

PIEDMONT  
COLLEGE

SCHOOL OF  
EDUCATION

**GRADUATE  
INTERNSHIP II HANDBOOK**

*“Mastering the Art of Teaching:  
Preparing Proactive Educators to Improve the Lives of All  
Children”*

*Striving to prepare reflective, scholarly, proactive educators*

**FOREWORD**

The Internship II Handbook is issued as an aid to the host teacher, the college supervisor, and the teacher candidate. It is recognized that the internship experience is the most vital of all experiences in the sequence of professional development. Much is owed to the host teacher who is willing to help a candidate become a scholarly, reflective, proactive educator.

Piedmont College is very appreciative of the dedication and generosity of those teachers who volunteer to help in this program. We offer our sincerest thanks.

School of Education  
Piedmont College

**Outline of Internship Terminology:**

Internship I – 1<sup>st</sup> semester (former practicum and apprentice I)

Internship II – 2<sup>nd</sup> semester (former student teaching and apprentice II)

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**PART I**  
**INTRODUCTION AND SYNOPSIS OF REQUIREMENTS**

**Welcome**

Congratulations! You are on the brink of achieving your goal! Well done! Approach your internship with the confidence that the faculty and staff in the School of Education support you and believe that you can achieve this rewarding and challenging adventure ahead of you. Enjoy your internship experience as you continue to learn about yourself and the profession. You will soon realize that you are well-prepared to begin your career as an educator.

Take extra care of yourself during the next few weeks. Eat well, exercise, rest, have fun and wash your hands a lot! You will be in an entirely new environment and your brain isn't the only thing that will need to learn new things!

As you begin to prepare yourself for this exciting experience, in addition to printing a copy of this handbook for yourself, print one for your Host Teacher. Contact your Host Teacher as soon as you receive your assignment letter. Make arrangements to meet with that person as soon as you can get together.

Should you need to talk to someone in the School of Education before your college supervisor is assigned, contact the Field Placement Coordinator or your Advisor.

**Piedmont College Mission**

Piedmont College educates students to become successful and responsible citizens through rigorous academic instruction in the liberal arts and professional disciplines. The College provides educational opportunities through a wide range of undergraduate and graduate programs. The institution emphasizes critical thinking, high ethical standards, and respect for diversity.

**School of Education Mission**

The theme of the School of Education is “Mastering the art of teaching: Preparing proactive educators to improve the lives of all children”. The School of Education strives to prepare scholarly, reflective, proactive educators in a caring environment with challenging and meaningful learning experiences. These practitioners effectively educate their own students to become knowledgeable, inquisitive, and collaborative learners in diverse, democratic learning communities.

Specific ideals undergird our conceptual framework. We advocate the democratic ideals of: equal rights and opportunities; individual freedom and responsibility; responsibility for the greater good; respect for diversity; openness to possibilities; and open, informed discourse.

We endorse the following processes as a means of striving for our democratic ideals: engaging in participatory decision-making; collaborating in teaching and learning; collecting information from all constituencies; examining options and projecting consequences; nurturing open discourse; providing for field experiences; assessing processes as well as products; modeling democratic ideals in the classroom; forming communities of learners; and constantly revising the curriculum to reflect new insights and understandings. Further, we endorse the development of a sense of personal integrity and of strong habits of mind (e.g., reflectiveness, persistence, clarity, accuracy, and responsiveness to feedback).

### **School of Education Conceptual Framework**

The School of Education at Piedmont College strives to prepare scholarly, reflective, proactive educators. These practitioners effectively educate their own students to become knowledgeable, inquisitive, and collaborative learners in diverse, democratic learning communities.

Specific democratic ideals underpin our Conceptual Framework:

- ◆ equal rights and opportunities;
- ◆ individual freedom balanced by individual responsibilities;
- ◆ responsibility for the greater good;
- ◆ respect for diversities;
- ◆ openness to possibilities; and
- ◆ open, informed discourse.

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- ◆ nurturing open discourse;
- ◆ providing for field experiences;
- ◆ assessing processes as well as products;
- ◆ modeling democratic ideals in the classroom;
- ◆ forming communities of learners; and
- ◆ constant revising of the curriculum to reflect new insights and understandings.

Further, we endorse the development of dispositions of personal integrity and of strong habits of mind (e.g., reflection, persistence, clarity, accuracy, and responsiveness to feedback). Through a program of study based on the teacher candidate's undergraduate program, experience, and professional goals, the program seeks to:

- provide the teacher candidate with the ability to communicate and teach effectively using an interdisciplinary knowledge base and understanding of multidimensional classrooms;
- use and facilitate critical thinking skills;
- enhance teacher candidates' content knowledge, integrating it with instructional technology;
- enable teacher candidates to interpret and assess educational research, and conduct their own classroom-based research; and to provide experiences that enable teacher candidates to assume roles as scholarly practitioners and develop their skills and

abilities as professional teachers

### **School of Education Core Candidate Learning Outcomes (CCLOs)**

CCLOs serve as a continually evolving guide to teacher development, practice, assessments, and decision-making. For these CCLOs to guide our development as educators and become the habits of mind that drive what we do, faculty and candidates must engage them in recurring dialogue, application, and reflection.

The following ten outcomes, adapted from the 1994 INTASC standards (Interstate New Teacher Assessment and Support Consortium) were updated in 2009 and became effective January 1, 2010. These outcomes are addressed in all courses and are applicable to the undergraduate and graduate programs.

1. *Learning environment:* The teacher uses an understanding of individual and group motivation to create a community of learners that encourages positive social interaction, active engagement in the subject matter, and the development of a sense of responsibility for their own learning.  
**InTasc Standards 1 & 3, Intern Keys Standards 1, 3, 4, 7, 8, 9 & 10**
2. *Subject matter:* The scholarly teacher understands and models the central concepts and modes of inquiry of his or her discipline(s), thereby engaging students in learning experiences that encourage critical thinking and stimulate continuing interest in the subject. **InTasc Standards 4 & 5, Intern Keys Standards 1 & 2**
3. *Student learning:* Based on an understanding of how students develop and learn, the teacher provides learning opportunities that support students' intellectual, social and personal growth. **InTasc Standards 1 & 3, Intern Keys Standards 2, 3, & 8**
4. *Diversity:* Understanding that each learner is unique, the teacher of a democratic classroom adapts and differentiates instruction to meet diverse needs of all students.  
**InTasc Standards 1, 2 & 7, Intern Keys Standards 4**
5. *Instructional strategies:* The teacher implements instructional strategies, including appropriate use of instructional technologies, designed to encourage students to develop critical thinking, performance skills, and content knowledge, while meeting required curriculum and program evaluation standards.  
**InTasc Standards 5, 7 & 8, Intern Keys Standards 3**
6. *Assessment strategies:* To foster knowledgeable and inquisitive learners, the teacher uses a variety of formative and summative assessments to evaluate student achievement and inform instructional decision-making. **I**  
**InTasc Standards 6 & 7, Intern Keys Standards 5 & 6**
7. *Communication:* The teacher uses verbal and non-verbal communication strategies along with complementary technologies to foster active inquiry, collaboration, and supportive interaction in the classroom. **InTasc Standard 10, Intern Keys Standards 10**
8. *Research:* The teacher's professional practices reflect discerning uses of relevant research, as well as the ability to initiate systematic inquiry into instructional practices and school-wide issues. **InTasc Standards 7 & 9, Intern Keys Standards 1 & 3**
9. *Reflection and professional development:* The teacher is a reflective, critical, open-minded practitioner who continually evaluates his/her practices, beliefs, and the effects of

those decisions, thereby refining a personal pedagogy to guide professional practices.

**InTasc Standard 9, Intern Keys Standards 1 & 9**

10. *Collaboration*: The teacher communicates and collaborates democratically with other teachers, families, and members of the school's communities to support student learning and well being. **InTasc Standards 3 & 10, Intern Keys Standards 1, 6 & 9**

In addition to the ten Core Candidate Learning Outcomes across programs, each program includes additional outcomes that graduate candidates are expected to demonstrate.

Early Childhood and Middle Grades Masters Candidate Learning Outcomes

(ECMMCLO):

11. Constructivist Practices: The scholarly, reflective, proactive teacher models and provides opportunities for constructivist practices.
12. Informed Teachers: The scholarly, reflective, proactive teacher is an informed professional.
13. Scholarly Work: The reflective, proactive teacher actively engages in scholarly work.
14. Ethical and Legal Awareness: The scholarly, reflective, proactive teacher adheres to and explicates for others the professional ethical standards and abides by laws related to rights and the responsibilities related to students, educators, and families.

Secondary Education Masters Candidate Learning Outcomes (SECMCLO):

(For both Initial and Advanced Certification Programs)

11. Research: The teacher refines instructional practices informed by critical consideration of relevant research and by the application of action research as an ongoing aspect of practice.
12. Democratic Classroom: The teacher guides students toward involvement in activities that provide skills and dispositions to fulfill the roles of a citizen engaged in pursuing the ideals of democracy.
13. Philosophical Orientation: The teacher studies initiatives, patterns, trends and policies for their philosophical underpinnings as part of a continuing assessment of the efficacy of those underpinnings.
14. Integrity: The teacher pursues her/his professional practices with a strong sense of mission beyond keeping a job, and with a keen sense of ethical integrity.
15. Philosophical Pragmatism: The teacher maintains an intellectual spiral in which practices are improved by conceptual refinements, which are in turn refined by assessing the results of implementations over time.

(For Advanced Certification Programs)

16. Modeling and Mentoring: The teacher both models best practices and accepts responsibility to mentor new and veteran teachers.
17. Professional Discourse: The teacher participates actively in the professional

discourses related to the field of certification--at the school and in regional and national venues.

18. Proactive Involvement: The teacher takes advantage of opportunities to influence the school toward curricula, instructional practices, policies and professional climate which result in students acquiring more durable knowledge and skills and in-depth understanding, as well as positive dispositions toward learning.

Special Education Masters Candidate Learning Outcomes (SPEDMCLO):

(Based on the Council for Exceptional Children's (CEC) Professional Standards for teachers of students with exceptional learning needs.)

***Initial Certification Special Education Masters Learning Objectives (SEMLOs)***

11. Learner Development and Individual Learning Difference: Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities
12. Learning Environments: Beginning special education professionals create safe, inclusive, culturally responsive, learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
13. Curricular Content Knowledge: Beginning special education professionals use knowledge of general (math, reading, English/language arts, science, social studies and the arts) and specialized curricula (e.g., academic, strategic, communicative, social, emotional, and independence curricula, etc.) to individualize learning for individuals with exceptionalities.
14. Assessment: Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.
15. Instructional Planning and Strategies: Beginning special education professionals select, adapt and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
16. Professional Learning and Ethical Practice: Beginning special education professionals use foundational knowledge of the field and of the professional principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
17. Collaboration: Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Music Education Masters Candidate Learning Outcomes (MMCLO):

11. Repertory and History: The teacher candidate is a scholarly musician who is familiar with, through performance and academic studies, music of diverse cultural sources, historical periods, and media.
12. Technology: The teacher candidate is knowledgeable of the capabilities of technology as they relate to music composition, performance, analysis, teaching, and research.
13. Performance: The knowledgeable teacher candidate has demonstrated the ability to



perform, improvise, and compose in at least one applied music area and keyboard, and has experience throughout the program with ensembles that are varied in size and nature.

14. **Teacher Preparation:** The knowledgeable and reflective teacher candidate has a mastery of the fundamental elements of music (melody, harmony, rhythm, texture, form, and style) and music history, and is able to teach these elements at the appropriate level, P-12, to a diverse community of learners in a democratic classroom.

#### Art Education Master's Candidate Learning Outcomes (MACLO):

11. Students will analyze, synthesize, and evaluate Contemporary and Postmodern art, and be able to apply formal analysis to the classroom.
12. Students will synthesize art experiences and apply gained knowledge to the production of personal artwork and related lesson plans.
13. Students will develop research that adds to the body of knowledge within the field of art education.

#### **School of Education Dispositions**

In addition to the common core learning outcomes and graduate candidate learning outcomes, all candidates are expected to be familiar with the dispositions expected of professionals. Their work with students, families, and communities reflects the following dispositions as defined by the School of Education faculty:

*Scholarly:* Inquiring; creative; seeks solutions; thinks critically about theory and method; keeps current in discipline (conferences, journals, classes); pursues lifelong learning.

*Reflective:* Bases daily decisions on in depth reflection, done frequently and honestly; considers many possibilities for problem solutions; stays open to constructive criticism.

*Proactive:* Anticipates problems in management; anticipates problems and difficulties in instruction; addresses pertinent issues of school and community to support student learning; encourages students' critical thinking, problem solving, and creativity; plans for important student learning; fosters visionary thinking and action; promotes mindful leadership to improve schools.

*Democratic:* Facilitator; views others as capable to deal with problems and able to make decisions; promotes equitable treatment for all students; has high expectations for all students; seeks best interest of students they serve; open-minded; able to view other perspectives; accommodates individual differences; culturally sensitive in areas of communications, learning, assessment, and cultural norms; collaborates well with others; works for the good of the community.

*Responsible:* Patience, professional temperament; aims to be the best he/she can be; good work ethic; punctual; recognizes when their own dispositions may need to be adjusted and are able to develop plans to do so.

## School of Education Requirements

### **Field Experiences (required BEFORE Internship II)**

- Field Experience requirements have been established by each department for the teacher candidates to complete during the program. Field Experiences include documented hours built into individual courses and internships. Education majors should be aware that they will undergo a criminal background check conducted by the Georgia Professional Standards Commission (GaPSC) before completing any required field experiences. The teacher candidate must be admitted to ATE and obtain a Pre-Service Certificate.
- Continuation and completion of all field experiences is contingent upon demonstration of the knowledge, skills, and dispositions necessary to help all students learn as described in the School of Education Conceptual Framework and Common Core Learning Outcomes and, for candidates in programs leading to secondary certification. Piedmont College reserves the right to withdraw or change the placement of a teacher candidate for failure to meet these outcomes or at the request of the cooperating school.

### **Teacher Associations- Student Membership for Liability Insurance**

- Teacher candidates **MUST** enroll in either the Student Professional Association of Georgia Educators (SPAGE) or the Georgia Association of Educators (GAE). Membership includes liability insurance coverage. This coverage is required before teacher candidates can enter schools to complete field experiences or internships.

### **Detailed Requirements of Internships**

- Candidates complete supervised field experiences consistent with the grade levels of certification sought during their Internship I and II experiences. Below is a summary of the internship requirements for each of the programs.
  - Early Childhood Program – Field experiences are required in three grade levels – PK-K, 1-3, and 4-5.
  - Middle Grades Program – Field experiences are required in two grade levels – 4-5 and 6-8.
  - Secondary Program – Field experiences are required in two grade levels – 6-8 and 9-12.

## **PART II** **OVERVIEW AND OBJECTIVES OF INTERNSHIP EXPERIENCE**

### **Overview of Internship II Experience**

In the field of teacher education, the most vital phase of a candidate's preparation is the Internship II teaching experience. For approximately 16 weeks, teacher candidates apply the principles, knowledge, understanding, and skills they have acquired during their entire educational program. The internship experience is performed in a carefully selected school reflecting the grade level at which certification is sought, under the direction of the college supervisor and a qualified classroom teacher. This experience culminates in the teacher candidate's assumption of a full teaching load for a number of weeks (determined with college supervisor) and completes responsibility for all class activities normally carried out by the host teacher. However, a co-teaching model may also be used during internship II. Piedmont college offers training for schools interested in implementing this model which consists of co-planning, co-instruction, and co-assessment and culminates with the intern's assumption of the lead teacher role for several weeks.

During the time spent in the internship, the college supervisor will observe the teacher candidate on a regular basis (at least 4 times recommended). In addition, the candidates will participate in required class sessions at the Piedmont campus. The class sessions will be scheduled across the semester. Students and the host teachers will be provided with a copy of the class schedules at the beginning of the semester. Regard these classes just as you would staff meetings, in-service training or any other meeting that a host teacher might attend during a school day.

### **Admonitions and Advisements**

- Teacher candidates are expected to adhere to the Georgia Code of Ethics for Educators. Note that the Code requires reporting possible violations of the Code, as well as expectations for your own conduct. Please visit <http://www.gapsc.com/Ethics/Home.aspx> for more information on the GaPSC Code of Ethics.
- Teacher candidates are expected to develop and maintain dispositions associated with scholarly, reflective, proactive practitioners. Please refer to the forms section of this handbook to gain directions for accessing more information and the Dispositions Rubric.
- Teacher candidates are expected to demonstrate meeting the Core Candidate Learning Outcomes (CCLOs). (See page 6 for a list of the CCLOs.)
- Teacher candidates are assessed using the Intern Keys Standards. The State prescribed teacher evaluation (TKES) and the Intern Keys were both based on the InTASC standards. Teacher candidates should refer to the Intern Keys often and consider these standards as a means of improving performance. Please refer to Intern Keys Rubrics contained in the appendix.

## **Glossary of Terms**

**College Supervisor:** The Piedmont College representative who is responsible for supervising teacher candidates.

**Cooperating School/System:** A public or private school/system providing placements for a teacher candidate. They have a formal agreement with the college to provide field experience sites.

**edTPA:** edTPA is a subject-specific assessment with versions in 27 different teaching fields covering Early Childhood, Elementary, Middle Childhood and Secondary. edTPA includes a review of a teacher candidate's authentic teaching materials as the culmination of a teaching and learning process that documents and demonstrates each candidate's ability to effectively teach subject matter to all students. (Please visit [http://www.edtpa.com/PageView.aspx?f=GEN\\_Candidates.html](http://www.edtpa.com/PageView.aspx?f=GEN_Candidates.html) for more information about edTPA.)

**Coordinator of Clinical Experiences:** The person designated by the Dean to coordinate field experience matters on behalf of Piedmont College.

**Georgia Professional Standards Commission (GaPSC):** The state agency that administers policies pertaining to the preparation and certification of education personnel. The office also establishes and enforces standards of competent professional performance and ethical conduct for educators in Georgia. Visit [www.gapsc.com/](http://www.gapsc.com/) to learn more information about the GaPSC.

**Host Teacher:** The classroom teacher that is hosting the classroom for the internship experience.

**Internship I:** A semester long field experience required for teacher candidates as part of the teacher certification process. This was previously known at Piedmont College as *practicum* or *apprenticeship I*.

**Internship II:** A semester long field experience required for teacher candidates as part of the teacher certification process. This was previously known at Piedmont College as *student teaching* or *apprenticeship II*.

**Teacher Candidate:** A teacher education student enrolled at Piedmont College. Sometimes often referred to as an intern or student teacher.

### **Objectives of the Internship II Experience**

Student teachers are expected to apply and demonstrate competence with regard to the following objectives that are based on the Core Learning Outcomes of the School of Education at Piedmont College, the Georgia 2000 Standards, and the PSC Standards. The student teacher will:

1. develop an atmosphere conducive to student learning and one which gives evidence of effective class control and student management in a democratic classroom;
2. use a variety of strategies to encourage physical, social, emotional, aesthetic, and cognitive development of children and adolescence
3. demonstrate subject matter competency, critical thinking, and facilitate student learning in meaningful ways;
4. prepare and teach daily, weekly, and unit lesson plans based on developmentally appropriately curriculum and instructional practices;
5. effectively use a variety of appropriate teaching techniques to meet the needs of diverse learners, taking into account innate abilities, learning styles, and cultural experiences;
6. create and modify environments and experiences to meet the individual needs of all children, including children with disabilities, developmental delays, linguistic differences, and special abilities;
7. demonstrate sensitivity to differences in family structures and social and cultural backgrounds;
8. effectively uses technology and a variety of educational materials, including assistive technologies for children with disabilities;
9. model and provide for constructivist practices;
10. implement basic health, nutrition, and safety management practices for children;
11. demonstrate an ability and willingness to assess and evaluate students and self-using a variety of formal and informal assessments, including alternative assessments;
12. cultivate and demonstrate such personal qualities as appropriate appearance, enthusiasm, ability to get along well with others, maturity, dependability, standard edited English usage, positive attitude toward teaching and students, sense of humor, and emotional stability;
13. demonstrate a willingness and ability to participate in the broad areas in which teachers are normally involved, such as co-curricular activities, guidance, administrative responsibilities within the classroom, curriculum evaluation and construction, in-service education, and community service; however, candidates should not take on coaching duties during their

internship as these positions are generally time consuming and often require missing classroom experiences in order to travel.

14. positively communicate and collaborate with other educators, parents/families, agencies, and the community, and work effectively as a member of a professional team; and
15. demonstrate awareness of and a firm commitment to the profession's code of ethical conduct.

### **PART III** **POLICIES AND PROCEDURES FOR TEACHER CANDIDATES**

#### **Status in the Cooperating School**

The teacher candidate is to function as a member of the faculty of the school in which the internship is performed. The teacher candidate is expected to attend school regularly, to be on time for the opening of school and for all classes and appointments, and not to leave the school prior to the close of the school day except in case of emergency, and then only with prior notification to the host teacher. The teacher candidate is responsible for notifying the college supervisor, host teacher, and school prior to absences.

#### **Legal Status and Responsibilities**

In the public schools of Georgia, the teacher candidate has no legal status. As a result, the teacher candidate is not covered by any of the school's normal insurance coverage for teachers. The planned program of the internship does not imply the use of a candidate as a substitute. It is the responsibility of the host teacher and the principal to **assure that a substitute is called in the absence of the host teacher**. However, a teacher candidate who has received substitute training could be asked by the building principal to teach in an **emergency situation**. In such a case, the principal is responsible for following system guidelines. The candidate should notify the college supervisor any time he or she is being employed as a substitute teacher. Guard against abuse or misuse of this option.

Regardless of the policy of the school, **teacher candidates are not to administer any medication to students**. Please check the school's policy manual for other procedures and safe guards. Additionally, teacher candidates are not permitted to participate in playground supervision without the presence of a classroom teacher unless approved by the school principal.

#### **Teacher Candidate Progress during Field Experience**

Most teacher candidates grow and prosper during field experiences. In some cases; however, difficulties are encountered as part of field experiences. Immediate, open, and honest communication about any problem is essential. Typically, teacher candidates will encounter and solve the problem by following the guidance of the host teacher. If more assistance is needed, the college supervisor will become involved and develop a plan of action. If problems become more severe, the Director of Teacher Education and the Coordinator of Clinical Experiences will

become involved, and a professional growth plan will be developed based upon the Piedmont College's list of dispositions.

### **Discontinuance of Field Placement**

When the actions of the teacher candidate present a negative impact on the learning environment or on the safety of the students as determined by the Director of Teacher Education or by the Coordinator of Clinical Experiences, the termination of the placement may be immediate. In such cases, the situation will be reviewed and a conference will be scheduled with teacher candidate to ensure that the seriousness of the situation is made aware to the candidate.

One of the following actions can be recommended by the College.

1. A second classroom placement can be requested. (A second placement within a semester is an option only if sufficient time remains in the semester for the teacher candidate to fulfill all field requirements. If the candidate is already in the second placement, the option of earning a failing grade is usually the option chosen for the candidate.
2. Administrative withdrawal from all courses associated with the field experience can be made by the request of the Director of Teacher Education or by the Coordinator of Clinical Experiences.
3. A grade of D or F is earned in each course associated with the field experience can be given to the teacher candidate, if warranted.

### **Procedures for Complaints**

In the event that another placement is needed, the Director of Teacher Education and the Coordinator of Clinical Experiences will discuss with the teacher candidate options for a second placement, available supporting college resources, and/or other career alternatives. The teacher candidate is informed of the appropriate appeal procedure.

Candidates are reminded of the policy that a student may only repeat two courses during the program and that any course may only be repeated one time.

#### **OTHER CIRCUMSTANCES**

Sometimes there are other circumstances which could result in a discontinuance of the field placement. When a relationship between the candidate and the host teacher (or other school personnel) has been damaged or broken, the candidate may be removed from that field placement. These situations will be handled on a case-by-case basis.

### **Evaluation of the Teacher Candidate**

Evaluation is a continuous process. The teacher candidate, the host teacher, and the college supervisor should be directly involved. Evaluation during such an important experience can be challenging which may lead to a temptation to be too exacting or too lenient. Teacher candidates are not expected to be perfect in all areas of teaching. In fact, teacher candidates are

not expected to be perfect in any aspect of teaching. It is expected that a teacher candidate's skills will improve from the beginning to the end of the semester and that any evaluations provided will show this improvement.

The teacher candidate should engage in reflection and objective self-analysis daily and learn to think critically of his or her methodology, techniques, and teaching practices. An effective means of accomplishing this is to participate in short daily conferences with the host teacher. Another format for self-evaluation is through the writing of a daily reflective journal that is a required part of the internship experience. Evaluation as a part of the daily routine permits rapid correction of the perceived deficiencies.

The host teacher(s) should be assessing and evaluating the teacher candidate and sharing these evaluations with the teacher candidate and with the college supervisor on a regular basis. Constructive criticism, specific suggestions for improvement and praise are helpful and appropriate.

The college supervisor participates in the evaluative process by counseling with the teacher candidate, monitoring progress, providing written and oral feedback of each observation and supporting both the student teacher and the host teacher.

### **Grading of the Internship Experience**

The teacher candidate's final grade is awarded by the college supervisor, who will give due consideration to all other evaluations of the teacher candidate. The final grade is a Pass (P) or Fail (F). There is no numeric or other letter grade assigned. This final grade is awarded on the basis of the following criteria:

- evaluation and suggested grade by the host teacher;
- evaluation by the college supervisor from personal observations of the teacher candidate;
- teacher candidate's daily reflective journal;
- teacher candidate's rating on the program evaluation assessment completed by college supervisor and;
- evidence of having met the stated objectives of the internship program.

**Only a grade of Pass (P) will be recognized for recommendation for certification.** A summative written evaluation (the Intern Keys) will be kept on file by the School of Education.



### **Application for Teacher Certification**

It is the candidate's responsibility to complete the appropriate forms to apply for certification. A candidate who has successfully completed the requirements for Georgia Pre-Service Certification, completed the GaPSC approved teacher education graduate program at Piedmont College, passed the GACE I and GACE II for their specific content area, and passed the edTPA will be recommended for a teaching certificate to be issued by the GaPSC. This certificate will be a Georgia Certificate of Eligibility at the T-5 Master's degree level. The instructions for completing the forms to apply for certification are located at <https://sites.google.com/site/pcsoestudentbulletinboard/certification> which are on the Piedmont College Student Website Bulletin. The application should be completed at the conclusion of the internship experience. A copy of the passing test scores on the GACE I Assessment and GACE II Content Assessment must be included with the application. Official transcripts for Piedmont College will be sent with the application by the Certification Official of the School of Education.

Completed forms with official transcripts are submitted by the Piedmont College Certification Official to the Georgia Professional Standards Commission. A candidate who desires certification in another state should check the appropriate website in that state.

**PART IV**  
**ROLES OF PERSONNEL INVOLVED IN INTERNSHIP EXPERIENCE**

**Principal**

The principal plays an important role in making the teacher candidate feel welcome. The teacher candidate should be introduced to the faculty and be provided with those materials normally given to a new teacher. The teacher candidate should be treated as a full time member of the staff. The teacher candidate should be provided with opportunities to participate in staff meetings and extracurricular activities. If time permits, it is encouraged for the principal to observe the teacher candidate and provide feedback to the host teacher, the college supervisor, and the teacher candidate.

**Host Teacher**

Piedmont College recognizes that a classroom teacher's primary responsibility is the education and care of his or her students and that the teacher is always in charge of the classroom. A congenial classroom atmosphere is enhanced when the teacher imparts to the teacher candidate the feeling that he or she is a welcomed and valued person in the classroom. The teacher candidate should feel that the teacher truly cares about making the internship teaching experience a learning and growing process. With this atmosphere created, the classroom teacher becomes a host teacher who invites teacher candidates to work in his or her classroom.

The role of the host teacher is crucial to the success of the internship teaching experience. The host teacher provides the teacher candidate with adequate opportunities for teaching, guides the teacher candidate daily, and provides the teacher candidate with ongoing, consistent evaluations throughout the internship teaching placement.

The responsibilities of the host teacher include:

1. Preparing students for the teacher candidate. The teacher candidate should be introduced to the class in a way that gives status and conveys the feeling that he or she is welcome because of the contribution that will be made to the learning process. The class must also be made aware that the teacher candidate will be serving in the capacity of a co-worker and will be given the necessary freedom and authority to perform such a function.
2. Providing the teacher candidate with a desk and such materials as seating chart, curriculum guide, textbooks, faculty handbook, daily schedule, and pertinent information concerning specific students.
3. Providing a time to meet with the teacher candidate on a daily basis for sharing, planning, and evaluating. It is extremely important to keep the channels of communication open. Teacher candidates tend to be somewhat insecure in their new role; not knowing what to expect for the next day simply adds to this insecurity.  
Communication is the key to success for the teacher candidate.

4. Working out a plan for the entire scope of internship teaching in conjunction with the college supervisor, including dates for assuming teaching responsibilities. Within this plan, please keep in mind when the teacher candidate will not be at school during the time that he/she will be attending classes on campus. Additionally, it is important to note that Internship II candidates are required to teach a 3-5 lesson unit as part of the edTPA process. This should be considered when scheduling for the semester.

5. Sharing with the teacher candidate insights and ideas that have been learned over the years of teaching. Suggestions include: ideas for class projects, materials, unique teaching methods, effective instructional strategies, and systems of classroom management. Share the types of action that can be taken to maintain productive behavior in the classroom and the types of disciplinary actions that can be taken when necessary.

6. Being specific about strengths and weaknesses of the teacher candidate. Offer praise and suggestions for improvement.

Questions that might be used to help the candidate evaluate his or her student interaction may include:

- a) How would you assess the effectiveness of this lesson?
- b) If you were to teach this same lesson to a similar class tomorrow, what would you keep the same? What would you change and how would you do it?
- c) In what other ways could you have taught the lesson?
- d) How could you have encouraged more pupil participation in your lesson?
- e) Why do you think that pupils did or did not understand your questions?
- f) Are you satisfied with the results? What did pupils learn? How do you know?
- g) How did you encourage all pupils to participate?

7. Arranging for the teacher candidate to observe other classrooms in the school. Also, arrange for the teacher candidate to attend a variety of meetings and parent conferences.

8. Allowing the teacher candidate opportunities to have the lead role in teaching some of the lessons to the class. This should not be thrust upon a teacher candidate before he or she can handle it, but such times should be provided as often as the host teacher deems feasible.

9. Reporting **immediately** to the college supervisor any suspicion of irresponsibility or deviation from professional conduct on the part of the teacher candidate.

10. Evaluating the teacher candidate by conferring with the college supervisor and completing the Intern Keys rubrics. Please visit the Piedmont College School of Education website at <http://edu.piedmont.edu/> to access these forms by using your username and password provided to you by the college. Please complete the assessment electronically and submit to Piedmont College according to guidelines provided at that time. You may find it helpful to print out a copy of the electronic assessment before you submit the form as it will not be available to you after that time.

11. Although the host teacher is not expected to change his or her philosophy or approaches for the teacher candidate, we encourage the host teacher to allow the teacher candidate latitude in attempting different teaching methods or styles.

12. Acclimating the teacher candidate to the classroom management procedures that have already been established. The area of greatest concern to most teacher candidates is classroom management. Because candidates generally have had very little actual experience in this area, host teachers may anticipate a feeling of insecurity on the part of the teacher candidate. The following suggestions may be helpful for the host teacher.

- Accept the teacher candidate as a professional member of the faculty and maintain a professional attitude towards the teacher candidate in the classroom.
- Help the teacher candidate become quickly aware of and familiar with school policies, procedures, handbooks, and classroom routines. Of particular importance are those areas related to safety such as fire and severe weather drill procedures.
- Confer with the teacher candidate in private concerning errors in judgment, needed improvements in classroom management procedures, and suggestions of improvement for the future.
- Model appropriate time management strategies for the teacher candidate.
- Make the teacher candidate aware of the discipline measures, techniques, and consequences for violations that are employed in the classroom or followed school-wide. The teacher candidate should employ these same methods and make changes only after the approval and advice of the host teacher.

13. Allow the teacher candidate to distribute the edTPA video release form created and required by the PSC. Allow the candidate to record lessons and collect student work samples as evidence for their edTPA portfolios.

As the teacher candidate gains experience and self-confidence, the host teacher should increase the teacher candidate's responsibilities in the classroom. Successful achievement and increased opportunities to gain the support and respect of the students provide the best foundation for continued success.

### **College Supervisor**

The college supervisor serves as a consultant to both the host teacher and the teacher candidate. His or her assignment includes neither the changing of the school or classroom policies, nor the altering of the teaching process of the classroom supervisor. The responsibilities of the college supervisor include:

1. Setting up an initial conference early in the semester among the host teacher, the teacher candidate, and the college supervisor. The purpose of the conference is to schedule a timeline of teaching responsibilities, determining when lead teaching will take place, communicating expectations about and orienting the host teachers to the School of Education Internship requirements.

2. Visiting the classroom during the internship experience for the purpose of observing the teacher candidate for a minimum of five formal observations.
3. Conferring with the teacher candidate and the host teacher for the purpose of analyzing and evaluating the teaching progress and offering praise and suggestions when indicated.
4. Acting as a resource person to the teacher candidate, as well as reading and responding to entries in the daily reflection journal.
5. **Clearly articulating the lesson plan format to be followed**, reviewing and evaluating lesson plans, tests, and handouts contained in the teacher candidate's plans.
6. Conferring with the host teacher for the purpose of planning and evaluation that would best help the teacher candidate.
7. Evaluating the teacher candidate by conferring with the Intern Keys rubrics. Please visit the Piedmont College School of Education website at <http://edu.piedmont.edu/> to access these forms by using your username and password provided to you by the college. Please complete the assessment electronically and submit to Piedmont College according to guidelines provided at that time. You may find it helpful to print out a copy of the electronic assessment before you submit the form as it will not be available to you after that time.
8. Maintaining adequate records on each teacher candidate.
9. Evaluating the teacher candidate's final grade in terms of a Pass (P) or Fail (F).

### **Teacher Candidate Essentials**

As the term internship suggests, the role of teacher candidates is to observe, explore, and test out various instructional and management methods and strategies. In short, they are to try on the role of teacher to see how it can fit with their own personalities, taking advantage of their strengths, and learning to handle challenges. Teacher candidates do this by observing a variety of teachers in all types of situations, as well as assuming responsibility for planning and implementing instruction – then reflecting on their experiences. Teacher candidates are to be involved in co-teaching with the host teacher.

The teacher candidate has varied responsibilities. There is a responsibility to one's self to expand capabilities and grow toward excellence in teaching. There are responsibilities to the teaching profession. There are responsibilities to the students, parents, the host teacher, the school and school system. There are responsibilities related to Piedmont College, the School of Education, and the college supervisor. The responsibilities of the teacher candidate include, but are not limited to:

1. Maintaining dress and grooming in harmony with the policies of the cooperating school and in a way that reflects positively upon Piedmont College and the professional status of a teacher candidate.
2. Adhering to the GaPSC Code of Ethics.
3. Being punctual at all times in meetings with classes, duties, conferences, and in returning required assignments.
  - *The cooperating school's policies concerning arrival and departure times are to be followed.*
4. Being present every school day, including teacher work days (except for scheduled Piedmont College class meetings).
  - *Only absences due to emergencies will be excused (e.g., sickness, death in the family, etc.). Consult with your college supervisor concerning any absences. Excused absences of more than three days must be made up by the end of the semester. If an absence is necessary, the teacher candidate will personally notify the host teacher and the college supervisor in advance by their preferred method of communication. It is also the teacher candidate's responsibility to provide the host teacher with the lesson plans for the period of time of the absence, as well as any teacher editions or other materials taken from the school that would be needed for lesson implementation. **Piedmont College reserves the right to withdraw the teacher candidate or assign a grade of "IP" in the case of excessive absences or tardies.***
5. Attending parent/teacher organization meetings, faculty meetings, and participate fully with the host teacher in all school related activities. *This will be determined by your college supervisor.*
6. Reporting immediately to the college supervisor concerning any schedule changes, problems, concerns, or other issues.
7. Being open to praise and constructive criticism, using each to become a more scholarly, reflective, and proactive teacher.
8. Maintaining strong communication with the host teacher and the college supervisor.
  - *If you have a question, problem, or difference, the best policy is to take the initiative and arrange a meeting with the college supervisor to talk it out.*
9. Learning and practicing self-assessment as a procedure for measuring and directing progress and seeking feedback from all available sources.
  - *Please note that self-assessment includes that which has been completed well.*
10. Reviewing and following the system and school policies.

11. Meeting all objectives of the internship experience and all college requirements, including attending the co-requisite classes across the semester and completing edTPA.
- *In the event that all objectives are not met during the experience, options for meeting these objectives in an extended time frame will be considered with the School of Education Dean, Department Chair, host teacher, college supervisor, and teacher candidate. **However, the deadline for edTPA submission may not be changed without consent from the edTPA coordinator.***
12. Using cell phones appropriately and professionally.
- *Cell phones should not be on during class instruction or work time. If there is a need, the phone should only be used prior to the beginning of school, after school dismissal, and during break times (this does not include recess, lunchtime or other situations when you are on duty and have responsibility for the care of students). Additionally, cell phones should not be on during collaborative planning times, faculty meetings, or assemblies. If you need to be contacted during the day due to a crisis, critical, or emergency situation, you should first be contacted through the main office of the school.*
13. Keeping a daily reflective internship experience journal that synthesizes your attitudes, beliefs, experiences, philosophy, and learning experiences.
- *The following guidelines should be used to help provide scholarly journal reflections with depth and breadth.*
    - Reflect on your teaching. What do you think is going well? Why? What is not going so well? Why?
    - What applications of the democratic classroom have you observed and/or implemented? (Provide examples).
    - What teaching experiences/procedures/strategies have you had that you'll want to keep and use again? Why?
    - What procedures/strategies will you never use again? Why?
    - Do you think you're meeting the needs of all learners in your classroom? (If so, share some specific examples. If not, what are some of your ideas to reach this goal?)
    - What skills do you think, "need more work"? Why?
    - Reflect on classroom management. What is working? (Give examples). What needs improvement? (Give examples).
    - Include any additional thoughts, questions, or concerns you have about your internship experience?

**PART V**  
**PROFESSIONAL COMPETENCIES REQUIRED OF THE TEACHER CANDIDATE**

**Lesson Plans**

The teacher must be certain of what he or she wishes to accomplish during each classroom period. The formulation of objectives and plans for carrying out these objectives are best accomplished by means of the written lesson plan. There is a **required** Lesson Plan Template, Lesson Plan Instructional Guide, and Lesson Plan Rubric to help guide the teacher candidate in writing their lesson plans. This plan was tailored to the needs of novice teachers and is substantially different than the plans used by experienced educators. The expectation is that candidates will use the lesson plan template for all written plans. This allows ample opportunities for feedback, guidance, and growth. The Lesson Plan Template is a place for the teacher candidate to type the actual lesson plans, the Lesson Plan Instructional Guide and the Lesson Plan Rubric should be used as *tools of support* when creating lesson plans. Lesson plans should incorporate clearly stated objectives, procedures, materials, and evaluation. See the appendix for a copy of the required Lesson Plan Template, Lesson Plan Instructional Guide and Lesson Plan Rubric.

Lesson plans should be kept weekly including plans from the host teacher and team/department. Plans should reflect the teacher candidate's abilities to: facilitate critical thinking, differentiation teach using strategies that promote multicultural education, use state-of-the-art technologies, enhance students' multiple intelligences, meet the objectives of the standards of the relevant professional organizations, and assess students' learning. On a weekly basis, the host teacher should review, approve, and initial the plans prior to the teaching experience. The host teacher should use the Intern Keys as a guide for providing constructive feedback. This is to ensure all criteria are being met appropriately. This is also a good time to seek suggestions concerning methodology when applicable. The plans should be available in the classroom each day for the college supervisor to check during each observation.

**edTPA**

The edTPA is electronic portfolio used to assess a teacher candidate's readiness for the classroom. In 2015 the GaPSC added this assessment as a certification requirement for everyone seeking an initial certification even graduate students. edTPA is an intensive assessment as it measures candidates' ability to address the rigors of the teaching profession. This readiness not only includes the ability to provide effective instruction but also addresses confidence, professionalism, and decision-making skills. The assessment itself focuses on the effectiveness of 3-5 learning segments as documented through 3-4 assessment tasks. Evidence of effective teaching is collected and demonstrated through lesson plans, video clips of instruction, student work samples, an analysis of student mastery, and reflective commentary from the teacher candidate. The edTPA is considered a learning assessment. The host teacher is expected to provide in-depth feedback leading up and after the candidate's edTPA attempt; however, feedback on items intended for submission should be limited to general questions. After the portfolios are completed, they are electronically uploaded to Pearson for outside scoring based on approximately 15 rubrics.



## **Guidelines For Acceptable edTPA Support**

The edTPA model was based on the premise that effective teaching should be evaluated within the classroom environment. This requires the assessment to occur during a candidate's final clinical experience. Yet, it is widely accepted that internship II should be time for growth and guidance. As such, professional conversations about teaching and learning are expected. During this period, teaching candidates are provided support sessions to clarify edTPA requirements and examine rubric level scoring progressions. The edTPA coordinator will define the terms commonly used in the assessment, provide technical assistance, and review the structure for building portfolios. Host teachers should support candidates in their exploration of the profession and provide constructive feedback on formative teaching attempts, classroom management, engaging students, and assessing learning.

### **Acceptable Formative Support**

- Formative Assignments: Allow candidates to construct lesson plans, provide differentiated instruction, analyze video clips of teaching and learning, assess student work and provide constructive feedback.
- Feedback: Use edTPA and Intern Key rubrics to evaluate lesson plans, instruction, or assessment
- Observations: Use edTPA and Intern Key rubric constructs or rubric language to debrief observations made as part of the clinical supervision process
- Technology: Arranging technical and logistical support for video recording

### **Acceptable Forms of Summative Support**

\*Adapted from the University of Wisconsin; Whitewater School of Education and Professional Studies and Stanford University; SCALE

Summative Support is defined as formal support provided during the candidates' completion of the edTPA process including the completion of materials intended for submission, the edTPA Portfolio and its individual components.

- Feedback: Encourage candidates to reflect on their responses and artifacts in reference to theory/ research; and to reach their own conclusions about their teaching practice.
- Observations: Debrief with candidates by addressing ways to improve teaching competence in regards to the standards shared by the Intern Keys and edTPA.
- Materials and Strategies: Discuss curriculum materials or instructional and assessment strategies in general terms, allow candidates to select or adapt strategies based on their own knowledge of the students/content.

\*NO EDITING OF edTPA IS ACCEPTABLE (including correcting spelling and punctuation)

### **Candidate Self-Assessment and Reflection**

Reflection and self-assessment are techniques whereby the teacher candidate takes a detached and reflective look at his or her own teaching. It involves analyzing and evaluating all phases of lessons and activities. Applying the practice of reflection you acquired throughout your School of Education program, will contribute to your growth as a teacher candidate and ensure continued growth when in your own classroom. When a lesson is finished, some pertinent questions can also serve as a basis for the reflective internship experience journal. These questions may include:

- Did the students learn what I intended them to learn?
- Did I achieve my objectives?
- Were the students motivated?
- How could I have taught any part(s) differently?
- What changes should I make?
- How were my classroom management skills?
- Was I well organized and did I have everything ready?
- How was the pacing of the lesson?
- Was the lesson too easy or too difficult?

### **Professionalism**

As you enter the internship program, you are beginning your professional career as a teacher. An important part of your preparation for teaching includes the development of those personal behaviors, attitudes, and dispositions that contribute to professionalism. The most fulfilled and successful teacher candidates and teachers insist on being responsible for their own growth as professionals. Throughout the program of study at Piedmont College, the teacher candidate should become familiar with the dispositions expected of professionals as defined by the School of Education faculty. The written and verbal communication during the internship experience with students, families, communities, administration, and colleagues should reflect those dispositions.

They include but are not limited to the following:

#### **SCHOLARLY**

- written communications characterized by correct grammar, spelling, punctuation, and neatness, and legibility;
- oral communication characterized by correct grammar, pronunciation, and terminology;
- comprehensive professional reading;
- flexible in thinking, open to new ideas, demonstrates problem solving, creativity, and inquiry;
- participation in professional organizations;
- the continuance of lifelong learning regarding theories, trends, and practices in education;

**REFLECTIVE**

- a reflective philosophy of teaching;
- the desire for meaningful performance feedback; open to constructive criticism;

**PROACTIVE**

- fosters visionary thinking and action;
- anticipates problems and plans for prevention;
- addresses pertinent issues of school and community to support student learning;
- promotes mindful leadership to improve schools;

**RESPONSIBLE**

- a positive attitude of caring, enthusiasm, self-confidence, and diligence;
- punctual and consistent attendance;
- assumes personal responsibility;
- adherence to standards of professional ethics and integrity;

**DEMOCRATIC**

- high expectations for all students;
- collaborates with others, working for the good of community;
- promotes equitable treatment for students and colleagues; and
- keeps open mind, able to view perspectives of others.

**NOTE:** Continuation and completion of the internship experience is contingent upon demonstration of the knowledge, skills, and dispositions necessary to help all students learn as described in the School of Education Conceptual Framework and Candidate Program Learning Outcomes. Piedmont College reserves the right to withdraw or change the placement of a teacher candidate for failure to meet these outcomes or at the request of the cooperating school, or for any other valid reason.

In the event that all Dispositions are not demonstrated during the internship experience, options for meeting these objectives in an extended time frame will be considered with the School of Education Dean, Department Chair, host teacher, college supervisor, and teacher candidate.

### **Suggested Schedule and Requirements for Early Childhood Education Teacher Candidates**

All teacher candidates will have assignments to complete at their respective school placements through the co-requisite courses that are specific to each candidate's program. The assignments may include a diverse number of background research activities, related readings, and reflections. The assignments are designed to provide enriching contexts for class discussions, as well as to foster a deeper meaning and a thoroughly significant understanding of the school culture and environment where he or she is student teaching.

The teacher candidates will be attending the school of their placement each day for a full day throughout the semester for approximately 16 weeks, excluding the times designated for them to attend class at Piedmont College. A schedule will be provided semester-by-semester.

The information provided in this section is suggested as a model schedule for the Internship II semester. The School of Education at Piedmont College recognizes that each situation is different and that it may be necessary to adjust this schedule to meet the needs of all concerned. It is important for the host teacher and the teacher candidate to engage in planning that provides an overview of the Internship II period. Weekly lesson plans should be reviewed, approved, and initialed in advance by the host teacher. In addition to long range planning, an end of the day conference is useful for reflecting on the activities of the day and preparing for the next day. Ideally, all teacher candidates will complete a minimum of three weeks with full responsibility as the lead teacher in a co-teaching setting with the host teacher for planning and teaching.

**\*Special Note: edTPA portfolios will be due mid-October and mid-March. It is imperative that candidates have an opportunity to teach their edTPA unit several weeks prior to these deadlines.**

#### **Suggested Week 1**

##### **Teacher Candidate**

- ◆ Observe the teacher
- ◆ Observe the students
- ◆ Orient yourself to the school
- ◆ Introduce yourself to the principal, other administrators, faculty members, and staff
- ◆ Learn routines and names of students
- ◆ Read school policy manual
- ◆ Become familiar with curriculum materials
- ◆ Work with individual students
- ◆ Attend faculty meetings
- ◆ Fulfill any other teacher requests
- ◆ Write a letter of introduction to send home to parents (approved by host teacher)
- ◆ Attend classes on campus as scheduled and address course requirements
- ◆ Outside of school, work on assignments from concurrent courses

##### **Host Teacher**

- ◆ Introduce the teacher candidate to students, faculty, and staff
- ◆ Discuss the teacher candidate's authority and role with the students
- ◆ Model appropriate management techniques
- ◆ Model effective instructional methods
- ◆ Assist teacher candidate in planning and suggest appropriate methods and materials

- ◆ Provide information on all school policies
- ◆ Proofread letter of introduction and see that it has the school's approval
- ◆ Share information about the local community with the teacher candidate
- ◆ Permit teacher candidate to attend classes on campus as scheduled

### **Suggested Week 2**

#### **Teacher Candidate**

- ◆ Continue all of the duties of the previous week
- ◆ Begin conducting transitions and/or routine activities (attendance, lunch count, etc.)
- ◆ Become familiar with the host teacher's assessment system
- ◆ Review the specific documents concerning students' individual needs (IEP, 504, ELL, RTI, etc.)
- ◆ Begin planning for one subject and share with host teacher
- ◆ Attend classes on campus as scheduled and continue to address course requirements

#### **Host Teacher**

- ◆ Continue assisting the teacher candidate in all of the duties of the previous week
- ◆ Review the lesson plans with the teacher candidate
- ◆ Act as a resource and guide for teaching
- ◆ Provide daily feedback
- ◆ Provide the specific documents concerning students' individual needs (IEP, 504, ELL, RTI, etc.)
- ◆ Assist teacher candidate in planning and suggest appropriate method, materials, and resources
- ◆ Model and discuss appropriate management techniques and effective instructional methods
- ◆ Permit teacher candidate to attend classes on campus as scheduled

### **Suggested Week 3**

#### **Teacher Candidate**

- ◆ Continue all of the duties of the previous week
- ◆ Share planning for and teach one subject daily in co-teaching setting with the host teacher
- ◆ Plan and create a bulletin board
- ◆ Participate in extracurricular activities
- ◆ Attend classes on campus as scheduled and continue to address course requirements

#### **Host Teacher**

- ◆ Continue assisting the teacher candidate in all of the duties of the previous week
- ◆ Give daily feedback to the teacher candidate on the internship experience
- ◆ Monitor teacher candidate's professionalism and dispositions
- ◆ Permit teacher candidate to attend classes on campus as scheduled

### **Suggested Week 4**

#### **Teacher Candidate**

- ◆ Continue all of the duties of the previous week
- ◆ Continue teaching one subject daily and discuss outcomes with Host Teacher
- ◆ Begin assuming responsibility for transitions and routine activities

- ◆ Assist in grading papers
- ◆ Begin planning for second subject and share with the host teacher
- ◆ Attend classes on campus as scheduled and continue to address course requirements

**Host Teacher**

- ◆ Continue assisting the teacher candidate in all of the duties of the previous week
- ◆ Review lesson plans
- ◆ Act as a resource and guide for teaching
- ◆ Give daily feedback on teaching experiences
- ◆ Permits student teacher to attend classes on campus as scheduled

**Suggested Week 5 (possible week to teach edTPA Unit)**

**Teacher Candidate**

- ◆ Continue all of the duties of the previous week
- ◆ Share planning for and teach two subjects daily in co-teaching setting with the host teacher
- ◆ Discuss outcomes with host teacher
- ◆ Begin planning for third subject and share with host teacher
- ◆ Attend to classes on campus and related course work as scheduled

**Host Teacher**

- ◆ Continue assisting the teacher candidate in all of the duties of the previous week
- ◆ Permit student to attend classes on campus as scheduled

**Suggested Week 6 (Possible week to teach edTPA Unit)**

**Teacher Candidate**

- ◆ Continue all of the duties of the previous week
- ◆ Continue teaching previous subject areas
- ◆ Begin teaching third subject area in co-teaching setting with the host teacher
- ◆ Plan for fourth subject area and share with host teacher
- ◆ Attend to classes on campus and related course work as scheduled

**Host Teacher**

- ◆ Continue assisting the teacher candidate in all of the duties of the previous week
- ◆ Review lesson plans in advance and provide feedback
- ◆ Monitor the teacher candidate's professionalism and dispositions
- ◆ Permit teacher candidate to attend classes on campus as scheduled

**Suggested Week 7 (Possible week to teach edTPA Unit)**

**Teacher Candidate**

- ◆ Continue all of the duties of the previous week
- ◆ Continue teaching previous subject areas
- ◆ Prepare for assuming full teaching responsibilities in co-teaching setting with the host teacher
- ◆ Attend to classes on campus and related course work as scheduled

**Host Teacher**

- ◆ Continue assisting the teacher candidate in all of the duties of the previous week
- ◆ Review plans in advance and give feedback
- ◆ Monitor candidate's professionalism and dispositions

- ◆ Permit student to attend classes on campus as scheduled

### **Suggested Week 8**

#### **Teacher Candidate**

- ◆ Continue all of the duties of the previous week
- ◆ Begin full teaching responsibilities in co-teaching setting with the host teacher
- ◆ Attend to classes on campus and related course work as scheduled

#### **Host Teacher**

- ◆ Continue assisting the teacher candidate in all of the duties of the previous week
- ◆ Review teacher candidate's progress and give suggestions
- ◆ Permit teacher candidate to attend classes on campus as scheduled

### **Suggested Week 9**

#### **Teacher Candidate**

- ◆ Continue all of the duties of the previous week
- ◆ Attend to classes on campus and related course work as scheduled

#### **Host Teacher**

- ◆ Continue assisting the teacher candidate in all of the duties of the previous week
- ◆ Review teacher candidate's progress and give suggestions
- ◆ Permit teacher candidate to attend classes on campus as scheduled

### **Suggested Week 10**

#### **Teacher Candidate**

- ◆ Continue all of the duties of the previous week
- ◆ Attend to classes on campus and related course work as scheduled

#### **Host Teacher**

- ◆ Continue assisting the teacher candidate in all of the duties of the previous week
- ◆ Permit teacher candidate to attend classes on campus as scheduled

### **Suggested Week 11**

#### **Teacher Candidate**

- ◆ Continue all of the duties of the previous week
- ◆ Assume responsibility for the classroom in co-teaching setting with the host teacher
- ◆ Attend to classes on campus and related course work as scheduled

#### **Host Teacher**

- ◆ Continue assisting the teacher candidate in all of the duties of the previous week
- ◆ Carefully observe and provide feedback to teacher candidate on all activities
- ◆ Permit teacher candidate to attend classes on campus as scheduled

### **Suggested Weeks 12 & 13**

#### **Teacher Candidate**

- ◆ Continue all of the duties of the previous week
- ◆ Assume responsibility for the classroom in co-teaching setting with the host teacher
- ◆ Attend to classes on campus and related course work as scheduled

#### **Host Teacher**

- ◆ Continue assisting the teacher candidate in all of the duties of the previous week

- ◆ Facilitate teacher candidate self-assessment
- ◆ Permit teacher candidate to attend classes on campus as scheduled

### **Suggested Weeks 14 & 15**

#### **Teacher Candidate**

- ◆ Continue all of the duties of the previous week
- ◆ Share plans for gradual phase out
- ◆ Observe in other classroom settings
- ◆ Complete certification application on SOE website and submit to the Certification Official
- ◆ Attend classes on campus as scheduled and complete course work

#### **Host Teacher**

- ◆ Share plans of gradual phase out
- ◆ Complete the final electronic version of the Intern Keys Rubrics and submit on line.
- ◆ Have final conference with teacher candidate and college supervisor.

### **Suggested Schedule and Requirements for *Secondary Education* Teacher Candidates**

\*\*\* The schedule will be determined by the host teacher and college supervisor given the specifics of the placement – block scheduling verses 6 periods a day.



# Appendix

This instructional guide is intended to provide guidance in creating lesson plans. Please refer to the *Lesson Plan Template* to write lesson plans.

## Piedmont College Lesson Plan *Instructional Guide*

<b>Teacher's Name:</b>	<b>Grade:</b>
<b>Lesson Title:</b>	<b>Date:</b>
<b>Anticipated Time-Frame of Lesson:</b>	
<b>CCGPS or GPS Standard(s):</b>	
<b>Classroom/Lesson Context (Check the Following that Apply):</b>  <input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> One-on-One <input type="checkbox"/> Students with IEPs <input type="checkbox"/> Students with 504 Plans <input type="checkbox"/> ELL Students <input type="checkbox"/> Other (Please specify: _____)	
<b>Specify the Number of Students:</b>  <input type="checkbox"/> Girls <input type="checkbox"/> Boys	
<b>Individual Education Plan Goal(s) and Benchmarks Specific to this Lesson:</b>	

Learning - Focus	Strategies
<p><b>Essential Question(s)</b>                      1-3 BIG ideas!                      ➤How can these questions be used to guide your instruction?</p>	<p>Rubric: 5</p>
<p><b>Central Focus/Lesson Objective(s)</b>                      ➤Objectives are measurable and aligned with the standard.</p>	<p>Rubric: 2, 5</p>
<p><b>Academic Language</b>                      ➤What academic language will you teach or develop?                      What are the key vocabulary words and/or symbols?                      ➤What is the key language demand?</p>	<p><b>Language Functions</b> (Identify the purpose for which the language is being used, with attention to goal and audience- the one verb from the standard; ex. demonstrate.)</p> <p><b>Language Vocabulary</b> (Identify key, content specific words for this lesson: examples of vocabulary words- drama, prose, structural elements, verse, rhythm, meter, characters, settings, descriptions, dialogue, stage directions. Additionally, include words within a text necessary for students' comprehension.)</p> <p><b>Academic Language Demand</b> (Identify one of the following: reading, writing, listening/speaking, or demonstrating/performing. The demand will require more or less scaffolding (support) depending on the needs of the students <u>throughout the lesson.</u>)</p> <p>Rubric: 3, 6, 10</p>

<p><b>Materials &amp; Technology</b></p> <ul style="list-style-type: none"> <li>➤ What resources can be used to engage students?</li> </ul>	<p>Rubric: 7</p>
<p><b>Introduction to Lesson/ Activating Thinking</b></p> <ul style="list-style-type: none"> <li>➤ How will you introduce the lesson?</li> <li>➤ How will you introduce the content specific vocabulary words?</li> <li>➤ What is the ‘hook’ for the lesson to tap into prior knowledge and develop students’ interests? This should tie directly into the lesson’s objective and standard and should promote higher-level thinking.</li> <li>➤ How will you build connections between students’ prior knowledge and this lesson?</li> </ul> <p>***Use knowledge of students’ academic, social, and cultural characteristics.</p>	<p><b>Language Syntax</b> (Set of conventions for organizing symbols, words, phrases into structures, sentences):</p> <p><b>Language Discourse</b> (Structures of written or oral language; how participants of the content area speak, write, and participate):</p> <p><b>Modification(s)/Accommodation(s) specific to this lesson</b> (Consider students with IEPs and/or 504s in addition to students below and/or above grade level-cognitive and/or affective):</p> <p><b>Differentiation-</b> (Tailoring instruction to meet individual needs; differentiating the content, process, and/or product):</p> <p><b>Management Plan:</b> (How will you keep the class on task? What are your procedures for transitioning from one task to another?)</p> <p>Rubric: 1, 3, 4, 7, 8, 10, 14, 17, 18</p>

<p><b>Body of Lesson, Instructional Strategies &amp; Learning Task</b></p> <ul style="list-style-type: none"> <li>➤What questions will you ask to promote higher-level thinking?</li> <li>➤What will you have the students to do after you introduce the lesson?</li> <li>➤ What opportunities will you provide for students to practice content language/ vocabulary?</li> <li>➤ What language supports will you offer?</li> </ul>	<p><b>Language Syntax</b> (Set of conventions for organizing symbols, words, phrases into structures, sentences):</p> <p><b>Language Discourse</b> (Structures of written or oral language; How participants of the content area speak, write, and participate):</p> <p><b>Modification(s)/Accommodation(s) specific to this lesson</b> (Consider students with IEPs and/or 504s in addition to students below and/or above grade level-cognitive and/or affective):</p> <p><b>Differentiation-</b> (Tailoring instruction to meet individual needs; Differentiating the content, process, and/or product):</p> <p><b>Management Plan:</b> (How will you keep the class on task? What are your procedures for transitioning from one task to another?)</p> <p>Rubric: 1, 6, 7, 8, 10, 11, 14, 17, 18</p>
<p><b>Closure/ Summarizing Strategies</b></p> <ul style="list-style-type: none"> <li>➤How will the students summarize and/or share what they have learned to prove they know and understand the standard(s) and its vocabulary?</li> <li>➤Will you provide opportunities for students to apply new knowledge while making connections to prior learning?</li> </ul>	<p><b>Language Syntax</b> (Set of conventions for organizing symbols, words, phrases into structures, sentences):</p> <p><b>Language Discourse</b> (Structures of written or oral language; How participants of the content area speak, write, and participate):</p> <p><b>Modification(s)/Accommodation(s) specific to this lesson</b> (Consider students with IEPs and/or 504s in addition to students below and/or above grade level-cognitive and/or affective):</p> <p><b>Differentiation-</b> (Tailoring instruction to meet individual needs; Differentiating the content, process, and/or product):</p> <p><b>Management Plan:</b> (How will you keep the class on task? What are your procedures for transitioning from one task to another?)</p> <p>Rubric: 1, 8, 10, 12, 13, 14</p>



<p><b>Reflection/Analyzing Teaching Effectiveness</b></p> <p>Reflection includes characteristics of the lesson and specific examples on how it can be improved. Improvements are based on the effectiveness supported by evidence on how well the objectives were achieved. Specific examples to improve future lessons are provided.</p>	<p>Thoughts to consider:</p> <p>Describe the success of the lesson based on student performance.</p> <p>What part(s) of the lesson led to success and/or what part(s) did not?</p> <p>What were the key factors leading to success or lack of success of this lesson?</p> <p>Write down ideas for redesigning objectives, instruction, and/or evaluation for greater success in the future.</p> <p>Rubric: 8, 9, 14, 16</p>
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*This lesson planning structure reflects current best practice in curriculum planning and supports effective instructional delivery. Though you will not likely be able to plan in this comprehensive fashion for every lesson you teach, you MUST practice with this structure so that you begin to think about planning this way automatically. Use this template for lesson planning during your Internship EVEN IF YOUR HOST TEACHER USES A DIFFERENT FORMAT. Use of this format is as much a thinking exercise as it is a tool for good curriculum design. An electronic version is available for you to download and use as you plan your lessons.*

\*\*\* This Piedmont College template is adopted from other sources shared by Tennessee State University, Stanford Center for Assessment, Learning and Equity (SCALE), and Columbus State University.

Lesson plans should be written on this template.

**Piedmont College**  
**Lesson Plan *Template***

<b>Teacher's Name:</b>	<b>Grade:</b>
<b>Lesson Title:</b>	<b>Date:</b>
<b>Anticipated Time-Frame of Lesson:</b>	
<b>CCGPS or GPS Standard(s):</b>	
<b>Classroom/Lesson Context (Check the Following that Apply):</b>  <input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> One-on-One <input type="checkbox"/> Students with IEPs <input type="checkbox"/> Students with 504 Plans <input type="checkbox"/> ELL Students <input type="checkbox"/> Other (Please specify: _____)	
<b>Specify the Number of Students:</b>  <input type="checkbox"/> Girls <input type="checkbox"/> Boys	
<b>Individual Education Plan Goal(s) and Benchmarks Specific to this Lesson:</b>	

Learning - Focus	Strategies
<b>Essential Question(s)</b>	
<b>Central Focus/Lesson Objective(s)</b>	
<b>Academic Language</b>	
<b>Materials &amp; Technology</b>	
<b>Introduction to Lesson/</b>	



<p><b>Body of Lesson, Instructional Strategies &amp; Learning Task</b></p>	
<p><b>Closure/ Summarizing Strategies</b></p>	

<p><b>Assessment/ Evaluation Criteria</b></p>	
<p><b>Reflection/Analyzing Teaching Effectiveness</b></p>	

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### Lesson Plan Rubric

Elements	Proficient (Level 2)	Developing (Level 1)	Unacceptable (Level 0)
<b>I. Initial Planning</b>			
<b>1. Brief description of classroom context and students' characteristics including IEP accommodations and language fluency</b>	Candidate provides complete description of classroom including resources available for use, characteristics of the class and community, culture and experiences of the students and descriptions of accommodations necessary for gifted, special needs or ESL students. (Completed only once for a set of lesson plans.)	Candidate provides basic information about the classroom, resources, characteristics of the class, culture and experience and accommodations to be provided.	No description given for one or more of the following: classroom and resources, characteristics of the class, culture and experience or accommodations.
<b>2. Identification of specific learning objective(s) and standards addressed</b>	Candidate develops objectives based on student data. Objectives are measurable with precise outcomes at a mastery level which matches developmental stage of students. They are aligned with required standards.	Objective(s) clearly stated and provides purpose. Standards alignment is correct. One element may be missing, unclear or inappropriate.	More than one element is missing, unclear or inappropriate. Objective(s) are stated as activities rather than learning outcomes.
<b>3. Identification of what students must know prior to this lesson (prerequisites) that the teacher candidate will build upon</b>	Prerequisite skills and concepts are clearly articulated, sufficient and correct for the stated lesson objective. Evidence of formal or informal pre-assessment is present.	Most prerequisite skills and concepts are clearly articulated but some important skills may have been missed. Describes what students should know based on prior whole group experience.	Prerequisite skills and concepts not clearly identified and/or incorrect for the lesson objective.
<b>II. Lesson Introduction</b>			
<b>4. Focus, review or engagement activity</b>	Background knowledge and skills key to student success in this lesson checked to gauge readiness for the lesson. Clear connections made to prior learning or knowledge. If completely new instruction, focus or engagement activity has the potential to stimulate interest, motivate students and/or identify misconceptions.	Individual students checked for pre-skills. Limited questions used to gauge readiness or prior knowledge. The focus activity somewhat sets the stage for attending to the lesson.	States pre-skills rather than using questions to gauge readiness. Misses opportunity to motivate students, provide necessary experience and help them make connections
<b>5. Statement of objective and essential questions</b>	Connections made between earlier learning and prior lessons. Relevance is established for the student. If an inquiry lesson, observations for teacher to make are clearly stated. If an instructional lesson, new skill, concept or purpose is clearly stated for the student in behavioral terms and is specific for performance.	In an instructional lesson, objective is briefly stated and provides clear purpose. In an inquiry lesson, concept to be developed is clearly stated in plan and what candidate expects students to do is given. Limited performance expectations given.	Objective is unclear with no specific performance set for what students will do or know how to do. Students are not given an idea of what candidate will look for in his or her performance.

<b>III. Lesson Development</b> (pattern may differ between inquiry and instructional lessons)			
<b>6. Content development</b>	Content and skills are selected based on assessment data and curriculum and are presented in a sequential manner which facilitates student learning. A broad range of examples and non-examples are planned as necessary. Vocabulary is appropriate to learners. All content planned is current and correct.	Content and skills are sequential but lack basis on assessment data. Some attention to examples and vocabulary planned for use during the lesson. Content contains one or more minor errors.	Content and skills lack sequential presentation. No planned examples. Lesson focuses more on an activity than on development of content or skills—or in an inquiry lesson exploration is not followed by appropriate explanation. Content planned contains one or more major errors.
<b>7. Methods, strategies and resources used</b>	Methods and strategies are appropriate for the instructional objective, are research-based and there is a good instructional match to the students and the skills being taught. Resources and technology included in the plan are essential and make a significant contribution to student understanding. In an instructional lesson, modeling of new learning and application of the learning is a key part of the instructional presentation. In an inquiry lesson, explanation is grounded on exploration.	Most methods and strategies are appropriate and marginally match student needs. Resources and technology are appropriate. Limited use of modeling in instructional lessons. Limited connection between exploration and explanation in inquiry lessons.	Methods and strategies to be used in this lesson are unclear or inappropriate for the content or stated student needs. Resources and technology are either ineffective or inappropriate for the objective or the student. Lesson fails to include modeling or exploration/explanation connection.
<b>8. Structure and sequence of the lesson</b>	Sequence and organization of the lesson is effective, logical and structured to increase student understanding. Lesson sequence allows for student questions, practice and success during each important segment. In an inquiry lesson there are cycles of exploration, explanation and extension.	Lesson sequence is clear and time is allowed for student questions and practice. Segments may be missing or misplaced in the lesson.	Lesson focuses on how to complete an activity rather than on developing student understanding of content and/or skills.
<b>9. Instructional decision making</b>	Frequent checks of student understanding are planned to guide instruction. Teaching options indicated in plans as to how lesson might be modified based upon student performance.	Lesson segmented to allow for student understanding to be checked. No options included for lesson modification if needed.	Plans do not indicate how and when student understanding will be checked.
<b>10. Differentiation</b>	Candidate plans for 3 levels of diverse student needs and indicates how student needs will be accommodated (varying levels of instructional intensity, scaffolding, rate of completion,	One or two strategies that allow for additional support or early acquisition of the skills are planned to address student needs.	Strategy for student support is unrealistic to classroom context or no differentiation is planned for the lesson.

	peer support, output, grouping patterns, time allocation, and/or skill level). Accommodations are indicated in the plans for students who have IEP's or speak English as a Second Language.		
<b>IV. Lesson Implementation; Classroom Management</b>			
<b>11. Guided Practice and/or Explanation</b>	Candidate plans how to lead the students through the steps needed to perform the skill or understand the concept using a tri-modal approach—hear/say/do and to allow all students to respond and receive feedback on success with the learning objective throughout the lesson. Practice is scaffolded with the gradual removal of support. Sufficient number of tasks necessary for extended practice are present. All students will have the opportunity to respond. All examples are correct.	Candidate presents a plan for leading students through the steps necessary to perform the skill or understand the concept. Some steps may be missing or an insufficient number of tasks prepared. Scaffolding may be limited or not indicated. Plan for student response may be missing. One example is incorrect or inappropriate.	Candidate does not present a plan for leading students through the steps necessary to perform the skill or understand the concept.  And/or Practice is not provided and/or there is more than one content error.
<b>12. Independent Practice and/or Exploration and Extension</b>	Instructions are clear. Tasks ensure that individual students are knowledgeable or have the skills needed for independent success at an objective level for this lesson. Candidate anticipates student questions.	Instructions present, but may lack clarity. Product or activity may not be at the level of the objective, but is related.	Plan does not include instructions students will be given. Product or activity does not relate to the stated objective.
<b>13. Closure</b>	Provisions are made for key points/critical attributes of the lesson to be summarized and reviewed using student responses, if appropriate.	Some key points indicated for summary/review, but not all critical attributes key to understanding are included.	Does not relate to key points of the lesson and/or relates to classroom procedures only.
<b>14. Classroom management</b>	Candidate plans for transitions in lesson: changes in group size, membership and roles in groups, movement of students, obtaining or returning materials.	Candidate plans include most anticipated transitions, though one obvious potential trouble spot is missed.	Plan does not specify most needed management procedures.

<b>V. Assessment</b>			
<b>15. Assessment Strategy</b>	Candidate effectively proposes strategy for determining individual levels of mastery of lesson objective. Plan includes both formative assessment (checking for understanding) during the lesson and a summative evaluation (perhaps as a part of a later test or project). Task matches the conditions set in the objective. Results can be compared to the criteria set for the lesson objective.	Strategy includes both formative and summative assessment. It may gauge group learning but may not give individual levels of mastery or directly match the conditions or behaviors of the objective.	Assessment strategy does not match the objective.
<b>VI. Lesson Reflection</b>			
<b>16. Reflection— To be completed only when lesson is implemented with students</b>	Success of lesson judged on student outcomes. Explores multiple hypotheses for why some children do not meet objectives. Key factors which lead to success or lack of success are identified. Ideas are provided for redesigning objectives, instruction and assessment as well as how changes would improve student learning.	Partially identifies key factors related to success or failure of the lesson and/or student outcomes. Recommendations for future lessons not clearly related to outcomes.	Fails to identify key factors related to success or failure of the lesson and/or student outcomes. Recommendations for future lessons missing or vague.
<b>VII. Student Writing and Conventions</b>			
<b>17. Mechanics, grammar, and usage</b>	No mechanics, grammar, or usage errors found in the lesson plan. Word processor used.	No more than four mechanics, grammar, and/or usage errors found. Word processor used.	Contains five or more mechanics, grammar, and/or usage errors in lesson plan and/or word processor not used.
<b>18. Follows directions regarding approval, numbering, and citations</b>	All directions followed. Host Teacher initialed lesson plan, objectives numbered correctly, and all materials cited.	Most directions followed. Errors in one of the proficient areas.	Directions not followed. Two or more of the proficient areas missing or improperly completed.

This form modified from the University of North Carolina at Charlotte’s COED *Common Work Sample—Instructional Lesson Plan Rubric*, Version 1, updated 2/10/2005. Retrieved from [http://education.uncc.edu/mdsk/MDSK-Forms\\_and\\_Requirements.htm](http://education.uncc.edu/mdsk/MDSK-Forms_and_Requirements.htm)