internship. *Be specific* when describing the content. You will attach each template to the actual assignment.

Example

Subject Area	Content to be Studied	Length of Study
Geography	Water Cycle and Climate	1 week
Geography	United States Geography	2 weeks
Geography	Geography of Canada	1 week
Geography	Geography of Mexico	2 weeks

Assignment #2: Reflection One

Directions: Reflect upon the Triad Meeting which you had with the classroom teacher and ASU Supervisor. Jot down key ideas for each category. Use this information to compose your reflective essay in the Internship Portfolio. The essay should reflect the level of composition that is required of ASU students. You will attach each template to the actual assignment.

Praise: What went well? Why? In what specific ways did I attempt to incorporate elements of effective teaching?

Question: Questions I have for the classroom teacher and ASU Supervisor. Focus these questions on student engagement in learning, my use of particular strategies, or anything else about which I am curious. . . .

Polish: What I would do differently; areas in which I'd like to improve. . . .

PROFESSIONALISM (AQTS, 2009)

Assignment #3: Reflection Two

Directions: Reflect upon the Triad Meeting which you had with the classroom teacher and ASU Supervisor. Jot down key ideas for each category. Use this information to compose your reflective essay in the Internship Portfolio. The essay should reflect the level of composition that is required of ASU students. You will attach each template to the actual assignment.



1. *Praise:* What went well? Why? In what specific ways did I attempt to incorporate elements of effective teaching?
2. *Question:* Questions I have for the classroom teacher and ASU Supervisor. Focus these questions on student engagement in learning, my use of particular strategies, or anything else about which I am curious. . . .
3. *Polish:* What I would do differently; areas in which I'd like to improve. . . .

Assignment #4 Class Newsletter

Directions: Create a newsletter for the class in which you are interning. The newsletter should include at least five of the content options listed below:

- Contact information (i.e., names, address, phone, email)
- Class calendar (i.e., times, dates, activities, upcoming events)
- Upcoming topics and units of instruction
- Ideas for home activities to support learning
- Parenting ideas: reading, nutrition, television viewing
- Homework helpers
- Policies and procedures
- Volunteer opportunities
- Upcoming programs, exhibits, meetings, book clubs
- Testimonials (i.e., student quotes, awards, praise)
- Current Collaborative Projects (i.e., online projects, science fair)

Assignment #5 Faculty Meeting

Directions: Attend a faculty meeting. Complete the following chart. You will attach each template to the actual assignment.

Faculty Meeting template

Date	Day	Duration
Number of Faculty that attended		
Special Guests		
Agenda and Speakers		
3 Details	2 Insights	1 Question

Assignment #6 Grade Level/Department Meeting

Directions: Attend a grade level/department meeting. Complete the following chart. You will attach each template to the actual assignment.

Grade Level(s): _____ Date: _____ Participants: _____	
Method of Collaboration:	
(Check all that apply)	
<input type="checkbox"/> Analyze/Compare Data/ Trend Analysis	<input type="checkbox"/> Instructional Strategies
<input type="checkbox"/> Lesson Planning	<input type="checkbox"/> Differentiated Instruction Strategies
<input type="checkbox"/> Lesson/ Unit Reflection & Evaluation	<input type="checkbox"/> Sharing and Reflecting on _____
<input type="checkbox"/> Formative/Summative Assessments	<input type="checkbox"/> Test-Taking Strategies
<input type="checkbox"/> Plan/Discuss Modifications and Accommodations	(i.e. extended response)
<input type="checkbox"/> Student Success Planning	<input type="checkbox"/> _____
Meeting Focus:	
Next Steps:	

Request for resource or support from:	
__Principal __Assistant Principal __Technology Coordinator	
__Lead Literacy Teacher __SBPS Coordinator __Enrichment Teachers	
__Counselor/Case Manager __Bilingual Lead Teacher __Special Ed. Teacher	

Assignment #7 Philosophy of Education

A philosophy of teaching explains your reasons for teaching, a description of how you teach, and justifications for your beliefs about teaching. Your teaching philosophy will likely evolve as you gain experience in teaching and place yourself in new and different situations. In ED 302 Foundations II, you became aware of your own teaching philosophy based on a philosophy of education. Such awareness helps you reason through the decisions which you make and implementation of instruction. The current challenge is to apply what you have learned from coursework to the experience in Internship. *Effective teachers are able to articulate a teaching philosophy that encompasses the following concepts.*

Positive, Supportive Professional and Knowledgeable Scholar and Lifelong Learner

Why do you want to teach?

- What is the purpose of education?
- What is your role as an educator?

Student-Centered Reflective Instructors and Capable, Classroom Manager

Whom are you going to teach?

- How will you reach the wide diversity (economic, cultural, academic) of students in your classroom?
- How do you define a community of learners?

Skilled Facilitators of Developmental Growth and Competent Evaluator

How are you going to teach?

- What are your beliefs about how children learn?
- How will these beliefs impact instructional strategies, classroom management, curriculum design, and assessment?
- How will you balance the needs of the individual learner with the needs of the class as a whole?

Resourceful Curriculum Planners and Effective Communicator

What are you going to teach?

- How will you bring a global awareness into your classroom?

- What will be your relationship the community, parents, teaching colleagues, and administration?

Compose this teaching philosophy based on a specific philosophy of education learned and supported by the college work, readings, and influential thinkers that have been part of the classes you have taken at ASU. Remember to make connections to the ASU COE Conceptual Framework. Appropriate grammar and usage is mandatory. Paragraph structure is required to convey complete thoughts. Write at least two pages, using Times New Roman, size 12 font, and double space.

LITERACY (AQTS, 2009)

This section of the portfolio encompasses a thematic unit. The purpose is to illustrate the ability to plan in a long range format.

Although separate components are specified per assignment, each assignment is connected to the development of a unit that is to be taught during internship.

Submit Assignments 8, 9, 10, 11, and 14 as a singular, continuous Word

Document in the Literacy Section of the portfolio.



Assignment #8 Unit Objectives

Directions: There are two parts to this assignment.

1. Create a planning web, which includes integration of reading and writing with math, science, and/or social studies. The web should include books, vocabulary, literacy skills, strategies, learning logs, centers, projects, field trips, technology (web sites, etc.) that you intend to use in the unit. Technology must be incorporated into the unit.
2. Write the Course of Study objectives for each content area integrated in the unit. These should match the outcome statements listed in the rationale. Designate the level of the cognitive domain of Bloom's Taxonomy that each objective is designed to address. The level is to be placed in parenthesis to the left of each objective.

Assignment #9 Unit Introduction

Directions: The unit should encompass five days of instructions. There are two parts to this assignment.

- Cover Page - Title of unit and grade level
 - **The unit must be at least 5 days long.**
- Introduction and Rationale
 - Introduction - Write a short paragraph describing the unit.
 - Rationale - What are the cognitive goals of the unit? List these in the form of daily outcome statements.

Assignment #10 Unit Bibliography of Resources

Directions: List all resources that will be used by teacher and/or students. You should have at least three resources. These resources should include a variety of expository and narrative text. Use APA format.

Assignment #11 Integration of Mathematics

Directions: Design a lesson that applies mathematical thinking and problem solving to other curriculum areas. Use the Abbreviated UDL Lesson plan format for this lesson.

Teacher:	Content Area:	Grade Level:	Date:	Day:
Course of Study Standard and Objective:				
Daily Outcome: What will the students be able to do at the end of the today's lesson?				
Assessment:				
Resources (textbooks/page numbers, trade books, magazines, newspapers, etc.) Be specific.				
Technology Utilized: (Internet sources, United Streaming, etc.)				
Before	During	After		
Purpose (Why):	Purpose (Why):	Purpose (Why):		
Strategy (What):	Strategy (What):	Strategy (What):		
Procedure (How):	Procedure (How):	Procedure (How):		
Grouping Arrangements:	Grouping Arrangements:	Grouping Arrangements:		

The following chart provides example of ways to incorporate mathematical thinking in all content areas.

TEACHING MATHEMATICS	
Increase	Decrease
<p><i>TEACHING PRACTICES</i></p> <ul style="list-style-type: none"> Use of manipulative materials Cooperative group work Discussion of mathematics Questioning and making conjectures Justification of thinking Writing about mathematics Problem-solving approach to instruction Content integration Use of calculators and computers Being a facilitator of learning Assessing learning as an integral part of instruction 	<p><i>TEACHING PRACTICES</i></p> <ul style="list-style-type: none"> Rote practice Rote memorization of rules and formulas Single answers and single methods to find answers Use of drill worksheets Repetitive written practice Teaching by telling Teaching computation out of context Stressing memorization Testing for grades only Being the dispenser of knowledge
<p><i>MATHEMATICS AS COMMUNICATION</i></p> <ul style="list-style-type: none"> Discussing mathematics Reading mathematics Writing mathematics Listening to mathematical ideas 	<p><i>MATHEMATICS AS COMMUNICATION</i></p> <ul style="list-style-type: none"> Doing fill-in-the-blank worksheets Answering questions that need only yes or no responses Answering questions that need only numerical responses
<p><i>MATHEMATICS AS REASONING</i></p> <ul style="list-style-type: none"> Drawing logical conclusions Justifying answers and solution processes Reasoning inductively and deductively 	<p><i>MATHEMATICS AS REASONING</i></p> <ul style="list-style-type: none"> Relying on authorities (teacher, answer key)
<p><i>MATHEMATICAL CONNECTIONS</i></p> <ul style="list-style-type: none"> Connecting mathematics to other subjects and to the real world Connecting topics within mathematics Applying mathematics 	<p><i>MATHEMATICAL CONNECTIONS</i></p> <ul style="list-style-type: none"> Learning isolated topics Developing skills out of context

Assignment #12 Integration of Technology

Directions: Complete the following chart that describes the availability and use of technology in your internship experience. You will attach each template to the actual assignment.

Resources	Classroom	School	Use of Resources
Hardware			
Software			
Web-based			

Assignment #13 Unit Pre-Teaching Plan

Directions:

1. Pre-test: The unit must include a pretest or diagnostic assessment. Attach the pre-test that is to be used with your unit. (Include the answers by highlighting in red.)
2. Prior knowledge Strategy: Include the example of a strategy that you would use to access the students' prior knowledge. (There should not be "answers" included in this document.)

Assignment #14 Unit Lesson Plans

Directions: The Universal Design Lesson Plan template is the structure to be used for the Unit Lesson Plans. You must have a total of five lesson plans, at least one per day of the unit.

Additional lesson plans for the unit should be placed in your lesson plan notebook. The UDL Lesson Plan is located on the Intern_Help! webpage at <http://asuinternship.pbworks.com>.

The image shows a screenshot of a web-based lesson plan template divided into four quadrants. Each quadrant has a title and a table for planning. A blue box highlights the URL 'www.asuinternship.pbworks.com' in the top-left quadrant. Other blue boxes highlight 'Before: Engage' in the top-right, 'During: Explain/Explore' in the bottom-left, and 'After: Evaluate' in the bottom-right.

PRE-PLANNING THE DAILY LESSON	
Name:	Content Area Focus:
Lesson Topic:	
Step 1. Gather Facts about the Literacy (Choose three areas from which to gather facts. Explain the reasoning for each choice.)	
Step 2. Content	
Arizona's Course of Study Standard(s):	
Instructional Objective (Daily Outcome):	
Step 3. Assessment:	
Step 4. Processes of Instruction (Which are essential to the implementation of the lesson?)	
Resources Needed: (Textbooks, Trade books, articles, nonprint supplies, etc.)	
Technology Utilized: (Internet sources, software, Smart Boards, etc.) Computer projection? Power Point? Web 2.0? (Using course of study analysis)	
Instructional Strategy:	
Collaborating - Chunking of Text	Grouping
UDL - "I Can Do -" "We Do -" "You Do -"	Strategies - "I Can Do -" "We Do -" "You Do -"
Structure	Active Engagement
Level:	Level:
Grade:	Grade:
Topic:	Topic:

STEP 5: IMPLEMENTING THE DAILY LESSON PLAN	
BEFORE	ENGAGE
How will you open your lesson and quickly engage your students in the lesson? Include how you will make connections between past and present learning and their students' thinking on the learning outcomes of current activities.	
Strategy (What):	
Purpose (Why):	
Procedures (How):	1.
	2.
	3.
	4.
	5.

DURING	
Strategy (What):	Response: Teaching
Purpose (Why):	
Procedures (How):	1.
	2.
	3.
	4.

AFTER	
EVALUATE	
How will students demonstrate their learning of this lesson? Evaluation will be based upon products designed in Step 4 of your lesson plan. How will you write up the lesson?	
Strategy (What):	
Purpose (Why):	
Procedures (How):	1.
	2.

Assignment #15 Reflection Three

Directions: Reflect upon the Triad Meeting which you had with the classroom teacher and ASU Supervisor. Jot down key ideas for each category. Use this information to compose your reflective essay in the Internship Portfolio. The essay should reflect the level of composition that is required of ASU students. You will attach each template to the actual assignment.

Praise: What went well? Why? In what specific ways did I attempt to incorporate elements of effective teaching?

Question: Questions I have for the classroom teacher and ASU Supervisor. Focus these questions on student engagement in learning, my use of particular strategies, or anything else about which I am curious. . . .

Polish: What I would do differently; areas in which I'd like to improve. . . .

Assignment #16 School Resources

Directions: Investigate the available resources for English language learners in the school and system in which you are interning. Answer the following questions:

1. What resources are available for ELL students in the school system; in the school; and in the classroom?
2. How are these resources used by the teachers and the students?

Assignment #17 Interview of Personnel

Directions: Interview a collaborative teacher **OR** a counselor. Record the answers and then summarize the interview.

Interview Questions for Special Education Teachers

1. What type of assessments have you used?
2. Describe a student with a challenging learning disability and how you supported him/her.
3. What are your views on inclusion and remediation?
4. What are some of the timelines related to IEPs?
5. How have you supported students on IEPs in the regular classroom?
6. Describe both a successful and challenging collaboration experience with a regular education teacher.

Interview Questions for School Counselors

1. Please describe your counseling experience with individuals and groups. Tell me about some specific examples.
2. Describe your collaboration with community agencies (i.e. DSS, DMH, community mental health organizations, hospitals, etc).
3. What is important for me to know regarding special education laws and issues?

4. If you had the opportunity to offer classroom workshops, what topics would you address and how would you approach them?
5. How have you dealt with issues of bullying, depression, anxiety, and substance abuse and prevention? What should I know about these issues?

TEACHING AND LEARNING (AQTs, 2009)



Assignment #18 Classroom Management Part I

Directions: Describe the rules, consequences, and rewards you will use during your internship.

Assignment #19 Classroom Management Part II

Directions: Choose ten of the following procedures. Describe the procedures in kid-friendly terms that students will follow. If these do not apply to the content area you teach (such as self-contained special education or physical education) then write down ten procedures that are appropriate for the students which you teach.

1. What do I do if I forget my pencil or paper?
2. What do I do when I come in the room?
3. What do I do if I need to leave the room?
4. What do I do if I am tardy?
5. Where can I find the assignments posted?
6. Where do I put completed papers?
7. What are the procedures for team work?
8. What are the procedures for the different types of class settings?

9. What do I do if you finish my work early?
10. What do I do if I need extra help, have a personal concern, or would like to request a conference?
11. What do I do if I "forget" to do my homework?
12. How do I know which book to bring to class?
13. How do I check out materials?
14. What do I do before I leave the room at the end of class?

Assignment #20 Student Conferencing

Directions: Create or find a template that can be used for student conferencing based on the needs of the students. The template can be based on learning, behavior, and/or personal goals. The template you create should be appropriate to the needs and developmental levels of the students. Example: A kindergarten teacher might use a student conference form about behavior and the goals the student will set related to behavior based on the classroom rules. A sixth grade teacher might create a conferencing form focusing on writing and setting goals related to content, grammar, and usage. A high school teacher might make a form to set goals with high schools about the grade exam. The interns should have had creating conferencing forms in their assessment classes.

Assignment #21 Unit Effectiveness

Directions: Answer the following questions as you reflect on the Unit that you taught during Internship.

1. Beginning of Unit: Study and analyze the pretest (Assignment #13) and the Prior Knowledge (Assignment #13) of the students. How did you use this knowledge help you plan the lessons for the Unit?
2. Middle of Unit: Reflect on the effectiveness of the instruction. Were the students learning? How did you determine that they met the daily outcomes?
3. What adjustments did you make to instruction during the Unit based on the information gathered from ongoing monitoring of performance and progress of students?

Assignment #22 Unit Analysis: Reflection Four

Directions:

End of the Unit: Administer the same instrument that was used for the pretest. Compare the pre-test and post-test results, analyze and reflect on the effectiveness of the lesson. You will attach each template to the actual assignment.

Step 1: Record Results

Pre-test Results				Post-test Results			
Students that scored 100% to 90%	Students that score 90% to 80%	Students that score 80% to 70%	Students that score below 70%	Students that scored 100% to 90%	Students that score 90% to 80%	Students that score 80% to 70%	Students that score below 70%

List the names of the students from one class as an example.

Step 2: Analyze Results

<i>Instructional Decisions</i>	<i>What you used</i>	<i>Adjustments you made</i>	<i>Were the instructional decision effective based on the post-test results?</i>	
Methods			Yes	No
Materials			Yes	No
Grouping			Yes	No

Step 3: Reflect on the Results

How would you change the lessons within the unit to maximize student learning?



DIVERSITY (AQTS, 2009)

Assignment # 23 Individual Profile

Website Critique

Review the following three websites. Critique one website based on the listed criteria.

1. Organized Teaching: http://organizedteaching.com/the_organized_sp_ed_teacher/accommodations_modifications.html
2. Teacher Vision: <http://www.teachervision.fen.com/special-education/resource/5350.html>
3. Do2Learn: <http://www.do2learn.com/>

Web Site Evaluation Form						
Name	Major	Date visited				
Web Site Title:	Web URL:					
Brief Description of Site:						
Criteria and Types of Evidenced	Web Site Evidence	Ratings				
		6 (High)	5	4	3	2 1 (Low)
AUTHORITY WITH REGARD TO TOPIC <i>Who is responsible for the site?</i> Author of site (individual/institutional affiliation, organization) Credentials, expertise, experience Contact information (name, email, postal address) URL type suggest reputable affiliation (.edu=educational institution; org=non-profit organization; .com=commercial enterprise; .net=Internet Service Provider; .gov=governmental body; .mil=military)						
OBJECTIVITY <i>Is the purpose of the site clear, including any particular viewpoint?</i> Statement of purpose/scope Intended audience Information presented as factual or opinion, primary or secondary in origin Criteria for inclusion of information Disclosure of sponsorship or underwriting						

CURRENCY <i>Is the information current?</i>							
Evidence of current content Pages date-stamped with latest update							
USABILITY <i>Is the site well designed and stable?</i>							
Site organization logical and easy to maneuver Content readable by intended audience Information presented is error free (spelling, punctuation) Readily identifiable link back to the institutional or organizational home page Site reliably accessible Pages loaded quickly							
Subtotal Each Column (Add the Total number of points for each column)							
Total Points (add each of the columns together):							
Website Rating Chart							
6 – 12 = Poor							
13 – 18 = Fair							
19 – 24 = Good							
25 – 30 = Excellent							
Overall Website Rating (based on the chart above):							
Would you recommend this site? Why or Why Not?							

Assignment # 24 Reflection Five

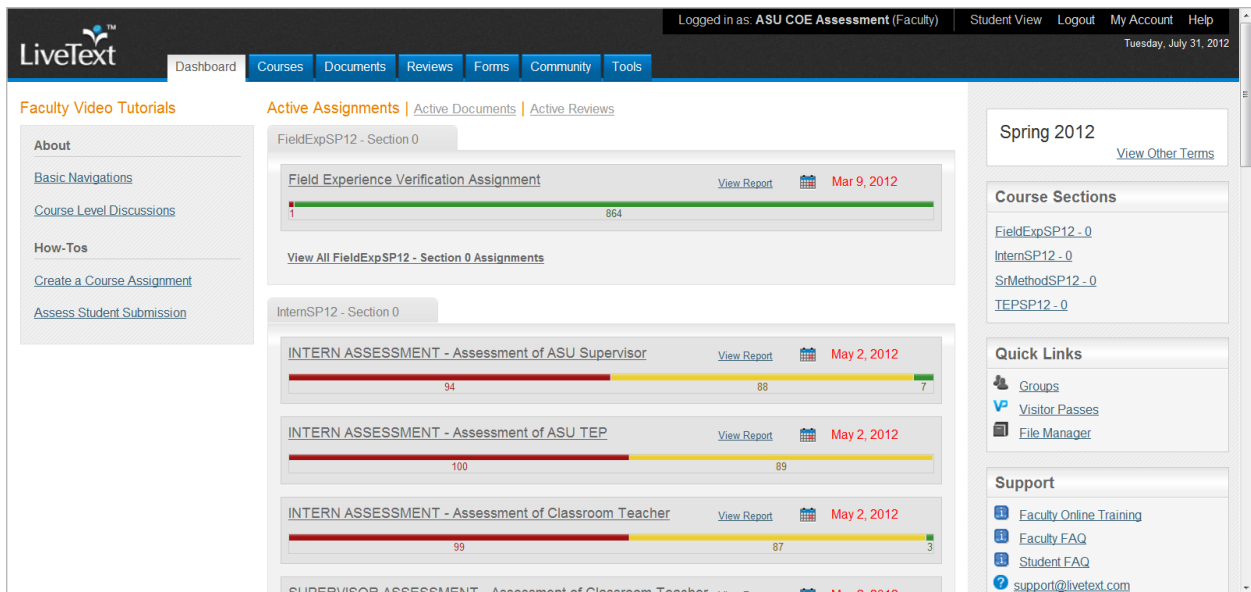
Live Text Evaluations

Complete the three assessments under the Intern Tab in LiveText.

- Intern Assessment – Assessment of ASU Supervisor
- Intern Assessment – Assessment of ASU TEP
- Intern Assessment – Assessment of Classroom Teacher

Take a screenshot of your Live Text Dashboard as evidence that you completed the assessment.

You will attach the screenshot to the assignment. See example below.



Assignment # 25 Small Group Plan

Uses age appropriate instructional strategies to improve learner's skills in critical literacy components

Directions: Choose one class. Complete the following plan to implement small group instruction in your lessons.

Group Design	Criteria	Number of Groups	Group Members
Based on Behavior			
Based on Achievement			
Based on Interest			

Assignment #26 Attendance Forms

Directions: Attendance is submitted in the Portfolio. There must be 75 days signed. Grades cannot be given before the 75th day is completed by the intern.

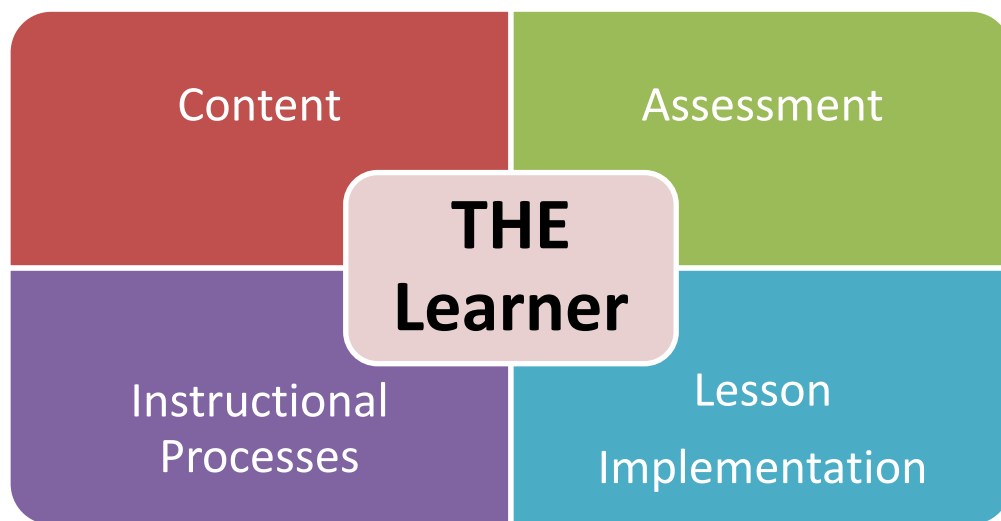
Grade Sheet

ASU Outcomes	Assignments	Assessment		
CONTENT KNOWLEDGE				
Knowledgeable Scholar	1. Pacing Guide of Content	10	8	2
Life Long Learner	2. Reflection #1	10	8	2
PROFESSIONALISM				
Effective Communicator	3. Reflection #2	4	3	2
	4. Class Newsletter	4	3	2
Positive, Supportive Professional	5. Faculty Meeting	4	3	2
	6. Grade Level/Department Meeting	4	3	2
	7. Philosophy of Education	4	3	2
LITERACY				
Student-centered, Reflective Instructor	8. Unit Objectives	2	1	0
	9. Unit Introduction	2	1	0
	10. Unit Bibliography of Resources	2	1	0
	11. Integration of Mathematics	2	1	0
	12. Integration of Technology	2	1	0
Resourceful, Curriculum Planner	13. Unit Pre-teaching Plan	2	1	0
	14. Unit Lesson Plans (5)	2	1	0
	15. Reflection #3	2	1	0
	16. School Resources	2	1	0
	17. Interview of Personnel	2	1	0
TEACHING AND LEARNING				
Capable Classroom Manager	18. Classroom Management Plan	4	3	2
	19. Classroom Procedures	4	3	2
	20. Student Conferences	4	3	2
Competent Evaluator	21. Unit Effectiveness	4	3	2
	22. Unit Analysis - Reflection #4	4	3	2
DIVERSITY				
Skilled Facilitator of Development Growth	23. Website Critique	5	4	2
	24. Intern Assessments	5	4	2
	25. Small Group Plan	5	4	2
	26. Attendance Sheets	5	0	0

Worksheet for Determining Final Grade

Standard Strands	Possible Points	Earned Points
Content Knowledge	20	
Professionalism	20	
Literacy	20	
Teaching and Learning	20	
Diversity	20	
Totals	100	

Lesson Planning Guide



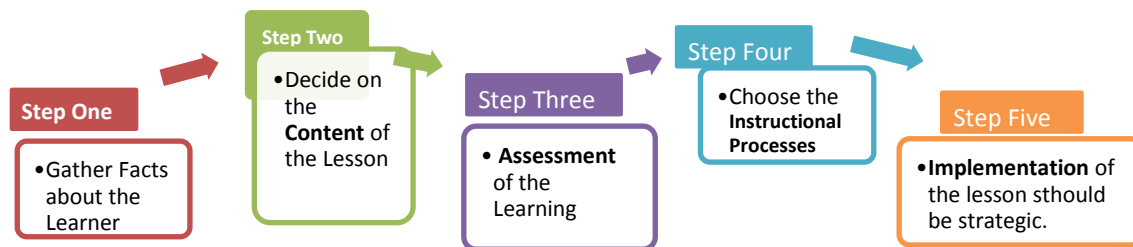
The following guide incorporates strategic planning and differentiated instruction to meet the needs of each and every learner. Lesson planning is a special skill that is learned in much the same way as other skills. It is one thing to surf the Net to retrieve lesson plans from other sites and adapt them to your needs. It is quite another thing to have the skill to develop your own lesson plans. When you are able to create your own lesson plans, it means you have taken a giant step toward "owning" the content you teach and the methods you use, and that is a good thing. Acquiring this skill is far more valuable than being able to use lesson plans developed by others. It takes thinking and practice to hone this skill, and it won't happen overnight, but it is a skill that will help to define you as a teacher. Knowing "how to" is far more important than knowing "about" when it comes to lesson plans, and is one of the important markers along the way to becoming a professional teacher.

Universally Designed Learning Lesson Plan

The UDL framework is the chosen format for lesson planning in the College of Education at Athens State University. UDL refers to the creation of differentiated learning experiences that minimize the need for modifications for particular circumstances or individuals. The UDL views diversity as a strength and not a problem. It extends the promise of individualized goals for instruction to all students. ONE SIZE STILL DOES NOT FIT ALL!!

The UDL lesson plan is similar to other lesson plans in that it provides a framework for planning. However, the UDL lesson plan is unique in that it is student centered and the planning begins and ends with the learner. This framework enables the teacher to design lessons based on **content, product, and process**. **Content** is "what is taught" and encompasses what students need to learn, know, and do. The content should reflect multiple representations. The **product** is the aspect of learning in which students demonstrate what is learned and how the products are assessed. The product should provide multiple means of expression. The **process** focuses on how students go about making sense of what they are learning. The teacher should plan for multiple means of engagement during the process of learning.

Figure 1: Five Steps to the UDL Lesson Plan



Universally Designed Learning differentiates instruction. You might have started the Teacher Education Program thinking that diverse learners and learning strategies are an "extra" component of teaching. Hopefully, by now, you understand that there is not a "norm" in any classroom and students vary from learning preferences to ethnicity to socioeconomic status to gender and more. Thus, differentiated instruction is "...a process where educators vary the learning activities, content demands, modes of assessment, and the classroom environment to meet the needs and support the growth of each child," (Thousand, Villa, & Nevin, 2007, p.). The UDL lesson plan provides a framework for designing instruction that meets the needs of every student.

Planning Strategically

Strategically planning implementation of the lesson is vital to effective teaching and student-centered learning. Each part of the pyramid explains the concepts behind a strategic plan that should be included DAILY in your classroom. (A daily lesson plan is include at the end of the guide.) These concepts include a focus on the outcomes, instructional practices, the structure of a lesson, explicit instruction, and active engagement. The UDL Lesson Plan provides a framework to ensure that these components are part of your planning.

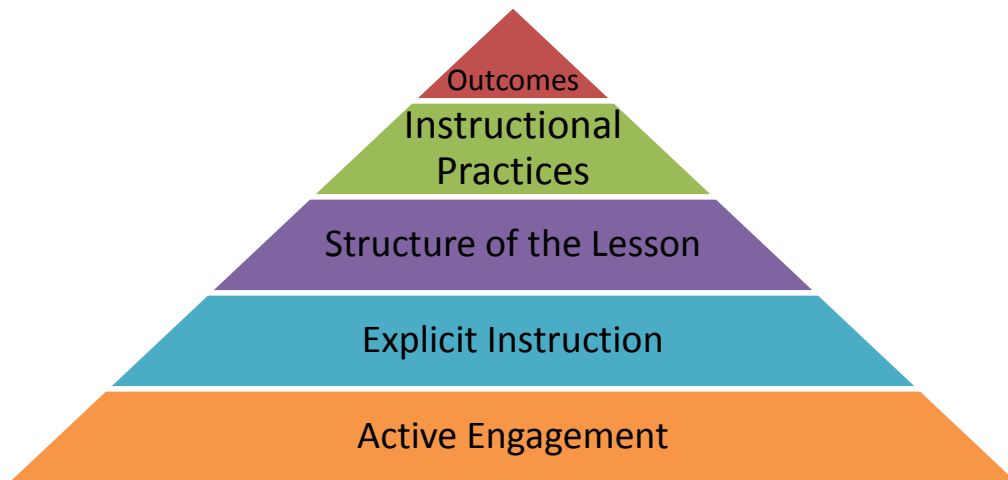


Figure 2: Each UDL lesson plan should be strategic in the implementation.

- Daily Outcome: One or more daily outcomes (instructional objectives) based on state standards.
- Instructional Practices: Two everyday instructional processes should include 1) division of the content into manageable pieces for learning (chunking) and 2) student discussion of concepts.
- Structure of the Lesson: Each day, the lesson should include before, during, and after strategies that are connected. For a 50 minute lesson the lesson can be divided into the following.
 - Before - 5 to 10 minutes - engage the students with the concepts
 - During - 25 to 30 minutes - explain and explore the concepts
 - After - 5 to 10 minutes - evaluate, elaborate, extend
- Explicit Instruction: Use when teaching a skill or task related to text that the students must use.
 - I Do - teacher models the skill or task
 - We Do - teacher involves the whole class in modeling the skill or task
 - Y'all Do - students practice the skill or task with other students (in groups or partners)
 - You Do - students complete the skill or task independently
- Active Engagement: Students should have the opportunity to read and write authentically, talk and listen to EACH other, investigate topics and concepts, and view and use a variety of technology on a DAILY BASIS.

WHY DIFFERENTIATE?

Rationale 1

Meet the needs of diverse learners. The demographics of America's classrooms reflect increasing diversity. Diversity in America's classroom is here to stay. Thus, differentiating instruction based on diversity is needed when planning to become an effective teacher.

Rationale 2

Meet legal mandates. The purpose of legal mandates is to foster conditions that lead to better instruction and learning, equality of opportunity to learn, and excellence in performance for all children. No Child Left Behind Act (2001) emphasizes accountability for all learners by requiring the disaggregation and review of all data for all learners. Individuals with Disabilities Education Improvement Act (2004) requires that students with disabilities be given the opportunity to participate in the same general curriculum taught to all other students in the general educational system. Thus, differentiating instruction to meet the needs of diverse learners is as much a part of a teacher's responsibility as all other aspects of teaching.

Rationale 3

Be ethical in implementing democratic values. Differentiated instruction can advanced the continued evolution toward democracy. Teachers have the agency to make the content, processes, and outcomes of instruction more accessible to all students - regardless of students' race, gender, ethnicity, language, or differing abilities. Apple and Beane (1995) explain:

"Democratic classrooms are comprised of students and teachers who see themselves as participants in communities of learning. By their very nature, these communities are diverse, and that diversity is prized, not viewed as a problem. Such communities include people who reflect differences in age, culture, ethnicity, gender, socioeconomic class, aspirations, and abilities. These differences enrich the community and the range of views it might consider. Separating people of any age on the basis of differences or using labels to stereotype them simply creates divisions and status systems that detract from the democratic nature of the

community and the dignity of the individuals against who such practices work so harshly. While the community prizes diversity, it also has a sense of shared purpose...The common good is a central feature of democracy. "(p. 10)

Thus, differentiating instruction can provide all students with opportunities to make choices, solve problems among a group, develop consensus, and deal with conflict of ideas.

Rationale 4

Dispel myths. Differentiated instruction can dispel the myth that English language learners cannot learn. It can dispel the myth that students with disabilities, children of color, and students in poverty cannot learn. Teachers all across America dispel the myths about these students every time they successfully teach a differentiated instruction lesson. When teachers use differentiated instruction, they are using a process to address the needs of students who need extra help or enrichment and that allows them to assess the impact of lessons they are teaching.

Rationale 5

Be effective. What do teachers have to say about differentiated instruction? As they explain it, they meet the needs of the diverse learners in their classrooms through "differentiated instruction, breaking the curriculum into smaller chunks, and curriculum mapping" (Cramer & Nevin, 2007). They describe how they use differentiated instructional processes such as hands-on learning, cooperative learning groups, peer tutoring, and visual aids in the classroom. They also described using audio texts and "English Speakers of other Languages" (ESOL) techniques for reading and writing.

PLANNING LESSONS

The following steps are explained in order to help you understand the components of the Universally Designed Learning lesson plan. This format for lesson planning is used in the College of Education courses. At the end of the lesson, you will be asked to complete a UDL lesson plan

following these steps. A template is provided in at the back of this guide for planning a daily lesson.

Step 1 Gather Facts about the Learners

You should get to know your students. Developing positive profiles of students' social and academic abilities, strengths, learning preferences, interests, cultural backgrounds, and languages is an essential first step. Gathering facts about students involves considering the form of communication through which each student best accesses information. The following description of ways to gather facts about the learner is explained in *Differentiating Instruction: Collaboratively Planning and Teaching for Universally Designed Learning* by Thousand, J.S., Villa, R.A., & Nevin, A.I. (2007).

Record Review

The most common way to get to know students is through their cumulative records. This offers teachers a snapshot of the range of past performances of the student and provides an overall idea about they need to learn about the student.

Tip: Remember that records DO NOT tell the whole story about the student and the factors that might have influenced that student's past performances in school.

Family-Centered and Culturally Responsive Fact Gathering

Observe students in their community settings as well as within the school setting. Teachers also become culturally competent in understanding and positively interacting with multicultural learners. Personal contact offers the student specific, family specific and culturally specific information.

Tip: Gather information about different cultures by interviewing students from a variety of cultures. Connect this new information about students' heritage to the curriculum.

Interest Inventories

Teacher can create interest inventories to learn about their students' cognitive abilities, interests, language, and preferred learning styles. This method helps teachers understand their students so as to increase students' access to and interaction with material.

Tip: Create your own interest inventory based on topics such as sports, arts, entertainment, family and home, or homework. There are many options. The Internet is a great resource as well for different types of interest inventories.

Learning Preferences Information

Much research surrounds the concept of learning preferences. Here is a quick review:

- Teachers should think about students in terms of auditory, visual, tactile, and kinesthetic modalities as well as other factors that affect learning such as noise and light, motivation, and task structure (Dunn & Dunn, 1987).
- Students experience learning as accommodators, convergers, assimilators, or divergers (Kolb, 1984).
- Thinking style taxonomy classifies students as concrete-random, concrete-sequential, abstract-random, or abstract-sequential based upon how students perceive the world and how they order the world (Gregory, 1982).
- The 4Mat Model categorizes learning (and teaching) styles into four types - imaginative (experiencing), analytic (conceptualizing), common sense (applying), and dynamic (creating) (McCarthy, 1990).
- Theory of Mental Self-Government (Sternberg, 1997) emphasizes learning styles that are not abilities in themselves, but preferences in how people choose to use their abilities.

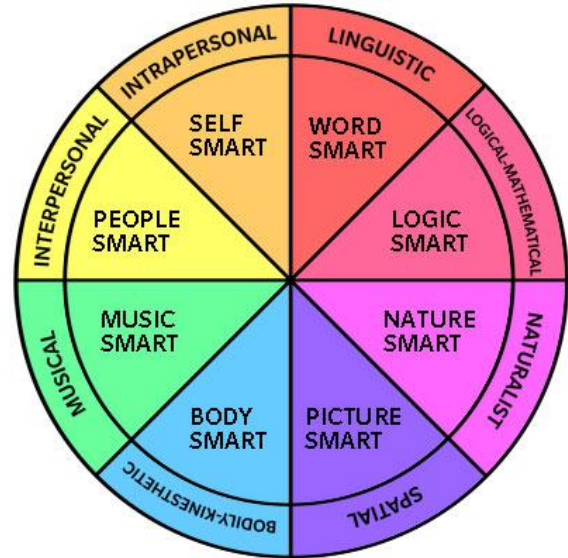
Tip: Conduct a learning preference assessment at the beginning of the year. Record each learner's preference on a note card. Use these note cards when planning lessons, setting up cooperative learning groups, or tutoring individual students.

Multiple Intelligences (Gardner, 1983)

Multiple Intelligence (MI) Theory assumes that all students possess an array of at least eight intelligences in different proportions and profiles that function in unique ways for each person.

Multiple Intelligences Chart

How do you ensure all of your students' intelligences are being tapped? Here is a list of activities that engage each intelligence.



<u>Verbal-Linguistic</u>	<u>Logical-Mathematical</u>	<u>Visual-Spatial</u>	<u>Bodily-Kinesthetic</u>
choral speaking declaiming storytelling retelling speaking debating presenting reading aloud dramatizing book making nonfiction reading researching listening	problem solving measuring coding sequencing critical thinking predicting playing logic games collecting data experimenting solving puzzles classifying using manipulatives learning the scientific	graphing photographing making visual metaphors making visual analogies mapping stories making 3D projects painting illustrating using charts using organizers visualizing sketching patterning	hands on experiments activities changing room arrangement creative movement going on field trips physical education activities crafts dramatizing using cooperative groups dancing
<u>Musical</u>	<u>Interpersonal</u>	<u>Intrapersonal</u>	<u>Naturalistic</u>
humming rapping playing background music patterns form playing instruments tapping out poetic rhythms rhyming singing	classroom parties peer editing cooperative learning sharing group work forming clubs peer teaching social awareness conflict mediation study group brainstorming	personal response individual study personal goal setting individual projects journal log keeping personal choice in projects independent reading	reading outside cloud watching identifying insects building habitats identifying plants using a microscope dissecting going on a nature walk build a garden studying the stars bird watching

TeacherVision: <http://www.teachervision.fen.com/intelligence/teaching-methods/2204.html#ixzz22G9MaDPj>

Tip: Conduct a multiple intelligence assessment at the beginning of the year. Record each learner's MI on a note card. Use these note cards when planning lessons, setting up cooperative learning groups, or tutoring individual students. Make sure the survey is student friendly.

Data-based Observations

Teachers should follow several guidelines when making observations while their students are engaged in school based activities and interactions.

1. Target behaviors must be defined in such a way that they can be observed.
2. Identify the materials that will used to collect observational data (check sheets, timers, etc.)
3. Decide on the methods used to collect the data: frequency recording, sampling, or duration.
4. Describe how data were collected.
5. Use the data to adjust instruction and curriculum.

Monitoring Cooperative Learning Groups

Johnson & Johnson (1996) explain that monitoring cooperative learning groups can provide formative assessment process such as gathering facts about students. Observing and assessing learners as they interact within groups can provide valuable data related to learning modalities, critical thinking skills, effectiveness of instruction, and comprehension.

Tip: Using data-based observations, as described above, provide the format for observing these groups. Be purposeful in the assignment of students to groups and change the groups regularly as well as observation patterns.

Curriculum-based Assessments

Curriculum-based assessments help gather facts about learners through a structured form of observation of students based on how they progress through a specified curriculum. CBAs are criterion-referenced tests that are teacher constructed and designed to reflect curriculum

content. This form of assessment determine the student's functioning level in the district's curriculum, determine the student's specific strengths, and provide data to monitor a student's progress.

Tips: Notice that these are teacher-developed assessments. If you use assessments from a textbook, make sure that you read the assessment and actually complete it yourself. These assessments reflect the textbook but may not reflect the content that you have taught. Do not assess that which you have not taught.

Step 2 Content

What do you want the students to know at the end of the daily lesson? Initially, you must decide on the ***Alabama Course of Study Standard***. You can locate the COS standards and objectives on the ALEX website sponsored by the Alabama State Department of Education. The course of study standards and objectives can encompass multiple concepts, and may take several days for students to learn.. It is possible to have multiple instructional objectives per COS standards depending on student characteristics. For this reason, you must decide on the ***Instructional Objective*** which can be thought of as the *Daily Outcome*.

For example, the COS Standard is "identify geological features as mountains, valleys, plains, deserts, lakes, rivers, and oceans". Realistically, for the students to master the content, these objectives cannot be taught and learned in one 50-minute class. So, the teacher must consider dividing the content and deciding on the instructional objective for the day. An example of an appropriate instructional objective might be, "identify the geological features of mountains and valleys".

Examples

- ***Course of Study Standard:*** 7th Grade Language Arts Standard: Recognize various forms of literature according to characteristics. Appreciate the characteristics, literary elements, and cultural influences of literary works representative of various era

- **Instructional Objective (Daily Outcome):** Students will recognize the rising action in a short story.
- **Course of Study Standard:** 6th Grade Math Standard: Find the probability of a simple event; expressing probabilities as ratios, decimals, and percents
- **Instructional Objective (Daily Outcome):** When you leave class today you will be able to determine and write a probability outcome when given a situation involving chance. You will also be able to express the meaning of words that are vital to the understanding of probability.
- **Course of Study Standard:** 5th Grade Science Standard: Identify major body systems and their functions, including the circulatory system, respiratory system, nervous system, excretory system, and reproductive system.
- **Instructional Objective (Daily Outcome):** Identify the important parts of the brain.
Course of Study Standard: 8th Grade Social Science Standard: Compare the development of early world religions, philosophies, and key tenets.
- **Instructional Objective (Daily Outcome):** The student will compare the development of Hinduism, Buddhism, Judaism, Christianity, and Islam.
- **Course of Study Standard:** 7th Grade Science Standard: Describe the function of chromosomes and identify genes as parts of chromosomes that carry genetic traits.
 - **Instructional Objective (Daily Outcome):** At the end of class today, you will be able to describe the functions of chromosomes.

Pause and Reflect about Specific Students

Are there any students who require unique or multilevel objectives or materials? Example: Kevin has a social goal of dealing with frustration.

Step 3 Assessment

Decide on the assessment(s) that will be used to determine if outcome has been met. What products will you use to show student success? (What do you want students to do in order to show you that they have learned the content or gained the skill?) It is important to understand

the reasons for differentiating assessment as well as ways in which to differentiate.

Taxonomies, learning preferences, formative assessments, curriculum-based assessments are concrete methods for assessing students. Grading procedures and culturally responsive techniques can be used to differentiate as well.

Why Differentiate Assessment and Products

- Teachers are accountable for ensuring that all students have opportunities to demonstrate learning.
- Differentiated assessments allow teachers to know their students are learning what is being taught.
- Assessment occurs throughout the lesson, unit, day, week, grading period, school year. Usually, norm-referenced testing only provides feedback once a year.
- Differentiated assessment allows students to show what they know in a number of ways.
- Allowing students to demonstrate on-going learning and understanding makes them more confident in learning new concepts and demonstrating learning in new ways.

Taxonomies differentiate through questioning.

Bloom's Taxonomy, updated in 2001, provides the teacher with different levels for assessing the cognitive domain of learning and is the most widely used in education.

- Remembering: Retrieving, recognizing, and recalling relevant knowledge from long-term memory.
- Understanding: Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.
- Applying: Carrying out or using a procedure through executing, or implementing.
- Analyzing: Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.

- Evaluating: Making judgments based on criteria and standards through checking and critiquing.
- Creating: Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.

Learning Preferences

1. Allow teachers to consider individual student learning styles
2. Allow teachers to assess through the strength of the student (**one size does not fit all**)
3. Require the teacher to investigate how students learn best and to develop matching assessment strategies

Intelligence	Sample Products
Verbal / linguistic	Prepare a report, debate, lecture, paper/pencil tests, crosswords, newspaper article
Logical / Mathematical	Apply a formula, solve a problem, use the scientific method, puzzles, experiments, calculations, discover/develop a pattern
Bodily / Kinesthetic	Role-playing, sports games, acting, cooperative learning, dancing, gesturing, mime
Visual / Spatial	Artwork, photographs, posters, PowerPoint, charts, illustrations
Musical / Rhythmic	Sing, tap, create a rap, poem, or jingle
Naturalist	Care for animals/plants, gardening, investigation of nature, experiments, use the scientific method
Interpersonal/ People Smart	Teach a part of a lesson, oral presentation, peer tutoring, cooperative group learning, role play, debate
Intrapersonal/ Reflective	Keep a diary, journal, or learning log, independent research, reading, and writing

Formative Assessment

Teachers check for understanding throughout the lesson and/or unit in order to modify content, process, or presentation if needed.

Suggestions for informal checks for understanding:

- Hand signals - thumb up or down, wave hand
- Index Card Summary - summarize lesson

- Think and Draw - draw picture/s of key ideas
- Web or Concept Map - complete graphic organizer
- One Minute Essay - complete a "quick write"
- Oral Questioning - conduct throughout the lesson

Curriculum-Based Assessments

1. Allow for a structured form of observation
2. Are criterion-referenced
3. Are teacher-constructed
4. Reflect curriculum content
5. Are tools for progress monitoring for individual students or for entire classroom

Grading Procedures

1. Norm-referenced - the same standards are used to evaluate all students
2. Criterion-referenced - students are assessed on mastery of a set of objectives
3. Self-referenced - students are assessed on personal progress (ex. Portfolios)

Culturally-Responsive Techniques

1. Are based upon students' respective cultures
2. Use feedback to make sure students practice accuracy rather than errors
3. Suggestions: Instructional conversations, visuals, stories, games, or songs

Possible Products and Performances

What student products and performances will provide appropriate evidence of understanding and proficiency? Remember that student products and performances should be framed by an explicit purpose.

Written Products and Performances

Advertisement	Magazine article	Website	Log	Lab report
Biography	Memo	Book	Newscast	Play
Brochure	Newspaper article	Collection	test Story	

Crossword puzzle	Poem	Editorial	Position paper
Essay	Proposal	Experiment	Script
Research report	Historical	Journal	Letter

Oral Products and Performances

Audiotape	Conversation	Debate	Discussion
Dramatic reading	Dramatization	Interview	Oral presentation
Oral report	Poetry reading	Puppet show	Radio script
Rap	Skit	Song	Speech
Teach a lesson			

Visual Products and Performances

Advertisement	Graph	Banner	Map
Cartoon	Model	Collage	Painting
Computer graphic	Photograph	Data display	Poster
Design	PowerPoint	Diagram	Website
Questionnaire	Diorama	Scrapbook	Display
Sculpture	Drawing	Slideshow	Filmstrip
Storyboard	Flyer	Videotape	Game

Step 4 Processes of Instruction

Instructional Formats

The instructional format of a lesson can be defined as the way in which teachers impart information to students or the way in which students take part in learning. These formats range on a continuum from teacher controlled methods, such as lecture, to the more student-led and interactive approaches.

It is recommended that you consider the following considerations in instructional formats when planning your lesson:

- Adapt lectures (mini-lectures, lecture guides, graphic organizers)
- Activity based instruction
- Experiential activities (stations, simulations)
- Simulations/role play

- Group Investigation
- Discovery learning
- Computer/web-based
- Self-directed learning
- Stations
- Thematic units
- Service Learning

Scaffolding (Explicit Instruction)

Scaffolding of content can be achieved through the use of The Explicit Instruction Model. Scaffolding is vital in implementation of students learning to comprehend. The model gradually releases responsibility for the comprehension activities such as predicting, questioning, clarifying, and summarizing readings from the teacher to the students in steps that provide modeling, guided practice, and independent application (Pearson, 1985).

Explicit instruction involves four phases: teacher modeling and explanation of a strategy, guided practice during which teachers gradually give students more responsibility for task completion, independent practice accompanied by feedback, and application of the strategy in real reading situations (Pearson & Dole, 1987). Effective teachers can focus on the needs of learners by focusing on outcomes, teaching specific strategies to understand text, and using explicit instruction to achieve learning.

Each phase focuses on the same skill or concept. For example:

- I Do - teacher models the strategy or skill to be used in the learning of the concept
- We Do - teacher guides the practice of the strategy or skill with the class as a whole
- Y'all Do - students apply the strategy or concept with their peers in groups
- You Do - independent practice by feedback

Division of Content (Chunking of Text)

Divide the text into manageable "chunks" for reading and analyzing. Decide in your planning what will be Chunk #1, Chunk #2, etc by page number, section title, or paragraph. This is in conjunction with the explicit instruction. Powerpoint presentation, lecture, and/or videos should be divided into manageable pieces. A mini-lecture is a great way to ensure that students self-monitor their comprehension. Thus, an effective lesson would have the students engage with the text (write a response of some kind); share with a partner or small group; the teacher mini-lectures; and students revise or confirm their responses to the text. If students read it, write about it, talk and listen to each other...then the mini-lecture will be very effective because they have built background knowledge before you impart your expertise.

Instructional Arrangements

Instructional arrangements or instructional groupings determine where students will be interacting with the curriculum content as a whole group, as partners, as individuals, or as members of a structured group of classmates.

It is recommended that you consider the following considerations in instructional arrangements when planning your lesson:

- Cooperative learning structures (formal groups or informal partners)
- Same or cross-age peer tutors
- Independent work
- Whole Group
- Tutorial
- Teacher-directed small groups

Instructional Strategies

Instructional strategies are teaching/learning techniques that help to make learners become well understood, help a skill become automatic, or help a piece of knowledge readily transfer from one person to another. Graves (2005), suggests structuring lessons to include activities

before, during, and after reading. This division helps students recognize that reading is an active procedure throughout. The before, during, and after reading distinction also reminds teachers that reading instruction takes place at multiple levels. Making connections among literacy strategies will improve students' comprehension.

See the Strategies Tab for an explanation of multiple strategies. Of course, do not be limited by the list. There are many websites and resource books full of strategies based on content, student needs, and curricular goals.

Social/Physical Environments

Environmental considerations that influence the process of instruction include such things as the room arrangement, accessibility of materials, and strategic seating of individuals. The established social norms governing movement, property, and interpersonal relations set the overall climate, activity level, and interaction patterns during a lesson as well as throughout the day.

It is recommended that you consider the following considerations in the social/physical environments when planning your lesson:

- Room arrangement (informal zones for whole group, tables, grouping of desks)
- Use of spaces outside the classroom
- Social Norms (Rules, group roles, social goals)
- Teaching Responsibility
- Positive behavior Supports (Classroom management)
- Environmental alterations (lighting, snacks, informal seating)

Pause and Reflect about Specific Students

What student-specific teaching strategies do select students need? What specific systems of supports (e.g. assistive technology), aids (e.g. personal assistance, cues, contracts), or services (e.g. counseling) do select students need? Example: If Kevin walks out of class or refuses to

participate in an activity, even with the changes in reading task demands, data will be taken on the antecedents and consequences of the behavior; and co-teachers will meet (with the special educator, if needed) to further adjust his task demands.

Step 5 Implementation Phase

Materials: What materials will you use to teach the lesson? You should decide on the text (textbook or alternative text), technology, supplies, and places within the school that will be used (library, outdoor classroom, science lab).

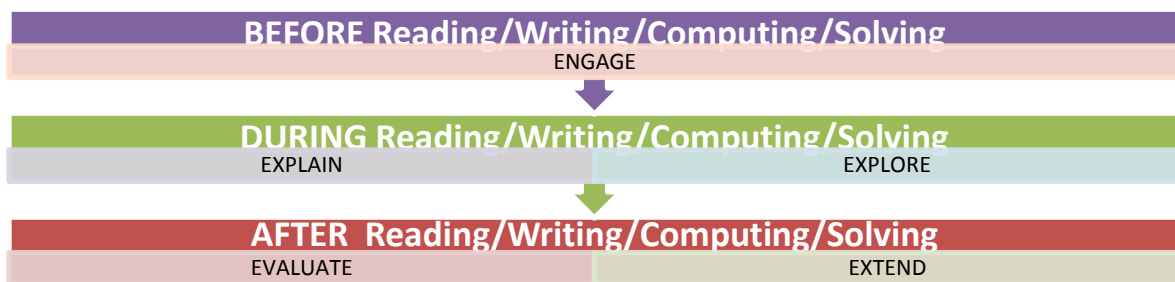


Figure 3: A strategic lesson follows the above process.

BEFORE READING: Engage the Students

How will you open your lesson and quickly engage your students in the lesson? Include how you will make connections between past and present learning and focus students' thinking on the learning outcomes of current activities.

Consider the **purposes** of the “Before RWC” strategies:

- activate prior knowledge
- build background knowledge
- generate questions
- make predictions
- discuss vocabulary
- establish a purpose for reading/lesson

Consider the **content** of the lesson:

- Is it a new concept to most of the students? If so, choose a strategy that will allow students to build some background knowledge about the concept.
- Is it a review or continuation of content that students are familiar with? If so, choose a strategy that will allow students to activate prior knowledge.
- Is there vocabulary in the lesson that may interfere with comprehension for some students? If so, choose a strategy that will involve discussion of unfamiliar words.
- Are there particular parts of the content that need to be emphasized? If so, choose a strategy that draws attention to important concepts.

After deciding on the purpose and reviewing the content, choose a strategy and describe the procedures based on what the STUDENTS will do. If you are using vocabulary, identify the words. If you are using a quick write, include the conversation stem you will use. BE specific.

EXAMPLE 1

Purpose: to activate prior knowledge

Strategy: Quick Write

Procedures:

1. Students read the following sentence that has been written on the board: "Describe a time when something unfair happened to you."
2. Students respond to the prompt by writing for two minutes on a note card.
3. Students turn to another student and read their responses and discuss.

EXAMPLE 2

Purpose: build background knowledge; discuss vocabulary

Strategy: Open Word Sort

Procedures:

1. Partners of students sort the following words into logical categories: anticipated, certainly, chance, definitely, doubtful, dubious, impossible, improbable, likely, maybe, rare, same
2. Students decide on categories and reasons for placing them in each category.

DURING READING: Explain and Explore

Explain the Task (I Do, We Do)

How will you present your lesson? What will the students do? What you will demonstrate and model (I do), and how you will guide students (we do) in demonstrating understanding.

This is the time to begin with explicit instruction where the teacher begins explaining the task. The same strategy is used for "explain" and "explore". The difference lies in who is doing what. The teacher explains by modeling one example and then involving the students in completing a second example of how to complete the task.

Explore the Content (Y'all Do, You Do)

How will you provide scaffolded instruction moving students to independent activities? Include how you will incorporate practice in groups (y'all do) and independent practice (you do). This is the time that the students begin exploring and working together. This should be the majority of the lesson.

Consider the **purposes** of the “during reading” strategies:

- engage with the text
- verify and formulate predictions
- summarize text
- self-monitor comprehension
- construct graphic organizers
- use mental imagery
- integrate new information with prior knowledge

Consider the content of the lesson:

- Is the text challenging to comprehend? If so, choose a during strategy that will require students to stop periodically as they read and self-monitor comprehension.
- Is the text structure unfamiliar or challenging to some of the students? If so, use a graphic organizer to help students organize information from the text.

- Is there a large amount of text to be read? If so, chunk the text and choose a during strategy that will allow small groups of students to read portions of the text and share important information with the entire class.
- Is there a lecture planned for the lesson? If so, chunk the lecture and choose a during strategy that will allow students to process smaller amounts of information at one time.
- Is there a video planned for the lesson? If so, chunk the video and choose a during strategy that will allow students to process smaller amounts of information at one time.

After deciding on the purpose and reviewing the content, choose a strategy and describe the procedures based on what the STUDENTS will do. Identify the divisions of text when chunking the content by titles of the paragraphs or beginning words. BE specific.

EXAMPLE 1

Purpose: to engage in text; self-monitor comprehension

Strategy: Jot Chart Graphic Organizer

Procedures:

1. Divide the text into manageable pieces.
2. Chunk #1: Page 235 I Do - Teacher models reading text and completing the graphic organizer about Hinduism. Teacher reads the entire page; fill in the section of the graphic organizer about Hinduism. The teacher conducts a mini-lecture (2 minutes) by pointing key ideas and origin of Hinduism on the map. Students fill in the section.
3. Chunk #2: Page 236 We Do - Teacher and students read text and complete graphic organizer together about Buddhism. The teacher conducts a mini-lecture (2 minutes) to point out key ideas and origin of Buddhism. Students fill in section.
4. Chunk #3: Page 237 Y'all Do - Small group of students read text and complete graphic organizer together about Judaism. The teacher conducts a mini-lecture (2 minutes) to point out key ideas and the origins of Judaism. Students add information to the graphic organizer.
5. Chunk #4: Page 238 Y'all Do - Continue process as described above about Christianity
6. Chunk #5 Page 239 Y'all Do - Continue process as described above about Islam.

EXAMPLE 2

Purpose: engage with text; monitor comprehension; questioning

Strategy: Column Notes

Procedures:

1. Divide the text into manageable pieces for reading.
2. Chunk #1 (I DO) New Food: Smart or Weird - Teacher models reading the section and completing column notes. After reading the section, the teacher will record "What the text says" in the first column, personal connections in the 2nd column, and questions in the 3rd column.
3. Chunk #2 (WE DO) Tomato Trouble - Teacher and students read the section. Through a question and answer process, the teacher and students complete the column notes for the section.
4. Chunk # 3 (Y'ALL DO) Eat Your Medicine! and Chunk #4 Green Light or Caution? Small groups of students continue the process with these two sections.
5. Chunk #5 (YOU DO) Foods of the Future Students individually read the text and complete the column notes for this section.

AFTER READING: Evaluate and Extend

Evaluate

How will students demonstrate their learning of this lesson? Evaluation will be based upon products designated in Step #3 of your lesson plan.

Extend

How you will connect this lesson to the next lesson?

Consider the **purposes** of the “after reading” strategies:

- reflect on the content of the lesson
- evaluate predictions
- examine questions that guided reading
- respond to text through discussion

- respond to text through writing
- retell or summarize

Consider the content of the lesson:

- Does the content of the lesson build upon previous learning? If so, choose a strategy that allows students to make connections and evaluate new information in light of previous learning.
- Does the content lend itself to visual representations? If so, use a graphic organizer as a format for organizing information and concepts.
- Does the content contain challenging vocabulary? If so, choose a strategy that will lead to student ownership of important vocabulary.
- Is the content open to interpretation? If so, choose a strategy that will promote discussion and critical thinking.

Consider **assessment methods** to determine if the strategy meets the purpose and if it helps the students reach the outcome.

- collecting work samples
- observation
- questioning

EXAMPLE 1

Purpose: to distinguish between significant and supporting details; to summarize and paraphrase with purpose

Strategy: GIST

Procedures:

1. The task is to write a summary of the text in 20 words or less. The words capture the "gist" of the text.
2. Teacher models the process by drawing 20 blanks on the board.
3. Teacher thinks aloud as (s) he begins to complete the 20 blank summary.
4. Students work with a group or partner to complete a GIST for the next chunk of text.
5. Students will eventually be asked to create independent GISTs.

EXAMPLE 2

Purpose: to reflect on the text; respond to text through writing; engage in vocabulary study

Strategy: Quadrant Card

Procedure:

1. Divide a sheet of paper into four parts.
2. List the word to be learned in the top left quadrant.
3. Write a definition and or synonym in the top right quadrant.
4. Write associations for the word in the bottom left quadrant.
5. Write antonyms or draw an illustration in the bottom right corner.

LITERACY STRATEGIES THAT ENCOMPASS ACTIVE ENGAGEMENT

The following is a description of a variety of strategies that provide student engagement while focusing on student comprehension of content material. These strategies should move the learner toward academic literacy by providing multiple opportunities for them to engage in dialogue, read and write in a variety of situations, investigate relevant and meaningful concepts, and justify their thought processes. This list is by no means all inclusive. Teachers may use other strategies as long as they are appropriate for the content of the lesson, and they accomplish the purposes set for the strategies. It is also important to remember that strategies may be modified to meet the needs of the learners.

Quick Write

Purposes: (1) introduce a concept and connect this concept with prior knowledge or experiences and (2) allow students to discuss and learn from each other

Procedure:

1. Introduce a single word or phrase to the class.
2. Students copy the concept on index cards.
3. Students are given two minutes to write whatever comes to their minds relative to the concept. They may write freely using single words, phrases, sentences, etc.
4. After time is called, students may volunteer to share their thoughts on the subject.

ABC Brainstorm

Purposes: (1) activate prior knowledge about a major topic and (2) allow students to build background knowledge about a topic through discussion with other students

Procedure:

1. Present the topic of the brainstorm to the students.
2. Students list all the letters of the alphabet down a sheet of paper, leaving room beside each letter to write out the rest of a word or phrase.
3. Students work individually thinking of as many words as they can that are associated with the topic and write the words beside the appropriate letters.
4. After a few minutes, let the students pair up or work in small groups to fill in blank letters they have not yet completed.
5. Allow students to share with the entire class possible terms for the different letters of the alphabet.

Anticipation Guide

Purposes: (1) set purposes for reading texts, (2) activate prior knowledge, and (3) help make connections with the text

Procedure:

1. Analyze material to be read. Select major ideas with which students will interact.
2. Write the ideas in short, clear declarative statements with some of the statements being true and some of the statements being false.
3. Put statements in a format that will elicit anticipation and prediction.
4. Discuss students' anticipations and predictions before they read the text.
5. Students read the text to confirm or disconfirm their original responses. After reading, students revisit their predictions and modify, if necessary.

Example of an Anticipation Guide

Agree	Disagree		Agree	Disagree
_____	_____	1. Bats use their ears to help them see at night.	_____	_____
_____	_____	2. The mudskipper is a fish that can climb a tree.	_____	_____

Source: Readence, J., Bean, T., & Baldwin, R. (2000). *Content area reading: An integrated approach*. Dubuque, IA: Kendall/Hunt.

Five Word Prediction

Purposes: (1) encourage students to make predictions about text, (2) activate prior knowledge, (3) set purposes for reading, and (4) introduce new vocabulary

Procedure:

1. Select five key vocabulary words from the text that students are about to read.
2. List the words in order on the chalkboard.
3. Clarify the meaning of any unfamiliar words.
4. Ask students to write a paragraph predicting the theme of the lesson using all of the words in the paragraph.
5. Allow volunteers to share their predictions.
6. After completing the lesson, ask the students to use the same words to write a summary paragraph.

Table Talk

Purposes: (1) activate prior knowledge, (2) build background knowledge, (3) encourage active listening, and (4) set a purpose for reading/lesson

Procedure:

1. Write a thought provoking statement or question related to the subject of the upcoming lesson on the chalkboard.

2. Each student has two minutes to read the topic, reflect, and write a response.
3. Each student has three minutes to share his/her response with a partner, reflect, and write a response to his/her partner's statement.
4. Pairs combine to form small groups of 4-6 students. Responses are shared within the group and one response is chosen to share with the whole class.

Prereading Plan

Purposes: (1) activate prior knowledge about a topic, (2) to introduce new vocabulary, (3) and make connections

Procedure:

1. Provide students with a cue word or idea to stimulate thinking about a topic.
2. Have students brainstorm words or concepts related to the topic. Write all ideas on the board or a chart.
3. After all the words and ideas are listed, go back to each word and ask the contributor why he or she suggested the word. Clarify ideas or elaborate on concepts.
4. Have students read the text.
5. After reading, revisit the original list of words and revise as necessary.

Source: Langer, J. (1981). From theory to practice: A prereading plan. *Journal of Reading*, 25, 152 – 156.

Say Something

Purposes: (1) make connections with texts during reading and (2) enhance comprehension of written material through short readings and oral discussions

Procedure:

1. Choose a text for the students to read and have them work in pairs.
2. Designate a stopping point for reading.
3. Have students read to the stopping point and then "say something" about the text to their partners.
4. Repeat steps 2 and 3 until they finish reading the text.

Source: Short, K., Harste, J., & Burke, C. (1996). *Creating classrooms for authors and inquirers*. Portsmouth, NH: Heinemann.

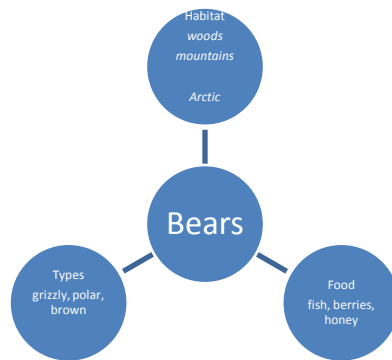
Semantic Map

Purpose: activate and organize knowledge about a specific topic

Procedure:

1. Select the main idea or topic of the passage; write it on a chart, overhead, or chalkboard; and put a circle around it.
2. Have students brainstorm subtopics related to the topic. Use lines to connect to the main topic.

3. Have students brainstorm specific vocabulary or ideas related to each subtopic. Record these ideas beneath each subtopic.
4. Read the text and revise the Semantic Map to reflect new knowledge.



Source: Johnson, D. & Pearson, P. (1984). *Teaching reading vocabulary*. New York: Holt, Rinehart, and Winston.

List-Group-Label

Purposes: (1) activate prior knowledge about a topic and (2) develop clearer understandings about concepts

Procedure:

1. Write a cue word on the board.
2. Have students brainstorm words or concepts related to the topic. Write down all ideas.
3. Lead a discussion about whether any words should be eliminated, if so, why?
4. Divide the class into groups of three or four. Have groups cluster the words and give each cluster a descriptive term.
5. Have groups share their clusters and give reasons for their choices.
6. Have students read the text. Afterward, have students revisit their clusters and modify, if necessary.

Source: Maring, G., Furman, G., & Blum-Anderson, J. (1985). Five cooperative learning strategies for mainstreamed youngsters in content area classrooms. *The Reading Teacher*, 39, 310-313.

Coding the Text

Purposes: (1) make connections while reading and (2) actively engage in reading

Procedure:

1. Using a think aloud (verbalizing your thoughts as you read), model for the students examples of making connections. These may include text-self, text-text, or text-world connections.
2. While reading aloud, demonstrate how to code a section of text that elicits a connection by using a sticky note, a code (T-S = text-self,

- T-T = text-text, T-W = text-world), and a few words to describe the connection.
3. Have the students work in small groups to read a short text and code the text. Have them share their ideas with the class.
 4. Encourage the students to code the text using sticky notes to record their ideas and use these as a basis of small and large group discussions.

Source: Harvey, S. & Goudvis, A. (2000). *Strategies that work: Teaching comprehension to enhance understanding*. York, ME: Stenhouse.

3-2-1

Purposes: (1) self-monitor comprehension, (2) identify important details in the content, (3) make connections to content, and (4) identify areas in the content where understanding is uncertain

Procedure:

1. After reading a portion of text, viewing a portion of a video, or listening to a portion of a lecture: students working alone, with a partner, or in small groups fill out a 3-2-1 chart.
 - 3 Important Details
 - 2 Connections
 - 1 Question I Still Have
2. Students repeat the procedure until the entire content has been completed.
3. Students can use the important details from their 3-2-1 charts to summarize the entire lesson.

INSERT

Purposes: (1) provide opportunities for reflection and (2) make connections between prior knowledge and text content

Procedure:

1. Engage in direct instruction and think aloud to teach the INSERT method.
2. Introduce a topic and ask students to brainstorm lists of what they already know about it.
3. Teach students the following modified notation system:

<u>If an idea:</u>	<u>Put this notation in the margin:</u>
• confirms what you thought	✓ Insert a checkmark
• contradicts what you thought	-- Insert a minus sign
• is new to you	+ Insert a plus sign
• confuses you	? Insert a question mark
4. Encourage students to use the notation system in the margins of the informational text or on sticky notes as they read various parts of the text. For example, students place a checkmark (✓) in the margin if the information they are reading verifies what is on the

brainstorm lists; they place a plus sign (+) if the information is new to them (not on their lists); they place a minus sign (--) if the information contradicts or disproves information on the brainstorm lists; they place a question mark (?) if the information is confusing.

5. After the students finish reading and inserting symbols, use the information as the basis for discussion, to seek more information, to answer questions, or to raise new questions.

Source: Vaughn, J. & Estes, T. (1986) *Reading and reasoning beyond the primary grades*. Boston: Allyn & Bacon.

Magnet Summary

Purpose: identify key terms or concepts from a reading which will be used to organize important information into a summary

Procedure:

1. On the unlined side of an index card, the student writes 3 to 5 words that he/she is drawn to as he/she reads the text.
2. The student turns to the lined side of the card and writes a summary of the entire text using the words he/she has chosen in the summary. The student underlines his/her words as he/she chose that were from the text.

Save the Last Word for Me

Purposes: (1) provide a structure to discuss the information and ideas in the text and (2) make connections to and evaluations of the information presented in the text

Procedure:

1. Students read a designated text.
2. After reading, students complete index cards with the following information:
 - Side 1: Each student selects an idea, phrase, quote, concept, fact, etc., from the text that evokes a response. It can be something new, something that confirms previous ideas, or something with which he/she disagrees. Each student writes his/her selection on side 1 and indicates the page number where it can be found in the text.
 - Side 2: Each student writes his/her reaction to what he/she wrote on side 1.
3. Students gather in small groups to discuss their information.
4. Students discuss using the following procedure: A student reads side 1 of his/her card; each student in the group responds to the information shared. The student who authored the card gets the last word by sharing side 2 of his/her card. The process is repeated until everyone in the group has shared.

Source: Short, K., Harste, J., & Burke, C. (1996). *Creating classrooms for authors and inquirers*. Portsmouth, NH: Heinemann.

Discussion Web

Purposes: (1) provide a structure for conversing about a topic and (2) provide opportunities for critical thinking

Procedure:

1. After reading a text, think of a two-sided question supported by the text. Write the question in the middle of the discussion web.
2. Have students work in groups to find support in the text for the pro and con positions about the question.
3. Encourage the students to discuss the question and answers, and then come to a consensus as a group, in pairs, or individually. Students will justify their thinking.
4. Write the conclusion at the bottom of the web.
5. Write the reasoning students used to come to their conclusion in the space provided.
6. Discuss the conclusions and reasoning as a whole class.

Source: Alvermann, D. (1991). The discussion web: A graphic aid for learning across the curriculum. *The Reading Teacher*, 45, 92-99.

Journal Responses

Purposes: (1) respond in writing to the texts they are reading and (2) provide opportunities for reflection and critical thinking

Procedure:

1. Provide students with a journal or a system for keeping their responses.
2. Show students examples of good responses to text. Help students identify aspects of thoughtful reading responses.
3. Read a portion of text out loud and share a thoughtful response. Discuss with students why it was thoughtful and not shallow.
4. Read another portion of text aloud and have students write a thoughtful response. Share in groups.
5. For independent reading, have students write the date and the title of the text or chapter at the top of the page or in the left margin.
6. After reading a text, or listening to one, students use Journal Responses to respond to what was read. Journal Responses can include reactions, questions, wonderings, predictions, connections, or feelings.
7. Encourage students to share responses in groups or with the whole class.

Example:

Journal Response prompts:

- What was important in the chapter? How do you know?
- What is something new you learned? Explain.
- What connection(s) did you make? Explain.

Source: McLaughlin, M., & Allen, M. (2002). *Guided comprehension: A teaching model for grades 3-8*. Newark, DE: International Reading Association.

Graphic Organizers

Purposes: (1) provide a visual model of the structure of text and (2) provide a format for organizing information and concepts.

Procedure:

1. Introduce the graphic organizer to the students. Demonstrate how it works by reading a piece of text and noting key concepts and ideas on the organizer.
2. Have groups of students practice using the graphic organizer with ideas from independently read text. Share ideas with the class.
3. Choose an organizer that matches the text structure and thinking processes. Examples can be found on the Makes Senses Strategies website at graphicorganizers.com.

Paired Summarizing

Purposes: provide a format for pairs to summarize expository text and articulate understandings and confusions

Procedure:

1. Pairs of students read a selection and then each writes a retelling. They may refer back to the text to help cue their memories, but they should not write while they are looking back.
2. When the retellings are completed, the partners trade papers and read each other's work. Then each writes a summary of the other partner's paper.
3. The pairs of students compare or contrast their summaries. The discussion should focus on:
 - articulating what each reader understands,
 - identifying what they collectively cannot come to understand, and
 - formulating clarification questions for classmates and the teacher.
4. Share understandings and questions in a whole-class or large group discussion.

Source: Vaughn, J. & Estes, T. (1986) *Reading and reasoning beyond the primary grades*. Boston: Allyn & Bacon.

Quadrant Cards

Purposes: (1) motivate students to engage in vocabulary study and (2) expand vocabulary

Procedure:

1. Divide a sheet of paper into four parts.
2. List the word to be learned in the top left quadrant.
3. Write a definition and or synonym in the top right quadrant.
4. Write associations for the word in the bottom left quadrant.

5. Write antonyms or draw an illustration in the bottom right corner.

<i>Imperialism</i>	<i>A policy in which a country dominates a weaker country socially, politically, and economically</i>
<i>Competition</i> <i>Africa</i> <i>rivalries</i>	<i>great powers</i> <i>nationalism</i> <i>independence</i>

Think Aloud

Purposes: monitor comprehension and direct thinking

Procedure:

1. Teacher reads a section of text aloud stopping periodically to verbalize the thought processes that are occurring while reading. Teacher should model connections, thoughts, questions, vocabulary interferences, etc...
2. Students practice the **Think Aloud** with a partner
3. As the technique becomes routine, confidence and the ability to use the **Think Aloud** strategy independently will grow.

JIG SAW

Purposes: (1) engage with text (2) self-monitor comprehension (3) integrate new information with prior knowledge (4) respond to text through discussion

Procedure:

1. Divide class into 4-6 member groups; each member becomes an expert on a different topic/concept assigned by teacher.
2. Members of the teams with the same topic meet together in an expert group with a variety of resource materials and texts available to explore their topic. Also, a single reading from the textbook or another source could be used to complete the assignment.
3. The students prepare how they will teach the information to others.
4. Everyone returns to their jigsaw (home) teams to teach what they learned to the other members. It may be helpful to supply each student with a graphic organizer for note taking purposes.
5. Team members listen and take notes as their classmate teaches them.

Cubing

Purposes: (1) engage with the text (2) integrate new information with prior knowledge (3) respond to text through discussion or writing

Procedure:

1. Teacher creates cubes using the following six sides:
 - Describe it** (including color, shape, size (if applicable)—How would you describe the issue/topic?
 - Compare it** (what it is similar to or different from)—“It’s sort of like”
 - Associate it** (what it makes you think of)—How does the topic connect to other issues/subjects?
 - Analyze it** (tell how it is made or what it is composed of)—How would you break the problem/issue into smaller parts?
 - Apply it** (tell how it can be used)—How does it help you understand other topics/issues?
 - Argue for/against it** (take a stand and support it)—I am for this because/This works because/I agree because
 2. Teacher assigns student groups of 6.
 3. Each student takes a turn in rolling the cube to determine their discussion or writing point.
 4. Students are given approximately 3-4 minutes to think about their point.
 5. Students are then given 1 minute to discuss their point with their group.
- ** Times may be increased if needed

GIST (Generating Interactions between Schemata and Text)

Purposes: (1) reflect on the content of the lesson (2) summarize the text (3) differentiate between essential and non-essential information

Procedure: The task is to write a summary of the text in 20 words or less. The words capture the “gist” of the text.

1. Teacher models the process by drawing 20 blanks on the board.
2. Teacher thinks aloud as (s)he begins to complete the 20 blank summary.
3. Students work with a group or partner to complete a GIST for the next chunk of text. Students will eventually be asked to create independent GISTs.

Knowledge Rating

Purposes: (1) discuss vocabulary (2) assess prior knowledge (3) engage with text (4) integrate new information with prior knowledge (5) self-monitor comprehension

Procedure:

1. Students begin with a list of vocabulary words and corresponding columns (Never Heard This Word, Heard Of It, But Don’t Know It, I Know This Word Well).
2. Before reading, students analyze each word and mark the appropriate column. If the student knows the meaning of the word, a short definition is written in the appropriate column. If the student has heard of the word they should write where

they have seen/heard it or what they know about it.

3. Next, students skim the text to locate the words in context. The location of the word is noted for later reference (with highlighters, removable sticky strips, underlining, etc.). It is permissible to have the students highlight a form of the word, if the exact word is not found first.
4. After reading the text completely, the words are revisited in context, and definitions are noted for each word. Such active participation in processing vocabulary is necessary to understand the text and to help students construct meaning. ** As always, teacher should model this strategy first.

Semantic Feature Analysis

Purposes: (1) engage with text (2) summarize text (3) integrate new information with prior knowledge (4) self-monitor comprehension (5) reflect on the content of the lesson (6) evaluate text (7) compare and contrast concepts.

The semantic feature analysis helps students compile and analyze their knowledge about a specific topic of interest in a content area class. It also fosters higher-level critical thinking by asking students to synthesize and generalize about the words/concepts.

Procedure:

1. List Category Terms - Knowing the topic that is to be studied, the teacher places the category/concept terms along the left side of the blackboard.
2. List Features - Across the top of the blackboard, the features/criteria that will be used to describe the terms that are to be explored should be listed. As the teacher you may pre-select the features that you want to have the students explore or the features may be generated with the students.
3. If the concept is associated with the feature or characteristic, the student records a Y or a + (plus-sign) in the grid where that column and row intersect; if the feature is not associated with the concept, an N or – (minus-sign) is placed in the corresponding square on the grid.

Carousel Brainstorm

Purposes: This strategy can fit almost any purpose developed

Procedure:

1. Teacher determines what topics will be placed on chart paper.
2. Chart paper is placed on walls around the room.
3. Teacher places students into groups of four.
4. Students begin at a designated chart.
5. They read the prompt, discuss with group, and respond directly on the chart.
6. After an allotted amount of time, students rotate to next chart.

7. Students read next prompt and previous recordings, and then record any new discoveries or discussion points.
8. Continue until each group has responded to each prompt.
9. Teacher shares information from charts and conversations heard while responding.

** This strategy can be modified by having the chart “carousel” to groups, rather than groups moving to chart.

Question-Answer Relationships (QAR)

The Question-Answer Relationships is a way to help students realize that the answers they seek are related to the type of question that is asked; it encourages them to be strategic about their search for answers based on an awareness of what different types of questions look for. It is even more important to understand where the answer will come from. Teaching QARs to students begins with helping them understand the core notion: that when confronted with a question, the answer will come either from the text or from what kids know.

Explain Those Four QARs!

1. **Right There.** The answer is in the text, and if we pointed at it, we'd say it's "right there!" Often, the answer will be in a single sentence or place in the text, and the words used to create the question are often also in that same place.
2. **Think and Search.** The answer is in the text, but you might have to look in several different sentences to find it. It is broken up or scattered or requires a grasp of multiple ideas across paragraphs or pages.
3. **Author and You.** The answer is not in the text, but you still need information that the author has given you, combined with what you already know, in order to respond to this type of question.
4. **On My Own.** The answer is not in the text, and in fact you don't even have to have read the text to be able to answer it.

RAFT

Purposes: (1) integrate new information with prior knowledge (2) respond to text through writing.

Procedure: The RAFT strategy is simply a way to think about the four main things that all writers have to consider in ALL content areas:

- **Role of the Writer**

Who are you as the writer? Are you Abraham Lincoln? A warrior? A homeless person? An auto mechanic? The endangered snail darter?

- **Audience**
To whom are you writing? Is your audience the American people? A friend? Your teacher? Readers of a newspaper? A local bank?
- **Format**
What form will the writing take? Is it a letter? A classified ad? A speech? A poem?
- **Topic**
What's the subject or the point of this piece? Is it to persuade a goddess to spare your life? To plead for a re-test? To call for stricter regulations on logging?

Think-Pair-Share

Purposes: variety

1) Think. The teacher provokes students' thinking with a question or prompt or observation. The students should take a few moments (probably not minutes) just to THINK about the question.

2) Pair. Using designated partners, nearby neighbors, or a desk mate, students PAIR up to talk about the answer each came up with. They compare their mental or written notes and identify the answers they think are best, most convincing, or most unique.

3) Share. After students talk in pairs for a few moments (again, usually not minutes), the teacher calls for pairs to SHARE their thinking with the rest of the class. Sharing can be accomplished in a variety of ways: going around in round-robin fashion, calling on each pair, taking answers as they are called out (or as hands are raised), pairing with another pair. Often, the teacher or a designated helper will record these responses on the board or on the overhead.

Reciprocal Teaching

Reciprocal Teaching is in some ways a compilation of four comprehension strategies: summarizing, questioning, clarifying, predicting

1. Decide on which job each group member will complete as they start reading the text.
 - Questioner
 - Word builder
 - Keeper
 - Summarizer

Job Bank

Questioner – make connections to the text by asking questions

Word Builder – selects and defines vocabulary that is important to the understanding of the text

Keeper – chooses details and facts that stand out

Summarizer – to describe the text in a comprehensive and concise statement

2. Read text. On the job card, write down notes that relate to the assigned skill.
3. After everyone in your group has finished reading and responding to the chunk of text, take turns sharing. Take turns in the following order: word finder, keeper, summarizer, and questioner.
4. Discuss additional thoughts related to the text.
5. Pass the card to the right, read the text, and repeat the process based on the newly assigned job.

Three-Minute Pause

A **Three-Minute Pause** as a break in large sections of content. The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification.

Procedure:

1) Summarize Key Ideas Thus Far. The teacher instructs students to get into groups (anywhere from three to five students, usually). Give them a total of three minutes for the ENTIRE process. First, they should focus in on the key points of the lesson up to this point. It's a way for them to stop to see if they are getting the main ideas.

2) Add Your Own Thoughts. Next, the students should consider prior knowledge connections they can make to the new information. Suggested questions: What connections can be made? What does this remind you of? What would round out your understanding of this? What can you add?

3) Pose Clarifying Questions. Are there things that are still not clear? Are there confusing parts? Are you having trouble making connections? Can you anticipate where we're headed? Can you probe for deeper insights?

X Marks the Spot

Purpose: engage with the text

Procedure:

1. Teacher puts key on the board:

X = Key point **!** = I get it! I can explain this! **?** = I don't get this

2. Teacher models the procedure for students using first chunk of text.

3. Students practice using this procedure independently

* copied text may be written on directly, but sticky notes work well in books

Exit Slips

Purpose: (1) reflect on content of lesson

Procedure: The exit-slip strategy requires students to write responses to questions you pose at the end of class. Exit slips help students reflect on what they have learned and express what or how they are thinking about the new information. Exit slips easily incorporate writing into your content area classroom and require students to think critically. There are three categories of exit slips (Fisher & Frey, 2004):

- Prompts that document learning,
 - Ex. Write one thing you learned today.
 - Ex. Discuss how today's lesson could be used in the real world.
- Prompts that emphasize the process of learning,
 - Ex. I didn't understand...
 - Ex. Write one question you have about today's lesson.
- Prompts to evaluate the effectiveness of instruction
 - Ex. Did you enjoy working in small groups today?

Other exit prompts include:

- I would like to learn more about...
- Please explain more about...
- The most important thing I learned today is...
- The thing that surprised me the most today was...
- I wish...

How to create them...

- At the end of your lesson or five minutes before the end of class, ask students to respond to a prompt you pose to the class.

- You may state the prompt orally to your students or project it visually on an overhead or blackboard.
- You may want to distribute 3X5 cards for students to write their responses on or allow students to write on loose-leaf paper.
- As students leave your room they should turn in their exit slips.

How to use it...

- Review the exit slips to determine how you may need to alter your instruction to better meet the needs of all your students.
- Collect the exit slips as a part of an assessment portfolio for each student.

Jot Charting:

Purpose: (1) engage with text (2) construct graphic organizer (3) self-monitor comprehension

Procedure:

1. Create a Jot Chart on the chalkboard or on an overhead transparency or produce a print copy for each student. The chart/matrix should be structured as follows:
 - Main ideas/items for description or analysis are listed across the top of the chart.
 - Question/characteristics of the main ideas/items are listed down the left side of the chart.
2. Discuss the purpose of the chart with students before the reading assignment. Give an example of a completed chart to help clarify its functions.
3. Have students read the selection and complete the Jot Chart.
4. Discuss the students' findings and compile the results into a group Jot Chart. Stress the relationships between the data in the chart.

Example of a Jot Chart:

Types of Rocks			
	Igneous	Metamorphic	Sedimentary
Examples of each type of rock			
How is it formed?			
Where are each found in the United States?			

Margin Notes

Purpose: (1) engage with text (2) integrate new information with prior knowledge (3) make connections to text (4) self-monitor connections to text (5) self-comprehension (6) examine reading (6) note vocabulary for

integrate new knowledge (3) make monitor questions that guide discussion

Procedure:

1. Provide students with strips of paper like book marks if text cannot be written on directly.

2. Have students place paper strip in margin of book.
3. Use strip to bullet important terms, facts, information from text WHILE reading.
4. Model the procedure by writing notes and comments as you read.
5. Have students use strips while independently reading chunks of text.

Preview and Predict

Purpose: (1) activate prior knowledge (2) generate questions (3) make predictions (4) establish a purpose for reading

Procedure:

1. Preview the text in a short period of time (3-5 minutes) by viewing and discussing various aspects of the text such as: title, author, pictures, opening sentence, sub-headings, captions, charts, graphs, tables, typographic features, margin notes, vocabulary, outcomes
2. Encourage students to predict what the text may be about. Teacher may want to record student predictions on board.
3. Students should be able to justify how text aspects support their predictions.
4. Students then read a portion of the text, stopping at critical points to discuss whether their predictions were or were not confirmed by the text.

Venn Diagram

Purpose: compare and contrast concepts

Procedure:

1. Draw two circles overlapping. Each circle represents a concept.
2. Unique characteristics of the two ideas being compared are recorded in the outer of the two overlapping circles. Common characteristics are recorded where the circles overlap.
3. Teacher should model the strategy first.

Preview Chart

Purpose: (1) establish a purpose for reading (2) generate questions to guide reading

Procedure:

1. Teacher should model this process for the students.
2. Have students work with pairs to complete the chart.
3. Have students begin to use the chart independently to think about the text.

Title	Convert title to a question
Read introduction	List main points
Read summary (if available)	List main points

Read end of chapter or section questions	List main points
Read headings and subheadings	Convert to questions
Read print in special type	Why is it emphasized?
Study the graphics	How do the graphics relate to the topic?

T-Chart

Purpose: multiple purposes—most often used to examine two sides of an issue, event, or character, or for cause/effect, problem/solution, pro/con, then/now

Procedure:

1. Teacher draws a T-chart on the board. In the boxes at the top of the chart, students record issues, events, or characters.
2. Below these designations, supporting ideas or examples are given.
3. As always, teacher should model the use of this strategy first.

Abbreviated Lesson Plan Example

Teacher: Gordon	Content Area: Social Studies	Grade Level: 8	Date: 8-22	Day: Monday
Course of Study Objective: Compare the development of early world religions, philosophies, and their key tenets.				
Lesson Outcome: TSWBAT compare the development of Hinduism, Buddhism, Judaism, Christianity, and Islam.				
Resources (<i>textbooks/page numbers, trade books, etc.</i>): History of Our World: the Early Ages (Prentice Hall, 2005) pages 57, 115, 119, 260, and 295				
<p>Before Reading (ENGAGE)</p> <p>Purpose To connect prior knowledge to new knowledge; organize information</p> <p>Strategy List-Group-Label</p> <p>Activity 1. Ask the students to list as many of their favorite foods that they can on a sheet of paper. 2. Group the foods and label the countries from which they came.</p> <p>What other things come from other parts of the world?</p> <p>How do all these ideas and things get here?</p> <p>Turn and talk with a partner.</p>	<p>During Reading (EXPLAIN/EXPLORE)</p> <p>Purpose Engage in text; organize information; monitor comprehension.</p> <p>Strategy Graphic organizer</p> <p>Activity 1. Write the following on the board: Hinduism, Buddhism, Judaism, Christianity, and Islam. Explain that these religions come from other parts of the world and have spread from that first point of origin. Today, we will read about each of these world religions. 2. Hand out World Religion text to Partners of students.</p> <p>Chunk #1 - I Do: Model reading and completing graphic organizer with Hinduism. (Read entire page; fill in graphic organizer.) Mini-lecture (2 minutes) – point out key ideas and origin of Hinduism on the map. Students complete according to teacher’s lecture.</p> <p>Chunk #2 – We Do: teacher and students read and complete graphic organizer together on Buddhism. Mini-lecture (2 minutes) – point out key ideas and origin of Buddhism on map.</p> <p>Chunk #3 – Y’all Do – students read and complete graphic organizer with a partner on Judaism. Mini-lecture (2 minutes) – point out key ideas and origin of Judaism on map.</p> <p>Chunk #4 and #5 - Continue process with Christianity and Islam.</p>	<p>After Reading (EVALUATE)</p> <p>Purpose Assess understanding; draw conclusions; compare and contrast</p> <p>Strategy: 3-2-1</p> <p>Activity: Students must complete the following information before “exiting” the classroom. 1. List 3 similarities between the religions 2. Describe 2 differences 3. Ask 1 question</p>		
<p>Grouping Arrangements</p> <p>Small Groups</p>	<p>Grouping Arrangements</p> <p>Chunk 1-2: Whole Group (I Do/We Do) Chunk 3, 4, 5 Partner Groups (Y’all Do)</p>	<p>Grouping Arrangements</p> <p>Individual Grouping</p>		
EXTEND: Use the 3-2-1 responses to begin the next day’s lesson with a Table Talk.				

PRE-PLANNING THE DAILY LESSON

Name: Jane Canread **Lesson Topic:** The Brain **Content Area Focus:** Science

STEP 1: GATHER FACTS ABOUT THE LEARNERS (*Choose three areas from which to gather facts. Explain the reasoning for each choice.*)

Interest Inventories – I want to know the science topics my students are interested in so that I can engage them in learning and make real life connections to their interests.

Multiple Intelligences – I need to know the strengths of my students so that I can provide instruction that optimizes learning. My planning will try to include at least three formats to address MI: verbal linguistic (Keeper’s Chart), Visual/Spatial (Clay Sculpture), and Interpersonal (Cooperative learning).

Data-based observations – Observing my students will help know the areas in which they excel and they struggle. Since I want to teach to their strengths, I should include learning opportunities based on the observations. I will pay particular attention to language, social interaction, and persistence.

STEP 2: CONTENT

Alabama Course of Study Standard (s): 5th Grade Course of Study Standard #8: Identify major body systems and their functions, including the circulatory system, respiratory system, nervous system, excretory systems, and reproductive system.

Instructional Objective (Daily Outcome): The student will identify the important parts of the brain and the jobs of each part.

STEP 3: ASSESSMENT Groups create a “Keepers” chart of key points and details; individual students create a brain sculpture with the five parts of the brain.

STEP 4: PROCESSES OF INSTRUCTION (*This is an abbreviated version of the implementation of the lesson.*)

Resources Needed: (*Textbooks, trade books, articles, hands-on supplies etc.*) Alternative text from Health.org about the brain in the following formats: English/Spanish on two reading levels (instructional and below grade level).

Technology Utilized: (*Internet sources, software, Smart Board, etc.*) computer, projector, Power Point; Health.org (rotating picture of brain and facts)

Instructional Formats	Instructional Arrangements	Instructional Strategies	Social/Physical Environments
Group Investigation Assistive technology	Cooperative Learning		
Scaffolding – Chunking of Text I Do – Introduction We Do – The Cerebrum Y’all Do – The Brain Stem and Pituitary Gland , Hypothalamus You Do – You Got Some Nerve	Grouping Partners – Listening Partners Small Groups – Reciprocal teaching Whole Group – Interview Response Individual – Clay Sculpture	Structure Before: Interview Response During: Reciprocal Teaching After: Collector’s Carousel Extend: Clay Sculpture	Active Engagement Read – “Your Brain & Nervous System” Write – tasks on Reciprocal teaching cards Talk – interview peers, share RT responses Listen – to peers in interview; collaboration listen to text on the computer Investigate – the brain View –Health.org

STEP 5: IMPLEMENTING THE DAILY LESSON PLAN

BEFORE		ENGAGE	
<i>How will you open your lesson and quickly engage your students in the lesson?</i>			
Strategy (What)	Interview Response		
Purpose (Why)	Build background knowledge; summarize		
Procedures (How)	<ol style="list-style-type: none"> 1. Ask the students the following question (write it on the board): “What does the brain do for you?” 2. Students interview three people. The student asks the question, writes the answer on a note card, and then moves to the next person. 3. After the student has interviewed three people, return to desk and summarize the findings on the back of the note card. 4. Teacher collects in order to discern the summarization skills of each student. 5. Show the rotating brain on Health.org. Point to the Instructional Objective (Daily Outcome) written on the board, read, and state this is what we are going to learn about today. 		
DURING		<u>EXPLAIN (I DO, WE DO)</u>	
<i>How will you provide scaffolded(explicit) instruction in moving students to independent activities?</i>			
Strategy (What)	Reciprocal Teaching		
Purpose (Why)	Engage with text; identify vocabulary; summarize; generate questions; identify main ideas		
Procedures (How)	<ol style="list-style-type: none"> 1. Divide the class into groups of four. Hand out the text based on individual need. 2. Divide the text into five chunks. Students put a post it note by each chunk, numbering the note. 3. Explain the jobs of word builder, keeper, summarizer, and questioner. Post on a chart that is visible to the students. (I have attached the “Student Friendly” directions. Assign roles. 4. Model the task of each job using the Introductory paragraph. (I Do) by reading and then writing the response. 5. As a whole class, the teacher guides the reading and responses for Chunk #1: The Cerebrum (We Do). Equity cards will be used to ensure participation. 		
<u>EXPLORE (Y'all Do, You Do)</u>			
<i>Include how you will incorporate practice in groups (y'all do) and independent practice (you do).</i>			
Strategy (What):	Reciprocal teaching		
Purpose (Why)	Engage with text; identify vocabulary; summarize; generate questions; identify main ideas		

Procedures (How)	<ol style="list-style-type: none"> 1. Students read Chunk #2: The Brain Stem. Individually they record the response needed of the assigned task. Students that need help with the reading can listen to the text on the computer, in English or Spanish and then record responses. Responses can be drawn or written. 2. They share what they have written down within their groups. They discuss with the group their responses. 3. The teacher mini-lectures (2 minutes) about The Brain Stem. Ensuring and giving opportunity for the students to adjust any of their responses. 4. Students pass their cards to the right and repeat with Chunk #3: The Pituitary Gland. Continue process with Chunk #4: Hypothalamus. Students that need help with the reading can listen to the text on the computer, in English or Spanish, then record responses. Responses can be drawn or written. 5. Independently, students read the last Chunk #5: You Got Some Nerve and complete the task of their choice.
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AFTER EVALUATE

How will students demonstrate their learning of this lesson? Evaluation will be based upon products designated in Step #3 of your lesson plan. How will you wrap up the lesson?

Strategy (What)	Collector’s Carousel
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Purpose (Why)	Analyze and evaluate key information
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Procedures (How)	<ol style="list-style-type: none"> 1. Group One writes down the Questions from their tasks cards on a large sheet of chart paper. 2. Group Two writes down the Keepers from their tasks cards on a large sheet of chart paper. 3. Group Three writes down the Word Builders from their tasks cards on a large sheet of chart paper. 4. Group Four writes down the Summaries from their tasks cards on a large sheet of chart paper. <p>(Tell the students you expect to see four types of writing.)</p> <ol style="list-style-type: none"> 6. The groups go to each chart, adding and revising any information. 7. The teacher summarizes the lesson by reviewing the “student generated notes”; adding and revising any information as needed.
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EXTEND

How you will connect this lesson to the next lesson?

	The students will be given a baggie that has five different colors of Play Dough. Using the text, they are to create a brain with the Play Dough. The parts of the brain are denoted by the following colors: the cerebrum is purple, the cerebellum is green, the brain stem is orange, the pituitary gland is red, and the hypothalamus is yellow.
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APPENDIX I

Alabama Quality Teaching Standards

Content Knowledge Ability Standards

Academic Discipline

- Use students' prior knowledge and experience to introduce new subject area related content. **(1)(c)1.(iii)**
- Identify student assumptions and preconceptions about the content of a subject area and to adjust instruction. **(1)(c)1.(iv)**
- Help students make connections across the curriculum in order to promote retention and transfer of knowledge to real-life settings. **(1)(c)1.(v)**

Curriculum

- Provide accommodations, modifications, and/or adaptations to the general curriculum meet the needs of each individual learner. **(1)(c)2.(ii)**
- Select content and appropriately design and develop instructional activities to address the scope and sequence of the curriculum. **(1)(c)2.(iii)**

Content Knowledge Knowledge Standards

- Knowledge of the structure of the academic disciplines related to the subject-matter content areas of instruction and of the important facts and central concepts, principles, theories, and tools of inquiry associated with these disciplines. **(1)(c)1.(i)**
- Knowledge of ways to organize and present content so that it is meaningful and engaging to all learners whom they teach (pedagogical content knowledge). **(1)(c)1.(ii)**
- Knowledge of the content standards and of the scope and sequence of the subject areas of one's teaching fields as defined in the Alabama courses of study for those teaching fields. **(1)(c)2.(i)**

Professionalism Ability Standards

Collaboration

- Involve parents and/or families as active partners in planning and supporting student learning. **(5)(c)1.(iv)**
- Share instructional responsibility for students with diverse needs, including students with disabilities, and develop collaborative teaching relationships and instructional strategies. **(5)(c)1.(v)**
- Share responsibility for all students' learning across the school and collaborate of colleagues to support every student's growth. **(5)(c)1.(vi)**
- Participate as reflective members of different types of teams, including but not limited to BBSST. **(5)(c)1.(vii)**
- Collaborate in the planning of instruction for an expanded curriculum in general education to include Individual Education Plans and other plans such as Section 504 goals for students with disabilities. **(5)(c)1.(viii)**
- Communicate and collaborate effectively with colleagues, students, parents, guardians and significant agency personnel who are included and valued equally as partners. **(5)(c)1.(ix)**
- Exhibit professional dispositions delineated in professional, state, and institutional standards in working with students, colleagues, families, and communities. **(5)(c)1.(x)**

Continuous, Lifelong Professional Learning

- Articulate and reflect on a personal philosophy and its relationship to teaching practice and professional learning choices and commitment. **(5)(c)2.(iv)**
- Use best practices, professional literature, and collegial assistance to improve as a teacher. **(5)(c)2.(v)**

- Willingness to inquire into one’s own practice by designing action research to determine the effectiveness of identified instructional strategies. **(5)(c)2.(vi)**
- Participate in the creation and nurturing of a learning environment that supports standards-based inquiry, reflective practice, and collaborative learning for teachers at stages of their careers. **(5)(c)2.(vii)**

Alabama-Specific Improvement

- Integrate statewide programs and initiatives into the curriculum and instructional processes. **(5)(c)3.(iii)**
- Communicate with students, parents, and the public about Alabama's assessment system and major state educational improvement initiatives. **(5)(c)3.(iv)**

School Improvement

- Participate in school improvement planning by working collaboratively with teams focused on specific improvement initiative. **(5)(c)4.(iii)**
- Assume increased leadership responsibility in school, district, and state improvement initiatives over the course of one’s professional career. **(5)(c)4.(iv)**

Ethics

- Use and maintain confidential student information in an ethical and professional manner. **(5)(c)5.(iii)**
- Practice safe, responsible, legal, and ethical use of technology and comply with school and district acceptable-use policies, including fair use and copyright guidelines and internet user protections. **(5)(c)5.(iv)**

Local, State, Federal Laws and Policies

- Access school, community, state, and other resources and referral services. **(5)(c)6.(ii)**
- Access resources to gain information about federal, state, district, and school policies and procedures. **(5)(c)6.(iii)**
- Keep accurate records related to federal, state, and district policies and other records with legal implications. **(5)(c)6.(iv)**

Professionalism Knowledge Standards

- Knowledge of the purposes, processes, structures, and potential benefits associated with collaboration and teaming. **(5)(c)1.(i)**
- Knowledge of the roles and responsibilities of members of different types of teams including, but not limited to Building Based Student Support Teams. **(5)(c)1.(ii)**
- Knowledge of roles and responsibilities of para-educators and other paraprofessionals. **(5)(c)1.(iii)**
- Knowledge of a range of professional literature, particularly resources that relate to one's own teaching field(s). **(5)(c)2.(i)**
- Knowledge of a range of professional learning opportunities, including job-embedded learning, district- and state-sponsored workshops, university offerings, and online and distance learning. **(5)(c)2.(ii)**
- Knowledge of the processes and skills associated with peer coaching and mentoring. **(5)(c)2.(iii)**
- Knowledge of current and emerging state initiatives and programs including, but not limited to, the Alabama
- Reading Initiative (ARI); the Alabama Math, Science, and Technology Initiative (AMSTI); Alabama Learning Exchange (ALEX); and Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS) and their relationship to student achievement. **(5)(c)3.(i)**
- Knowledge of Alabama's state assessment requirements and processes. **(5)(c)3.(ii)**

- Knowledge of research relating collective responsibility for student learning to increased achievement for all students. **(5)(c)4.(i)**
- Knowledge of the principles of individual and organizational change and a commitment to assume personal responsibility for leading and supporting others in results-oriented changes. **(5)(c)4.(ii)**
- Knowledge of appropriate professional behavior and dispositions expected of professionals as outlined in the Alabama Educator Code of Ethics. **(5)(c)5.(i)**
- Knowledge of safe, responsible, legal, and ethical uses of technologies including fair-use and copyright guidelines and Internet-user protection policies. **(5)(c)5.(ii)**
- Knowledge of laws related to students' and teachers' rights and responsibilities and the importance of complying with those laws. Such knowledge includes major principles of federal disabilities and legislation (IDEA, Section 504, and ADA), as well as Alabama statutes on child abuse and neglect, and the importance of complying with those laws. **(5)(c)6.(i)**

Literacy Ability Standards

Oral and Written Communication

- Model appropriate oral and written communications. **(3)(c)1.(iv)**
- Demonstrate appropriate communication strategies that include questioning and active and reflective listening. **(3)(c)1.(v)**
- Foster effective verbal and nonverbal communications during ongoing instruction using assistive technologies as appropriate. **(3)(c)1.(vi)**
- Integrate skill development in oral and written communications into all content areas. **(3)(c)1.(vii)**
- Use effective nonverbal communication and respond appropriately to nonverbal cues from student. **(3)(c)1.(viii)**

Reading

- Integrate reading instruction into all content areas that one teaches. **(3)(c)2.(iii)**
- Stimulate interest in and foster appreciation for the written word, promote reading growth, and increase the motivation of student to read widely and independently for information and pleasure. **(3)(c)2.(iv)**

Math

- Solve problems using different strategies, to verify and interpret results and to draw conclusions. **(3)(c)3.(v)**
- Communicate with others about mathematical concepts, processes, and symbols. **(3)(c)3.(vi)**

Technology

- Integrate technology into the teaching of all content areas. **(3)(c)4.(iii)**
- Facilitate students' individual and collaborative use of technology, including classroom resources as well as distance and online learning opportunities when available and appropriate. **(3)(c)4.(iv)**
- Use technology to assess student progress and manage records. **(3)(c)4.(v)**
- Evaluate students' technology proficiency and students' technology-based products within content areas. **(3)(c)4.(vi)**

Literacy Knowledge Standards

- Knowledge of standard oral and written communications. **(3)(c)1.(i)**
- Knowledge of the impact of native language and linguistic background on language acquisition. **(3)(c)1.(ii)**
- Knowledge of media communication technologies that enrich learning opportunities. **(3)(c)1.(iii)**

- Knowledge of strategies associated with accelerated, highly specialized, explicit instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension that significantly expands and increases students' pace of learning and competence in reading, writing, speaking, and listening. **(3)(c)2.(i)**
- Knowledge of assessment tools to monitor the acquisition of reading strategies, to improve reading instruction, and to identify students who require additional instruction. **(3)(c)2.(ii)**
- Knowledge of the role that mathematics plays in everyday life. **(3)(c)3.(i)**
- Knowledge of the concepts and relationships in number systems. **(3)(c)3.(ii)**
- Knowledge of the appropriate use of various types of reasoning, including inductive, deductive, spatial and proportional, and understanding of valid and invalid forms of reasoning. **(3)(c)3.(iii)**
- Knowledge of both metric and customary measurement and fundamental geometric concepts, including shapes and their properties and relationships. **(3)(c)3.(iv)**
- Knowledge of available and emerging technologies that support the learning of all students. **(3)(c)4.(i)**
- Knowledge of the wide range of technologies that support and enhance instruction, including classroom and school resources as well as distance learning and online learning opportunities. **(3)(c)4.(ii)**

Teaching and Learning Ability Standards

Human Development

- Teach explicit cognitive, metacognitive, and other learning strategies to support students in becoming more successful learners. **(2)(c)1.(v)**
- Use knowledge about human learning and development in the design of a learning environment and learning experiences. **(2)(c)1.(vi)**
- Recognize individual variations in learning and development that exceed the typical range; use information to provide appropriate learning experiences. **(2)(c)1.(vii)**

Organization and Management

- Plan and implement equitable and effective student access to available technology and other resources. **(2) (c) 2. (v)**
- Plan teaching and learning experiences that are congruent with the Alabama courses of study and appropriate for diverse learners. **(2) (c) 2. (vi)**
- Collect and use data to plan, monitor, and improve instruction. **(2) (c) 2. (vii)**
- Organize, allocate, and manage the resources of time, space and activities to support the learning of every student. **(2) (c) 2. (viii)**
- Organize, use, and monitor a variety of flexible student groupings and instructional strategies to support differentiated instruction. **(2) (c) 2. (ix)**

Learning Environment

- Develop a positive relationship with every student and to take action to promote positive social relationships among all students. **(2) (c) 3.(iii)**
- Communicate with parents and/or families to support students' understanding of appropriate behavior. **(2) (c) 3.(iv)**
- Create learning environments that increase intrinsic motivation and optimize student engagement and learning. **(2) (c) 3.(v)**
- Use individual behavioral support plans to proactively respond to the needs of all students. **(2) (c) 3.(vi)**
- Create a print-/language-rich environment that develops/extends students' desire and ability to read, write, speak, and listen. **(2) (c) 3.(vii)**
- Encourage students to assume increasing responsibility for themselves and to support one another's learning. **(2) (c) 3.(viii)**

Instructional Strategies

- Select and support the use of instructional and assistive technologies and to integrate these into a coherent instructional design. **(2) (c) 4.(v)**
- Make developmentally appropriate choices in selecting teaching strategies to assist diverse learners in meeting instructional objectives. **(2) (c) 4.(vi)**
- Evaluate and integrate a variety of strategies into a coherent lesson design. **(2) (c) 4.(vii)**
- Adjust instruction in response to information gathered from ongoing monitoring of performance via formative assessment. **(2) (c) 4.(viii)**
- Use questions and questioning to assist all students in developing skills and strategies in critical and higher order thinking and problem solving. **(2) (c) 4.(ix)**
- Use strategies that promote the independence, self-control, personal responsibility, and self-advocacy of all students. **(2) (c) 4.(x)**

Assessment

- Design and use a variety of approaches to formal and informal assessment to plan and modify instruction; and measure and report learning progress. **(2) (c) 5.(v); 2.3**
- Collaborate with others to design and score common assessments and to use results to share and compare instructional practice and plan new instruction. **(2) (c) 5.(vi)**
- Collaborate with others to incorporate accommodations into all assessments as appropriate. **(2) (c) 5.(vii)**
- Provide a variety of ways for students with diverse needs, including students with disabilities, to demonstrate their learning. **(2) (c) 5.(viii)**
- Develop rubrics and to teach students how to use them to assess their own performance. **(2) (c) 5.(ix)**
- Develop and select appropriate performance assessments. **(2) (c) 5.(x)**
- Engage all students in assessing and understanding their own learning and behavior. **(2) (c) 5.(xi)**
- Interpret and use reports from state assessments and results of other assessments to design both group and individual learning experiences. **(2) (c) 5.(xii)**

Teaching and Learning Knowledge Standards

- Knowledge of the physical, emotional, and social development of young people and the relationship of these to learning readiness and to cognitive development. **(2)(c)1.(i)**
- Knowledge of the role of language in learning. **(2)(c)1.(ii)**
- Knowledge of the general characteristics of disabilities and of their impact on cognitive development and learning. **(2)(c)1.(iii)**
- Knowledge of developmentally appropriate instructional and management strategies. **(2)(c)1.(iv)**
- Knowledge of the importance of developing learning objectives based on the Alabama courses of study and the needs, interests, and abilities of students. **(2)(c)2.(i)**
- Knowledge of the principles underpinning a sound age-appropriate classroom organization and management plan and of supportive behavior management strategies. **(2)(c)2.(ii)**
- Knowledge of the components and characteristics of collaboratively designed and implemented individual behavioral support plans. **(2)(c)2.(iii)**
- Knowledge of conflict resolution strategies, school emergency response procedures, and juvenile law. **(2)(c)2.(iv)**
- Knowledge of norms and structures that contribute to a safe and stimulating learning environment. **(2)(c)3.(i).**
- Knowledge of factors and situations that promote or diminish intrinsic motivation. **(2)(c)3.(ii).**
- Knowledge of research and theory underpinning effective teaching and learning. **(2)(c)4.(i).**
- Knowledge of a wide range of research-based instructional strategies and the advantages and disadvantages associated with each. **(2)(c)4.(ii).**

- Knowledge of strategies that promote retention as well as transfer of learning and the relationship between these two learning outcomes. **(2)(c)4.(iii)**
- Knowledge of the importance of parents and/or families as active partners in planning and supporting student learning. **(2)(c)4.(iv)**.
- Knowledge of the purposes, strengths, and limitations of formative and summative assessment and of formal and informal assessment strategies. **(2)(c)5.(i)**.
- Knowledge of the relationship between assessment and learning and of how to integrate appropriate assessments into all stages of the learning process. **(2)(c)5.(ii)**.
- Knowledge of measurement-related issues such as validity, reliability, norms, bias, scoring concerns, and ethical uses of tests and test results. **(2)(c)5.(iii)**.
- Knowledge of current Alabama assessment requirements and procedures. **(2)(c)5.(iv)**.

Diversity Ability Standards

Cultural, Ethnic, and Social Diversity

- Develop culturally responsive curriculum and instruction into ongoing instruction. **(4)(c)1.(iv)**.
- Communicate in ways that demonstrate sensitivity to diversity. **(4)(c)1.(v)**.

Language Diversity

- Differentiate between learner difficulties that are related to cognitive or skill development and those that relate to language learning. **(4)(c)2.(ii)**.
- Collaborate with teachers of English language learners and to assist those students with full integration into the regular classroom. **(4)(c)2.(iii)**.

Special Needs

- Identify and refer students for diagnosis for special services. **(4)(c)3.(iii)**.
- Address learning differences and disabilities that are prevalent in an inclusive classroom. **(4)(c)3.(iv)**.

Learning Styles

- Help students assess their own learning styles and to build upon identified strengths. **(4)(c)4.(iii)**.
- Design learning experiences that engage all learning styles. **(4)(c)4.(iv)**.

General

- Involve families, community agencies, and organizations, and colleagues in helping support academic achievement of diverse learners. **(4)(c)5.(ii)**.
- Create a learning community in which individual differences are respected. **(4)(c)5.(iii)**.
- Assess and diagnose individual students' contexts, strengths, and learning needs and to tailor curriculum and teaching to address these personal characteristics. **(4)(c)5.(iv)**.

Diversity Knowledge Standards

- Knowledge of the ways in which student learning is influenced by individual experiences and out-of-school learning, including language and family/community values and conditions. **(4)(c)1.(i)**.
- Knowledge of cultural, ethnic, gender, linguistic, and socio-economic differences and how these may affect individual learner needs, preferences, and styles. **(4)(c)1.(ii)**
- Knowledge of the characteristics of one's own culture and use of language and of how they differ from other cultures. **(4)(c)1.(iii)**.
- Knowledge of the process of second language acquisition and strategies to support the learning of students whose first language is not English. **(4)(c)2.(i)**.

- Knowledge of the major areas of exceptionality in learning, including the range of physical and mental disabilities, social and emotional disorders, giftedness, dyslexia, and attention deficit disorder. **(4)(c)3.(i)**.
- Knowledge of the indicators of the need for special education services. **(4)(c)3.(ii)**.
- Knowledge of research and theory related to learning styles and multiple intelligences. **(4)(c)4.(i)**.
- Knowledge of a range of curricular materials and technologies to support the cognitive development of diverse learners. **(4)(c)4.(ii)**.
- Knowledge of how personal/cultural biases can affect teaching and learning. **(4)(c)5.(i)**.

Program of Study Standards

Program of Study Standards are included in the Intern Observation Record for each specific program of study.

1. Elementary
2. Early Childhood
3. Physical Education
4. Collaborative K-6
5. Collaborative 6-12
6. Math
7. History
8. Social Science
9. English
10. Biology
11. Chemistry
12. Career Technical

APPENDIX II Educate Alabama Standards

Content Knowledge

- Demonstrates deep knowledge of subject matter content and an ability to organize related facts, concepts and skills.
- Activates students' prior knowledge, experience, interests and uses this information to plan content and help individual students attain learning goals.
- Connects the curriculum to other content areas and real-life settings to promote retention and relevance.
- Designs instructional activities based on state content standards.
- Provides instructional accommodations, modifications, and adaptations to meet the needs of each individual learner.

Professionalism

- Collaborates with stakeholders to facilitate student learning and well-being.
- Engages in ongoing professional learning to move practice forward.
- Participates as a teacher leader and professional learning community member to advance school improvement initiatives.
- Promotes professional ethics and integrity.
- Complies with local, state, and federal regulations and policies.

Literacy

Oral and Written Communications

- Demonstrates standard oral and written communications and integrates appropriate communication strategies.
- Fosters and responds to effective verbal and nonverbal communications during instruction.

Development of Reading Skills and Accessing K-12 Literacy Resources

- Uses age-appropriate instructional strategy to improve learners' skills in critical literacy components.
- Integrate narrative and expository reading strategies across the curriculum.

Development and Application of Mathematical Knowledge and Skills Across Content Areas

- Solves mathematical problems across subject areas using a variety of strategies to verify and interpret results and to draw conclusions.
- Communicates mathematical concepts, processes, and symbols within the content taught.

Utilizing Technology

- Identifies and integrates available emerging technology into the teaching of all content areas.
- Facilitates learners' individual and collaborative use of technology and evaluates their technological proficiency.

Teaching and Learning

Organization and Management of the Learning Environment

- Design a classroom organization and management system built upon sound, age-appropriate expectations and research-based strategies for promoting positive behavior.
- Creates a climate that promotes fairness and respect.
- Creates a safe, orderly, and stimulating learning environment that engages and motivates learners.

Using Instructional Strategies to Engage Learners

- Develops challenging, standard-based academic goals for each learner, using knowledge of cognitive, social, and emotional development.
- Engages learners in developing and maintaining goals for their own learning and behavior.
- Designs coherent lessons that integrate a variety of appropriate and effective instructional strategies.
- Creates learning activities that optimize each individual's growth and achievement within a supportive environment.

Assessment of Learning

- Uses formative assessments to provide specific and timely feedback to assist learners in meeting learning targets and to adjust instruction.
- Uses summative assessments to measure learner attainment of specific learning targets.
- Maintains evidence and records of learning performance to communicate progress.
- Analyzes and uses disaggregated standardized assessment results to inform planning for individual learners and classes.

Diversity

Culture, Ethnic, and Social Diversity

- Develops culturally responsive curriculum and instruction in response to differences in individual experiences; cultural, ethnic, gender, and linguistic diversity; and socio-economic status.
- Communicates in ways that demonstrate sensitivity to diversity and that acknowledge and respond to various cultural, ethnic, and social modes of communication and participation.
- Demonstrates and applies to own practice an understanding of how personal and cultural biases can affect teaching and learning.

Language Diversity

- Support learners to accelerate language acquisition by utilizing their native language and linguistic background. Guides second language acquisition and utilizes English Language Proficiency (ELP) strategies to support learning.
- Differentiates between learner difficulties related to cognitive or skill development and difficulties related to language learning.

Special Needs

- Understands and recognizes the characteristics of exceptionality in learning, including the range of physical and mental disabilities, social and emotional disorders, giftedness, dyslexia, and attention deficit disorder, in order to assist in appropriate identification and interventions.
- Facilitates inclusive learning environments that support and address the needs of learners with learning differences and disabilities.

Learning Styles

- Helps students assess their own learning styles and build upon identified strengths.
- Designs learning experiences that engage all learning styles and multiple intelligences.

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