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Welcome to Internship!

The College of Education congratulates you on the completion of requirements for admission to internship and welcomes you to the internship experience. This experience is one of the most important and profitable experiences in your professional development. It is a time for demonstrating the skills that you have gained while completing your program; but, most importantly, this is the time to deepen your understanding of the value of these skills and move from the role of candidate to that of Professional of the 21st Century.

Internship is that part of the preservice education program in which the prospective teacher works full time in a cooperating school with a competent mentor teacher. The period of internship is considered by many to be the most vital phase of professional development. This handbook provides information essential to your success. Be sure to keep it for reference throughout your experience. You are expected to make practical use of the principles, methods, knowledge, and materials that you have developed or acquired in previous course work. Internship is no less important to the pre-professional teacher than it is to those preparing for the medical profession.

Internship takes place in a carefully selected school under the immediate supervision of a mentor teacher selected according to specific criteria. As outlined in this handbook, you will assume increasing responsibility for working with individuals and groups of students through gradual involvement in classroom teaching situations. All interns are observed, monitored, and evaluated by the College of Education. Additionally, some secondary interns have supervision from a content-area supervisor in their major discipline.

During the internship you will complete requirements for licensure as well as for graduation. You will take the Praxis II Principles of Learning and Teaching and complete the Criminal Background Check required by Arkansas Law. The following is a list of who you should contact should you have any questions or concerns about your experience.

- Your Field-Based Supervisor (Mentor) or Clinical Practice Supervisor (Cohort)
- Your Campus-Based Supervisor (Assigned to Non-Cohort interns early in the semester)
- Your Exit Portfolio Reviewer (Questions about preparation of the Exit Portfolio)

- Director of Teacher Education Student Services, June Lawson
  
  [jlawson1@atu.edu](mailto:jlawson1@atu.edu), 479-968-0684, fax 479-964-0508
  
  Arkansas Tech University
  
  Crabaugh 109
  
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  [dbell@atu.edu](mailto:dbell@atu.edu), 479-968-0392, fax 479-964-0811
  
  Arkansas Tech University
  
  Crabaugh 205
  
  1310 N El Paso Ave
  
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THE GOALS AND OBJECTIVES OF THE INTERNSHIP EXPERIENCE

The primary goal of internship is to integrate coursework with the realities of the actual classroom in order to provide a practical learning environment and experimental lab for the intern. In order to accomplish this goal, specific objectives have been identified.

The Intern Will:

- Communicate accurately and effectively in the content area.
- Maintain professional rapport with students.
- Obtain feedback from and communicate with students in a way that enhances student learning.
- Encourage the development of student involvement, responsibility, and critical thinking skills.
- Manage the classroom in a way that ensures the best of instructional time.
- Create an atmosphere conducive to learning, self-discipline, and development of positive self-concept.
- Use a variety of instructional techniques, methods, and media related to the objectives.
- Organize instruction to take into account individual and cultural differences among learners.
- Plan instruction to achieve selected objectives.
- Demonstrate understanding of human growth and development characteristics of students.
- Demonstrate the value of self-evaluation and reflective thinking.
- Demonstrate an understanding of the importance of educational research.
- Demonstrate knowledge of foundations of public education in America, both state and district.
- Demonstrate knowledge of legal responsibilities of the public school system.
- Prepare to arrange for conference and referral opportunities.
TERMS YOU SHOULD KNOW

**Campus-Based Supervisor** - The University representative from the College of Education who is responsible for supervising an Intern or group of Interns, and who acts as a liaison between the intern, field-based supervisor, administrators and the University.

**Clinical Practice Supervisor (CPS)** - After attending Cohort training each summer, the CPS is employed by the College of Education for the semester they are assigned an intern. The CPS recommends the grade assigned to the intern and the Director of Teacher Education Student Services assigns the final grade.

**Cohort Project Director** - The Director of Teacher Education Student Services.

**Content-Area Supervisor** - The University representative from the secondary intern’s major field of study who makes classroom observations to evaluate the intern’s content proficiency. The content-area supervisor’s evaluation is taken into account in the intern’s final evaluation.

**Danielson’s Framework for Teaching (sometimes referred to as FFT in this handbook)** – The FFT Classroom Observation System is an assessment tool for the evaluation of the classroom performance of first-year teachers. Student teachers are evaluated using FFT-adapted Formative Observation and Intervention forms.

**Director of Teacher Education Student Services** – The person designated by the University with administrative responsibility for organizing and coordinating professional field experiences, including internship.

**Domains** – A way of organizing 22 Elements of good teaching from Danielson’s Framework for Teaching; the Arkansas Teacher Excellence Support System (TESS) is built around these:
- Domain 1: Planning and Preparation
- Domain 2: The Classroom Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibility

**Exit Portfolio** - A Standards-Based Presentation of Evidence for the Licensure of new teachers. The exit portfolio is a performance-based assessment completed during the internship. It should contain documentation of essential teaching skills and dispositions as required by the State Standards for Beginning Licensure. The contents of the exit portfolio should document growth in reflective practice.

**Field-Based Site** – A school that provides facilities for professional field experiences in a teacher education program.

**Field-Site Principal** – The person designated by the school district as having ultimate responsibility involving the school building personnel.

**Field-Based Supervisor** - A fully qualified and certified classroom teacher, with a minimum of three years experience, who is assigned the responsibility of providing instruction and leadership for a student during his/her internship.

**Intern** – A pre-service professional whose focus, first and foremost, is on student learning.

**Internship** - The semester-long, guided or directed teaching experience during which the intern takes increasing responsibility for instruction of a given group of students. Throughout this time the Intern is under the supervision of a fully qualified mentor teacher in cooperation with university supervisors.
INTASC Standards – The ten teaching standards that have been grouped into four general categories that pre-service teachers are expected to demonstrate before being licensed in the State of Arkansas. These standards are what Arkansas has adopted (along with a number of other states) and are also referred to as the Arkansas Teaching Standards. These are:

- The Learner and Learning  
  - Standard #1 Learner Development.  
  - Standard #2 Learning Differences.  
  - Standard #3 Learning Environments.  

- Content  
  - Standard #4 Content Knowledge.  
  - Standard #5 Application of Content.  

- Instructional Practice  
  - Standard #6 Assessment.  
  - Standard #7 Planning for Instruction.  
  - Standard #8 Instructional Strategies.  

- Professional Responsibility  
  - Standard #9 Professional Learning and Ethical Practice.  
  - Standard #10 Leadership and Collaboration.

Liaison – The Arkansas Tech faculty supervisor who supports the link between university and the public school systems in the cohort placement of interns.

Mentor Teacher – can be either the Field-Based Supervisor or the Clinical Practice Supervisor.

Praxis I – Core Academic Skills for Educators (Core). ATU requires a passing score on file in the Teacher Education Student Services office before being admitted to Stage II.

Praxis II – Subject Assessments, including:

- Subject Assessments/ Specialty Area Tests, measuring general and subject specific pedagogical skills and knowledge. ATU requires a passing score on file in the Teacher Education Student Services office before being admitted to Internship.  
- Principles of Learning and Teaching (PLT), a constructed-response and multiple-choice item case study approach to measuring general pedagogical knowledge at three grade levels K-6, 5-9 and 7-12. The Arkansas Department of Education requires passing scores on file before licensure is granted.

Standards-based – developed from and aligned to established national, state and program requirements for acceptable quality.

Teacher Excellence Support System (TESS) – The system Arkansas uses to improve teaching performance that includes classroom performance assessments used to evaluate all aspects of a teacher’s classroom performance. Designed to assist in making teacher development decisions, these comprehensive assessments are conducted in the teacher’s own classroom by trained local assessors who employ a set of consistent, and validated criteria. The assessments are typically administered during the first year of teaching, although under special circumstances they may take place during the second year. For additional information, see the Arkansas Department of Education website.
DESCRIPTION OF THE INTERNSHIP EXPERIENCE

The internship experience is an intense, semester-long, full-time assignment. In order to gain essential competencies in an organized manner, it is suggested that the experience be divided into four levels with appropriate tasks assigned at each level.

**LEVEL ONE** is primarily a period of orientation and observation during which the intern learns school procedures and becomes acquainted with the students, faculty, and administration. As the intern becomes generally familiar with the situation, plans should be made for a more active classroom role.

**LEVEL TWO** is the period when the intern begins to assume some of the responsibilities of the classroom teacher. These may include general classroom procedures, working with small groups, planning and teaching individual lessons for small groups, and assisting the mentor teacher. Observations of teaching techniques and management procedures with a great deal of interaction between the intern and mentor teacher are essential in order for students to understand “why” events are occurring in the classroom. As the intern gains confidence and competency, responsibility should increase. In both Level One and Level Two, the mentor teacher is primarily responsible for overall planning and instruction.

**LEVEL THREE** is when the intern begins to assume total responsibility for planning and teaching. This should begin with the intern having total responsibility for one class. The lessons for this class should be critiqued by both the mentor teacher, and campus-based supervisors. Classes should be added until the intern is assuming full responsibility for all aspects of the teaching and learning process. The intern is expected to do as much full-time teaching as time, energy, and skill will permit. The mentor teacher, with assistance from the campus-based supervisor(s)/liaison, will judge the intern’s readiness to teach and will increase responsibilities according to the competencies demonstrated.

**LEVEL FOUR** is the period when the intern begins to return responsibility to the mentor teacher. This might be done in the reverse order in which responsibility was assumed. During this time, the intern once again observes and assists. The emphasis is on answering questions that resulted from the internship experience and enhancing professional development.

At all four levels, the mentor teacher and the campus-based supervisor(s)/liaison must share the responsibility of determining if and when the intern has developed the necessary skills. If an intern fails to progress through the levels at a rate which would result in competency in all levels within the allocated time, a meeting of the intern, mentor teacher, and campus-based supervisor(s)/liaison should be called.
CLINICAL EXPERIENCE AGREEMENT between
ARKANSAS TECH UNIVERSITY, RUSSELLVILLE, AR
and __________________ School District

It is hereby agreed between the _______________________ School District and Arkansas Tech University that these two institutions will collaborate in a program of teacher education involving laboratory experiences and teacher candidateship for students of Arkansas Tech University referred to as teacher candidates. This agreement is of a continuing nature, subject to termination by either party upon proper notification. The nature of the agreement is such that notice of termination shall be considered appropriate if it is in writing and effective at the beginning of the semester subsequent to the notice. This agreement shall be reviewed each year, prior to August 1, to determine those modifications in general policies and understandings, and the responsibilities of the agencies involved which are necessary for the operation of the next academic year.

GENERAL POLICIES AND UNDERSTANDINGS

1. The underlying purpose and intent of this agreement is concerned primarily with the advancement of the profession of teaching.

2. The University has no pre-determined intent to modify the public school organization concerned, its administration, staff, curriculum, or procedures for operation, as these are determined by district personnel and boards of education.

3. The school accepts the teacher education program of the University and undertakes to cooperate fully in its development and application.

4. The selection of teachers to supervise teacher candidates or other laboratory experiences shall be the joint responsibility of the administrative officers of both institutions.

5. Assignment of teacher candidates shall be the joint responsibility of the University and the designated school/district personnel.

6. Teacher candidates assigned to the school for internship or other preservice laboratory experiences will be expected to conform to all regulations of the University that apply to student activities on the ATU campus and to adhere to all standards of professional conduct which the school and Board of Education may have determined for its own staff.

7. Any questions involving conflict of interests are to be resolved by the administrative officers of the two institutions in harmony with the policies stated above.

8. The internship program shall be evaluated each year under the direction of the Director of Teacher Education Student Services with assistance from field-site personnel for the purpose of improving the teacher preparation programs.

RESPONSIBILITIES OF THE UNIVERSITY

1. To collaborate with the administrative staff of the school in the selection of mentor teachers to supervise teacher candidates.

2. To remove or reassign any teacher candidate whose work is judged by the mentor teacher to jeopardize student learning in the classroom.

3. To define in detail the experiences that may be provided to teacher candidates.
4. To provide professional materials and assistance to mentor teachers appropriate to the task of fulfilling their responsibilities for guiding the growth and evaluation of teacher candidates.

5. To observe the calendar of the host school during the internship experience.

6. To have ATU faculty on site, or recall the teacher candidate, within 24 hours in case of problems.

RESPONSIBILITIES OF THE PUBLIC SCHOOLS

1. To collaborate with the ATU Director of Teacher Education Student Services in the selection of mentor teachers with the following minimum qualifications:
   - are fully licensed in the appropriate content field;
   - have a minimum of three years of teaching experience with at least one semester in the current position;
   - have no more than three different preparations exclusive of activity courses (applies to secondary mentor teachers only); and
   - are qualified mentors having **completed TESS training**. These should be the best teachers possible who will provide a high quality educational role model and who will have an interest in participating in a teacher preparation program.

2. To host the teacher candidate for a duration of at least 12 weeks.

3. To accommodate P-8/7-12 licensure in art, music, and physical education with assignments in at least two of the three levels of licensure (P-4, Middle Level, and Secondary).

4. To seek approval of the building principal, the mentor teacher, and the Director of Teacher Education Student Services in making changes in the original placement of a teacher candidate.

5. To make all classes and extra-class activities under the direction of a designated mentor teacher(s) available to teacher candidates; *at no time* are teacher candidates to be expected to assume responsibility for classes or other school activities *not* under the direction of the mentor teacher(s) or *without* the supervision of the mentor teacher(s).

6. To make all instructional materials and facilities normally provided for assigned classes available to teacher candidates.

7. To provide time, place, and facilities for conferences of mentor teachers, teacher candidates, and University supervisors for planning, evaluating, and otherwise directing the work of teacher candidates.

8. To encourage a mentor teacher(s) to participate in continuing professional activities that will contribute to their effectiveness as supervisors of teacher candidates.
THE CRIMINAL BACKGROUND CHECK

Rules and Regulations Governing the Requirement of a Criminal Background check for all first-time and Renewal Educational Licenses, and the Procedure for Revocation of Licenses. Forms for the completion of the required background check are available at Tech in Crabaugh 204. A copy of the Arkansas Department of Education Regulations governing the requirement of a criminal background check for all first-time applicants, each applicant for his or her first license renewal, and the revocation procedures for such licenses are available through the Arkansas Department of Education website.

http://arkansased.org/

http://arkansased.org/teachers/licensure_initial.html
1.00 Title

1.01 These rules shall be known as the Arkansas State Board of Education Rules Governing the Code of Ethics for Arkansas Educators.

2.00 Regulatory Authority

2.01 These rules are promulgated pursuant to the State Board of Education’s authority under Ark. Code Ann. §§ 6-11-105, 6-17-401, 6-17-410, 6-17-422 (Act 846 of 2007) and 25-15-201 et seq.

3.00 Purpose

3.01 The purpose of the Rules Governing the Code of Ethics for Arkansas Educators (Code) is to define Standards of professional conduct and to outline procedures for investigations and enforcement of the Code.

3.02 The professional, ethical educator contributes to the development and maintenance of a supportive student-centered learning community that values and promotes human dignity, fairness, care, and the greater good and individual rights. These values are the ethical premises for the Standards of professional behavior and ethical decision-making established in this Code of Ethics for Arkansas Educators. By establishing Standards of ethical conduct, this code promotes the health, safety, and general welfare of students and educators and ensures the citizens of Arkansas a degree of accountability within the education profession.

4.00 Definitions

For the purposes of these rules, the following terms mean:

4.01 **Complaint** is any validated, written and signed statement from the Arkansas Department of Education, local school board, the Arkansas State Board of Education, or public school superintendent of this state filed with the Professional Licensure Standards Board alleging that an educator has breached one or more of the Standards in the Code of Ethics for Educators.

4.02 **Conviction** includes a plea of guilty or a plea of *nolo contendere*, or a finding or verdict of guilty, regardless of whether an appeal of the conviction has been sought, or a criminal conviction has been sealed or expunged; a situation where first offender treatment without adjudication of guilt pursuant to the charge was granted; and a situation where an adjudication of guilt or sentence was otherwise withheld or not entered on the charge or the charge was otherwise disposed of in a similar manner in any jurisdiction.

4.03 **Denial** is the refusal to grant a teaching license to an applicant for a teaching license.

4.04 **Dispositions** are the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice.
4.05 **Educator** is a teacher, school or school system administrator or other education personnel who has been issued a teaching license by the Arkansas State Board of Education. For the purposes of the Code, *educator* also refers to a licensed student intern.

4.06 **Monitoring** is at a minimum a semi-annual appraisal of the educator’s conduct by the Professional Licensure Standards Board through contact with the educator and his or her employer. As a condition of monitoring, an educator may be required to submit a criminal background check or other requested information. The Arkansas State Board of Education specifies the length of the monitoring period.

4.07 **Probation** is the placing of conditions, requirements or circumstances on the status of a teaching license for a period of time established by the Arkansas State Board of Education. Generally, a license under probation must sufficiently satisfy such conditions, requirements or circumstances in order to maintain or be reinstated to the original non-probationary teaching license status.

4.08 **Reprimand** is a written admonishment from the Arkansas State Board of Education to the license holder for his or her conduct. The written reprimand cautions that further unethical conduct will lead to a more severe action and shall become a permanent entry in the licensure file of the educator and is associated with a monetary fine of the educator.

4.09 **Revocation** is the permanent invalidation of any teaching license held by the educator.

4.10 **School-sponsored activity** is any event or activity sponsored by the school or school system which includes but is not limited to athletic events, booster clubs, parent-teacher organizations, or any activity designed to enhance the school curriculum (i.e., foreign language trips, etc.) whether on school-campus or not.

4.11 **Student** is any individual enrolled in the state’s public or private schools from pre-kindergarten through grade 12.

4.12 **Suspension** is the temporary invalidation of any teaching license for a period of time specified by the Arkansas State Board of Education.

4.13 **Teaching License** refers to any teaching, service, or leadership certificate, license, or permit issued by authority of the Arkansas State Board of Education.

4.14 **Warning** is a written communication from the Arkansas State Board of Education to the license holder that his or her conduct is unethical. The warning cautions that further unethical conduct will lead to a more severe action and shall become a permanent entry in the licensure file of the educator.

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5.00 **Standards of Professional Conduct**

The Standards of Professional Conduct are set forth as follows:

5.01 Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom.

5.02 Standard 2: An educator maintains competence regarding skills, knowledge, and dispositions relating to his/her organizational position, subject matter, and/or pedagogical practice.

5.03 Standard 3: An educator honestly fulfills reporting obligations associated with professional practices.
5.04 Standard 4: An educator entrusted with public funds and property honors that trust with honest, responsible stewardship.

5.05 Standard 5: An educator maintains integrity regarding the acceptance of any gratuity, gift, compensation or favor that might impair or appear to influence professional decisions or actions and shall refrain from using the educator’s position for personal gain.

5.06 Standard 6: An educator keeps in confidence secure standardized test material as well as information about students and colleagues obtained in the course of professional service unless disclosure serves a professional purpose or is allowed or required by law.

5.07 Standard 7: An educator refrains from using, possessing and/or being under the influence of alcohol, tobacco, or unauthorized drugs while on school premises or at school-sponsored activities involving students.

6.00 Disciplinary Action.

6.01 The Professional Licensure Standards Board (Board) is authorized to recommend to the State Board probation, suspension, revocation or denial of a teaching license or the issuance of a reprimand or warning after an investigation is held after notice and an opportunity for a hearing are provided to the license holder. The Board is also authorized to recommend other avenues to assist the educator via training, coursework or rehabilitative treatment. (All costs would be assumed by the educator.) The State Board of Education may direct the Arkansas Department of Education to monitor progress toward the completion of any corrective action. Any of the following shall be considered cause for recommendation of disciplinary action against the holder of a teaching license:

- An initial determination that there is probable cause to believe a breach of any of the Standards of the Code of Ethics in Section 5.00 or any conduct described in the offenses set forth in A.C.A. §§ 6-17-410 (c) (1) – (34) has occurred.
- A failure to comply with the payment of any imposed fines.
- Disciplinary action against a teaching license/certificate in another state on grounds consistent with unethical conduct specified in Section 5.00 or as stated in the bullets above in 6.01 of these rules.

6.02 An individual whose license has been revoked, denied or suspended may not serve as a volunteer or be employed as an educator, paraprofessional, aide, substitute teacher or in any other position during the period of his or her revocation, suspension or denial for a violation of the Arkansas Code of Ethics for Educators.

6.03 The Arkansas State Board of Education shall notify local and state officials of all disciplinary actions. In addition, suspensions and revocations are reported by the Arkansas Department of Education to national officials, including the National Association of State Directors of Teacher Education and Certification (NASDTEC) Clearinghouse.

7.00 Procedures for the Investigative Process and Final Determination of Alleged Ethics Violations

7.01 In considering and investigating complaints brought before it, the Professional Licensure Standards Board shall follow the procedures set forth in Appendix A to these rules, which are hereby fully incorporated into these rules as if fully set forth herein.

8.00 Fines and Fees
8.01 The State Board of Education, for violations of these Standards of Professional Conduct in all areas and as authorized by Ark. Code Ann. § 6-17-422 (Act 846 of 2007):

a. May impose fines up the amounts listed in Appendix B to these rules, which is attached and is hereby fully incorporated into these rules as if fully set forth herein.

b. Shall impose fees for action taken pertaining to an educator’s license as set forth in the attachment Appendix B.

c. Shall use the revenue collected by the State Board of Education from the fees and fines imposed per Appendix B of these Rules for the operation of the Professional Licensure Standards Board.

Appendix A

Procedures for the Investigative Process and Final Determination of Alleged Ethics Violations

1. Complaint Received by the PLSB:
   A complaint will be deemed a request to investigate. Except as provided in section IV below, a request for investigation may be a written and validated signed statement of allegations filed with the Arkansas Department of Education, local school board, the Arkansas State Board of Education, or public school superintendent of this state which may be filed with the Professional Licensure Standards Board (PLSB). The request for investigation will be validated (i.e., verified as actually being submitted by the requestor) by the agency listed above with which it is filed and forwarded as a complaint by that agency to the PLSB. When appropriate, the PLSB will provide a copy of the complaint to the superintendent or the president of the local school board (if the educator in question is the superintendent of the district) where the educator is employed.

   i. The Ethics Review Sub-Committee determines whether to investigate.
   ii. Letter sent to complainant about disposition of complaint.
   iii. Letter sent to Superintendent or President of the local school board if appropriate about disposition of complaint.
   iv. The following will automatically go to the sub-committee to open an investigation:
       a) An affirmative answer concerning criminal or ethical violations on a licensure application.
       b) Confirmation from the Arkansas State Police or the FBI, regarding criminal convictions.

2. Investigation Initiated by Professional Licensure Standards Board (PLSB)

   i. A letter will be sent to the educator requesting information/statement.
   ii. An Investigation is conducted.
   iii. An Investigative Summary will be sent to the Ethics Sub-Committee.

3. Probable Cause Determination Made

   i. The Ethics Sub-Committee determines if probable cause exists to take a recommendation to the State Board of Education for disciplinary action and, if so, what action.

4. Proposed Action or Hearing Offered

   i. A letter sent notifying the educator and the school district, if appropriate, of proposed PLSB action and the reason for the proposed action.
ii. Educator may consent to the proposed action or may request a hearing before the Ethic Sub-Committee of the PLSB.

iii. If an educator does not respond in thirty (30) days, the proposed action becomes a final decision recommended for Arkansas State Board of Education (SBE) action.

5. PLSB Evidentiary Hearing

i. If the educator requests a hearing, an evidentiary hearing will be held before the Ethics Sub-Committee of the PLSB within ninety (90) days, but no earlier than thirty (30) days, from the date that the PLSB receives the educator’s hearing request. Either party may request additional time subject to the subcommittee’s approval.

ii. A decision by the Sub-Committee will be made.

iii. The educator will be notified in writing of the Sub-Committee’s decision. The educator may accept the initial decision or request a hearing before the SBE.

6. Evidentiary Hearing Procedures of the PLSB Sub-Committee

i. The educator shall be notified in writing of the date, time and location of the Ethics Sub-Committee of the Professional Licensure Standards Board (PLSB) meeting at which his/her case will be considered. The notice will also state a deadline by which the educator must submit items to the sub-committee for consideration.

ii. A representative of the PLSB and the educator (or his/her attorney) shall have up to twenty-five (25) minutes each to present their cases to the sub-committee. The chairperson of the sub-committee, may grant additional time to either or both parties, if necessary.

iii. Each party will have the opportunity, should it so choose, to make an opening statement. The statement shall be no longer than five (5) minutes in length; any such times used for an opening statement shall be deducted from the time allowed for case presentation listed in ii. above.

iv. The representative of the PLSB shall present its case (and opening statement, if it so chooses) to the hearing subcommittee of the Board first.

v. Any written documents, photographs or any other items of evidence may be presented to the hearing subcommittee with the permission of the Chairperson. The items of evidence shall be marked as either “PLSB Exhibit Number 1(et seq.)” or “Educator’s Exhibit Number 1 (et seq.).” After an item of evidence has been allowed to be presented to the hearing subcommittee by the Chairperson, the introducing party shall give one (1) copy to the court reporter for the record and one (1) copy to the Chairperson.

vi. After one party has questioned a witness, the other party shall have the same opportunity.

vii. Members of the hearing subcommittee shall also have the opportunity to ask questions of any witness or any party.

viii. While the scope of each party’s presentation ultimately lies within the chairperson’s discretion, case presentation should be arranged in such a way as to avoid redundant testimony.

ix. After the educator has presented his/her case, the chairperson may allow each party to present limited rebuttal testimony.
x. After the rebuttal evidence has been presented, the educator shall have up to five (5) minutes to present a closing statement, if desired.

xi. After the educator has made a closing statement, or waived the opportunity for the same, the representative of the PLSB shall have up to five (5) minutes to make his/her closing statement, if desired.

xii. After closing statements have been made (or the opportunity to make them has been waived), the hearing subcommittee may orally announce its decision. Alternatively, the hearing subcommittee may take the case under advisement and render a written decision at a later time.

xiii. A written decision reflecting the hearing subcommittee’s final decision and recommendation shall be promptly prepared by the PLSB for the chairperson of the hearing subcommittee’s signature. A copy of the decision and recommendation shall be timely transmitted to the educator, the PLSB and the SBE.

xiv. The educator shall have thirty (30) days from the receipt of the decision and recommendation to appeal the sub-committee’s decision to the SBE. Should the educator not file an appeal to the SBE within the above-referenced thirty (30) day time period, the decision of the sub-committee shall become non-appealable.

Appendix B
LIST OF APPLICABLE FINES

<table>
<thead>
<tr>
<th>Action Taken</th>
<th>Maximum Fine Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permanent Revocation of License</td>
<td>$0</td>
</tr>
<tr>
<td>Suspension of License</td>
<td>$100</td>
</tr>
<tr>
<td>Probation of License</td>
<td>$75</td>
</tr>
<tr>
<td>Written Reprimand by State Board of Education</td>
<td>$50</td>
</tr>
<tr>
<td>Written Warning by State Board of Education</td>
<td>$0</td>
</tr>
</tbody>
</table>

LIST OF APPLICABLE FEES

<table>
<thead>
<tr>
<th>License Issued</th>
<th>New or Renewal</th>
<th>Fee Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>One-Year Provisional Teacher’s License</td>
<td>New</td>
<td>$0.00</td>
</tr>
<tr>
<td></td>
<td>Renewal</td>
<td>$0.00</td>
</tr>
<tr>
<td>Three-Year Initial Teacher’s License</td>
<td>New</td>
<td>$0.00</td>
</tr>
<tr>
<td></td>
<td>Renewal</td>
<td>$100.00</td>
</tr>
<tr>
<td>Five-Year Standard Teacher’s License</td>
<td>New</td>
<td>$100.00</td>
</tr>
<tr>
<td></td>
<td>Renewal</td>
<td>$100.00</td>
</tr>
<tr>
<td>Five-Year Vocational Permit</td>
<td>New</td>
<td>$100.00</td>
</tr>
<tr>
<td></td>
<td>Renewal</td>
<td>$100.00</td>
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<tr>
<td>One-Year Professional Teaching Permit</td>
<td>New</td>
<td>$35.00</td>
</tr>
<tr>
<td>Lifetime Teacher’s License</td>
<td>New</td>
<td>$0.00</td>
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</table>
(Must be 65 years of age.)

<table>
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<tr>
<th>Service</th>
<th>Fee</th>
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</thead>
<tbody>
<tr>
<td>Adding Area or Level to Existing License</td>
<td>$0.00</td>
</tr>
<tr>
<td>Adding Degrees to Existing License (If not occurring at the time of renewal)</td>
<td>$50.00</td>
</tr>
<tr>
<td>Duplicate License</td>
<td>$50.00</td>
</tr>
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</table>

Appendix C
Explanations and Guidelines to Clarify the Intent of
The Standards of Professional Conduct

The purpose of Appendix C is to provide greater clarity and intent of each professional standard listed in Section 5.00 of this rule. Therefore, Appendix C is not designed to supersede the required standard of professional conduct but rather to provide some rationale of the intent and purpose and thus the proper application of each professional standard of conduct. It is recognized that Appendix C is a general application of the intent and purpose of each professional standard and is considered a guide and not all inclusive of each and every interpretation and application of a professional standard of conduct as required in Section 5.00.

Furthermore, it is recognized that unless specifically stated in a professional standard of conduct listed in Section 5.00 of this rule or specifically required in Appendix C’s interpretation of a particular standard of conduct, the alleged unethical conduct by a licensed educator may be considered by the Professional Licensure Standards Board regardless of the mental intent related to the alleged unethical action or omission. However, the Professional Licensure Standards Board may consider the mental intent or capacity of the licensed educator, along with other relevant factors, when determining whether a violation exists and what, if any, disciplinary action to recommend to the Arkansas State Board of Education for alleged violations of this code of ethics.

Standard 1  An educator maintains a professional relationship with each student, both in and outside the classroom

This standard goes to the core of a professional educator’s expected conduct and relationship with all students and transcends criminal behavior or other actions which violate law. The professional relationship with students is such behavior and action which promotes at all times the mental, emotional, and physical health and safety of students. An educator should show respect for and not demean, embarrass, or harass students absent some reasonable educational or disciplinary purpose and never as prohibited by law. A professional relationship is one where the educator maintains a position of teacher/student authority with students even while expressing concern, empathy, and encouragement for students. In that position of authority, an educator may nurture the student’s intellectual, physical, emotional, social and civic potential. An educator may display concern and compassion for a student’s personal problems and, when appropriate, refer the student for school counseling or other help.

Standard 2  An educator maintains competence regarding skills, knowledge, and dispositions relating to his/her organizational position, subject matter, and/or pedagogical practice.

This standard addresses the professional educator’s obligation to implement best practices and maintain competence in skills and knowledge. An educator has many dispositions that are required in the course of instruction such as ensuring that students have access to varying points of view and that instruction reflects current subject matter.
Standard 3  An educator honestly fulfills reporting obligations associated with professional practices.

This standard covers those situations where there is an intentional or knowing attempt to deceive or mislead an educational entity. Honest errors or mistakes or inaccuracies are not intended to be encompassed by this standard. To uphold this standard an educator should be honest when reporting data and information to the Arkansas Department of Education, the Arkansas Bureau of Legislative Audit, the Arkansas State Board of Education, and other state and federal governmental agencies. Honestly reporting grades is also a part of this standard. It is also important that an educator honor this standard when giving information to recommend an individual for employment promotion or licensure as well as when reporting professional qualifications, criminal history, college credits and degrees, awards, and employment history. Similarly the failure to timely submit information covers those situations where there is a knowing failure to submit or provide information. This standard covers those situations described in Ark. Code Ann. § 6-17-410(d) (1) (A) (vii) and (viii) that involve knowingly submitted false or misleading information or knowingly falsifying or directing another to falsify a grade.

Standard 4  An educator entrusted with public funds and property honors that trust with honest, responsible stewardship.

An educator must be a good steward of public funds, personnel and property dedicated to school related purposes. The use and accounting for these resources under the educator’s control must comply with state and federal laws that regulate the use of public funds and property. The use of such resources for personal gain, other than incidental personal benefit for which there is no public education purpose would not be in keeping with the intent of this standard.

Standard 5  An educator maintains integrity regarding acceptance of any gratuity, gifts, compensation or favor that might impair or appear to influence professional decision or actions and shall refrain from using the educator’s position for personal gain.

The standard is intended to prohibit that conduct which is solely for personal gain and creates an appearance of a conflict of interest in the role as an educator. The standard of conduct called for by this section involves an examination of the total circumstances surrounding the gratuity, gift, compensation, or favor. Factors to consider include the value of the gratuity, gift or favor, the reasonableness of any compensation; the timing of the gratuity, gift, compensation, or favor; and the relationship between the educator and the person from whom the gratuity, gift, compensation, or favor comes. Pursuant to Ark. Code Ann. § 6-24-113 an educator may accept awards and grants as provided for therein. Ark. Code Ann. § 6-24-112 contains some specific prohibited transactions involving gratuities or offers of employment. The second part of this standard requires that the educator does not use the position for personal gain.

Standard 6  An educator keeps in confidence secure standardized test material as well as information about students and colleagues obtained in the course of professional service unless disclosure serves a professional purpose or is allowed or required by law.

At times educators are entitled to and/or for professional reasons need access to certain student records, other educators’ records, and standardized testing materials. Much of this information is confidential, and the educator should maintain that confidence unless the disclosure serves some legitimate educational purpose as allowed or required by law. The Federal Education Rights and Privacy Act (FERPA) addresses the confidentiality of certain student records. Such federal and state laws permit disclosure of some student information and restrict the disclosure of other student information. Educators should respect and comply with these and other similar confidentiality laws. Confidential student information may include student academic and disciplinary records, health and medical information, family status and/or income, assessment/testing results, and Social Security information. When standardized tests are administered, educators should maintain the confidentiality of those parts of the standardized test materials that are to remain confidential such as actual test items and test booklets in accordance with state law, regulation, and
testing policy. Supervisors may be entitled to access to other educators’ personnel records and should maintain the confidentiality of those records.

**Standard 7** An educator refrains from using, possessing and/or being under the influence of alcohol, tobacco, or unauthorized drugs while on school premises or at school-sponsored activities involving students.

This standard sets forth the expectation of the professional educator concerning using, possessing, or being under the influence of the listed substances while on school premises or at school-sponsored activities involving students or being in violation of state law governing the using, possessing or being under the influence of alcohol, tobacco, or unauthorized/illegal drugs while on school property or at school-sponsored activities involving students.
PART 2
ROLES AND RESPONSIBILITIES
ROLE OF THE INTERN

Interns are students of teaching. To study teaching is the main goal in the internship experience. The internship experience provides an opportunity for students to develop teaching skills while working with students and subject matter under supervision in an actual classroom situation. The experience furnishes a learning situation for interns to demonstrate the knowledge, performances and disposition that indicate a “readiness” to teach and warrants recommendation for provisional licensure.

PROFESSIONAL RESPONSIBILITIES OF THE INTERN

The Intern should:

1. Be aware that internship is a primary responsibility and that attendance and preparation should reflect the seriousness of this responsibility.

2. Promptness and dependability are professional characteristics. Any employing school district has a right to expect that teachers of that district possess these characteristics.

Internship is one opportunity to demonstrate these characteristics. The internship experience is a full day requirement for a minimum of 12 weeks for secondary interns and 15 weeks for early childhood and mid-level interns. (Secondary interns are required to attend a three-week block class before entering internship.) The full day is defined by the policy of the school as to what constitutes the school day. For example, Russellville schools define the school day as being 8:00 a.m. to 4:00 p.m. Each intern is expected to observe the full school day. Any deviation might include such things as arriving late, leaving early, or leaving campus during the conference or planning period. Continuous infractions may result in being dropped from internship. Any absence requires that the Campus-Based Supervisor or Tech Liaison and the Director of Teacher Education Student Services be notified as early as possible. If the cause is not of an emergency nature, prior approval should be obtained. If the cause is an emergency, the Campus-Based supervisor and Director of Teacher Education Student Services should be contacted as soon as possible. Any days missed, for whatever reason, will be required to be made up.

3. Take part in regularly scheduled evaluation conferences with the mentor teacher, the CPS and/or the Campus-Based supervisor as appropriate to placement; take and act upon constructive feedback positively and in a professional manner.

4. Maintain a personable and caring, but professional relationship with the students.

5. Recognize and assume the responsibility for handling confidential information

6. Examine ones attitudes toward and expectations for the students. In doing so, one should:
   • respect the student as a person
   • recognize the worth of each student
   • recognize what is reasonable to expect from students in terms of maturity, motivation, and responsibility
   • temper language to suit the classroom environment
   • maintain acceptable disciplinary techniques in cooperation with the mentor teacher(s)

7. Dress according to the school's standards.

8. Be familiar with school policies and services.

9. Perform according to licensure standards and ethics.
ROLE AND RESPONSIBILITIES OF MENTOR TEACHERS
Clinical Practice Supervisor or Field Based Supervisor

The major role is to act as a mentor and professional role model. For the intern, the mentor teacher reflects the reality of the teaching profession and must guide and coach the intern toward the role of a professional educator.

Mentor Teachers should:

1. Model professional behavior for the intern -- professional behavior toward students, toward administration and colleagues, toward the community, and toward the intern.

2. Plan for the arrival of the intern by:
   - providing a work place for the intern
   - providing a set of texts or other needed materials
   - providing class/school schedules and student rosters
   - providing policy handbooks, both for faculty and students
   - reading the Internship Handbook

3. Welcome the intern as a colleague would be welcomed remembering to:
   - introduce the intern to administration, colleagues and students
   - invite the intern for lunch with teachers
   - point out bathroom, lounges, etc.

4. Explain:
   - school discipline policies
   - classroom management plans
   - class schedules/school schedules - arrival and departure times
   - special assignments of duties and activities such as cheerleading sponsor, senior class sponsor, lunchroom duty, and committee assignments

5. Model professional behavior in the areas of:
   - planning
   - use of a variety of teaching strategies
   - human relation skills
   - evaluation of students
   - relationships with students, administration, and colleagues

6. Provide opportunities for intern to move gradually into the professional role of teacher.

7. Give constructive criticism as needed for the purpose of increased professional growth. Genuine praise for a job well done is an essential part of the process.

8. The Clinical Practice Supervisor (CPS) will evaluate the intern four times using the TESS (FFT) and INTASC-aligned [and for some programs (e.g., Middle Level, Health and Physical Education, etc.), program standards-aligned] observation form. The CPS will share the results of the observation with the intern and send the four observations to the Director of Teacher Education Student Services, and be responsible for recommending a final grade to the Director of Teacher Education Student Services.
9. Immediately contact the Campus-Based Supervisor or Director of Teacher Education Student Services, as appropriate, if problems arise, or there is any indication that the intern may be unable to successfully complete the internship experience. This may include, but is not limited to, deficiencies in subject matter, unprofessional dress or speech, lack of preparation concerning teaching assignments, excessive tardiness or absenteeism, inflexibility in terms of acceptance of constructive criticism, and unprofessional relationships with students or colleagues.

**ROLES AND RESPONSIBILITIES OF CAMPUS-BASED SUPERVISOR AND DIRECTOR OF TEACHER EDUCATION STUDENT SERVICES**

The college supervisor provides the link between the university and the public school and encourages the “team effort” approach during the internship experience. In addition, the Campus-Based Supervisor is involved in orientation, supervision, evaluation, and overall concern for the program.

**Campus-Based Supervisors and Director of Teacher Education Student Services should:**

1. Meet with the school site personnel (principal and mentor teacher) to provide them with, and support them in fulfilling the university policies for internship as outlined in the Intern Clinical Experiences Agreement between Arkansas Tech University and Public School Districts (Policies and Procedures Manual).

2. Cooperate with the school site personnel and help the intern to make the transition from being a college student to becoming a well-adjusted teacher.

3. Establish a policy of working “with” the school site personnel instead of “around” them.

4. Help interns analyze their behavior. (Portable videotaping equipment is available through the education department of the University)

5. Explain expectations to both school site personnel and interns.

6. Be available to the mentoring teacher(s) as a resource person.

7. Work with the mentoring teacher(s) in evaluating the teaching experiences in terms of growth in understanding of the knowledge, performance & disposition needed in classroom instruction.

8. Visit with the intern and mentoring teachers(s) at least four times per semester and more often if necessary.

9. Report in writing to the Director of Teacher Education Student Services the name and circumstances in regard to students whom you believe will receive a “C” or below in internship at the earliest possible date in the semester.

10. The Campus-Based supervisor at the traditional triad site will evaluate the intern formally at least four times using the Formative Observation and Intervention Form and share the results of the evaluation with the intern and mentoring teacher(s). CPSs evaluate the interns at cohort schools and the Director of Teacher Education Student Services may be called upon to evaluate interns’ performance as well.
11. Collect the evaluation forms from the school site personnel and forward all forms to the office of the Director of Teacher Education Student Services.

12. The Campus-Based supervisor at the traditional triad site will be responsible for assigning and submitting a final grade to the registrar. CPSs at cohort sites assign and submit grades to the Director of Teacher Education Student Services.

**ROLE AND RESPONSIBILITIES OF THE DIRECTOR OF TEACHER EDUCATION STUDENT SERVICES**

The Director is responsible for planning and overseeing the Internship Program at all sites. The Director is responsible for maintaining a high-quality program and collecting information necessary to determine its effectiveness.

**Director of Teacher Education Student Services should:**

1. Provide leadership to personnel who work with the interns in establishing criteria for selecting school sites and mentoring teachers, and in admitting students to the internship program.

2. Locate and secure qualified mentoring teachers, field-based sites for the internship experience for all teacher preparation programs.

3. Acquaint administrative personnel in the field-based sites with the overall policies regarding the internship experience.

4. Help establish policies and agreements with school administrations and Board of Education in the cooperating systems regarding the placement of interns and the operation of the internship program.

5. Place interns in field-based sites with the help of superintendents, principals, and mentoring teachers.

6. Notify principals and the mentoring teachers of the date on which interns are expected to report to the school to begin work and of the date on which interns are expected to return to the University campus.

7. Provide leadership in promoting the training program for mentoring teachers.

8. Assist in preparing and providing suggested guidelines for mentoring teachers to assist them in their work.

9. Assist in carrying on systematic evaluation of the internship experience for all programs.

**ROLES AND RESPONSIBILITIES OF OTHER PROFESSIONALS INVOLVED IN THE INTERNSHIP EXPERIENCE**

The Superintendent and Board of Education should:

1. Show interest in having interns placed in the school system.

2. Provide adequate facilities and instructional material for effective teaching.

3. Assist the site-based principals and mentoring teachers in creating constructive attitudes in the school and community towards interns.

4. Assure that the schools exemplify high standards of education.
5. Assist mentoring teachers in adjusting their work to absences that are necessitated by participation in the teacher education program.

ROLE AND RESPONSIBILITIES OF THE FIELD-SITE PRINCIPAL

The Principal should:

1. Show interest in having interns in the school and in working with mentoring teachers, interns, Campus-Based supervisors, and liaison.

2. Have a good working relationship with the faculty, students, superintendent and community.

3. Show interest in helping interns solve problems that may arise in internship.

4. Provide leadership in interpreting the internship experience to the faculty, the students and the community.

5. Interpret the school policies, the curriculum, and the nature of the community to the intern.

6. Assist the mentoring teachers in creating constructive attitudes toward interns.

7. Arrange for the mentoring teacher(s) to have at least one “free period” a day when working with an intern; the time should be used for planning conferences with the intern.

ROLES AND RESPONSIBILITIES OF OTHER TEACHERS IN THE SCHOOL

Other Teachers should:

1. Help to create a professional climate in the building so that the intern may work with professional people. Build and maintain this climate in the teachers’ lounge, coffee area, and lunchroom.

2. Extend professional ethics to include the intern by refraining from:
   - Adverse criticisms on the teaching profession
   - Criticisms of other teachers and the school
   - Betrayal of confidence concerning pupils, teachers, and parents

3. Accept the intern as a member of the staff.

4. Provide guidance and assistance to the intern as would be accorded any new teacher.

5. Plan with the principal, mentoring teacher(s), and intern for observations of one’s classroom when requested.

6. Share with the intern the personal materials, knowledge, and insight gained through the teaching experience.
PART 3  
EVALUATION  
EVALUATION OF THE INTERN

Evaluation of the intern is a continuous process. The evaluation procedure is explained to, and discussed with, the intern who becomes a part of the evaluation team. Areas of strengths and weaknesses are discussed along with specific suggestions and recommendations. Formative evaluation will be ongoing.

The **Formative Observation and Intervention Form** will be completed by the Campus-Based Supervisor or CPS a minimum of four (4) times during the internship experience. The instrument will be used as a basis for post-teaching conferences to provide feedback for reflection and to guide goal setting for continuous professional development.

The formal summative instrument used for evaluation at the end of the internship is the **Exit Competency**. The Exit Competency is a comprehensive list of licensure standards that interns will be expected to exhibit during the internship experience at all sites. In addition, the mentoring teacher will be asked to evaluate the program of preparation and ATU’s support and supervision provided during internship using appropriate forms included in the Exit Packet sent at the close of internship. (THE PACKET WILL BE MAILED TO ALL MENTOR TEACHERS TOWARD THE END OF THE SEMESTER.)

The purpose of the evaluation process is to improve the clinical experience for Arkansas Tech University Interns.
INTERN GRADES

The progress toward goals and objectives should be noted, recorded, and discussed periodically. When evaluating the intern for grading purposes, the appropriate mentoring teacher should base decisions upon the following evaluation guidelines:

FOR GRADE “C”

Intern should approximate the following requirements:

1. Be regular in attendance; be on time in arrival and departure.
2. Dress professionally.
3. Complete all required work on time.
4. Be cooperative and professional at all times.
5. Take and act upon constructive feedback positively in a professional manner.
6. Keep lesson plans on file for each lesson for which they have primary responsibility.
7. Keep students engaged in worthwhile activities the full period.
8. Demonstrate appropriate management skills.
9. Integrate technology into curriculum.

FOR GRADE “B”

Satisfy all conditions for a grade of “C” and approximate the following:

1. Show initiative in carrying out responsibilities and show attention to detail.
2. Demonstrate the ability to select activities.
3. Elicit positive responses from the students.
4. Show growth and demonstrate reflective thinking.
5. Enhance learning with use of technology.

FOR GRADE “A”

Satisfy all conditions for a grade of “B” and approximate the following:

1. Exhibit outstanding and consistent initiative and originality in carrying out responsibilities.
2. Exhibit masterful application of principles of learning and teaching through demonstrating an outstanding ability to select activities.
3. Elicit positive and sustained response from the students.
4. Show significant growth and increase in reflective thinking.
5. Demonstrate use of technology as a substantive tool for learning.

If the intern receives a grade below “C”, the intern will not be recommended for licensure and will be obligated to repeat the internship experience. If it appears that the student will receive a grade below “C”, the Campus-Based Supervisor or liaison, as appropriate, must inform the Director of Teacher Education Student Services of the problem and alternatives that have been discussed with the intern. This disclosure should be made in a timely manner so that the intern can withdraw from internship if remediation efforts are not successful.
Student Internship Surveys

(These surveys are completed through an on-line survey instrument. The appropriate password information will be communicated to the mentor teacher and student interns in order to complete the surveys. On the digital survey, some items from the following example surveys have been combined.)
EVALUATION OF ATU SUPPORT AND SUPERVISION FORM  
By Mentor Teachers (Field-Based Supervisors & CPSs) 

Check the descriptor that applies:  
________  Clinical Practice Supervisor (CPS)  
________  Field-Based Supervisor  

Please rate each item below according to the following scale:  
1 = Not Rated, 2 = Lowest Rating, 5 = Highest Rating  

<table>
<thead>
<tr>
<th>Item</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I was treated like a professional by university support staff and supervisors.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. I was given a clear vision of the process of internship and my mentoring role.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. University supervisors were accessible and available for discussions, conferences, resources, etc., especially when concerns arose.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. University supervisors provided effective leadership and modeled clinical supervision.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. University supervisors modeled appropriate communication and interpersonal skills while working with CPSs, interns and administrative personnel.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6. University supervisors provided guidance for specific experiences for the intern (techniques, methods, procedures) as needed.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>7. University supervisors established a good relationship with you as a professional equal.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>8. University supervisors communicated information from and to ATU effectively.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>9. University supervisors were knowledgeable of curriculum, students at this level, and the demands on schools.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>10. University supervisors provided additional resources when needed.</td>
<td>1 2 3 4 5</td>
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What would make ATU’s support and supervision more effective and useful to you?
PROGRAM EVALUATION FORM

By Mentor Teacher (Field-Based Supervisor or Clinical Practice Supervisor)

Mentor Teacher/CPS: ________________________________

Subject Area/Grade Level: ________________________________

Field-Based Site: _______________________________________

Name of Intern: ________________________________________

1. What did you find to be the major strengths of this intern?
   a. Content Knowledge
   b. Instructional abilities

2. What did you find to be the major weaknesses on this intern?
   a. Content Knowledge
   b. Instructional abilities

3. Do you believe that this intern is adequately prepared to become a colleague of yours in the teaching profession? (Explain)

4. How could Arkansas Tech University improve the internship experience?
Rate your perceptions of your internship experience by marking the most appropriate response to each item below using the following scale:

1 = Poor, 2 = Below Average, 3 = Average, 4 = Above Average, 5 = Superior

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<tr>
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<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>1</td>
<td>My point of view when reflecting on observed lessons was recognized and valued.</td>
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<td>2</td>
<td>My teacher-student relationships were</td>
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<td>3</td>
<td>My ability to motivate students was</td>
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<td>4</td>
<td>I received frequent feedback and evaluation (at least 4 observations).</td>
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<tr>
<td>5</td>
<td>My classroom management was</td>
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<tr>
<td>6</td>
<td>I was able to identify strengths and weaknesses in my performance that affect my ability to impact students’ learning.</td>
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<td>7</td>
<td>Accurate assessment of my progress, constructive criticism, encouragement and alternative suggestions were provided.</td>
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<tr>
<td>8</td>
<td>There was ample opportunity for pre-observation and post-observation conferencing to examine my teaching behavior in various instructional situations.</td>
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<td>9</td>
<td>The range of teaching experiences and role models provided for me was</td>
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<tr>
<td>10</td>
<td>The technology in the school of placement was adequate to support the integration of technology into my instruction.</td>
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<tr>
<td>11</td>
<td>I am prepared for TESS mentoring in my first year of employment.</td>
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<td>12</td>
<td>My engagement in cooperative planning was</td>
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<tr>
<td>13</td>
<td>I received support in planning and using innovative and creative materials and techniques in the classroom.</td>
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<tr>
<td>14</td>
<td>I was viewed as a second teacher in the classroom by my mentor(s) and students.</td>
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<td>15</td>
<td>My relationship with the school principal was</td>
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<tr>
<td>16</td>
<td>I was provided sufficient orientation regarding specific requirements and expectations during internship.</td>
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<tr>
<td>17</td>
<td>My working relationship and communication with my mentor(s) was</td>
<td></td>
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<tr>
<td>18</td>
<td>Overall, my internship experience met my expectations.</td>
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<tr>
<td>19</td>
<td>My initiative and the development of my own teaching style were encouraged.</td>
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</tr>
</tbody>
</table>

20. How could the internship experience be improved?
Internship Survey

Please complete the following survey items where “5” means that “all elements of the statement were present at a high level” and “1” means that “the elements were exhibited poorly or were missing.” Mark your answers on the Scantron sheet provided.

1. Learner Development. The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.

2. Learner Development. The teacher candidate designs and implements developmentally appropriate and challenging learning experiences.

3. Learning Diversity. The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

4. Learning Environments. The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

5. Content Knowledge. The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.

6. Content Knowledge. The teacher candidate creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

7. Application of Content. The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.


9. Assessment. The teacher candidate uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

10. Planning for Instruction. The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

11. Instructional Strategies. The teacher candidate understands a variety of instructional strategies.

12. Instructional Strategies. The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

13. Professional Learning and Ethical Practice. The teacher candidate engages in ongoing professional learning.

14. Professional Learning and Ethical Practice. The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

15. Leadership and Collaboration. The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning.

16. Leadership and Collaboration. The teacher candidate seeks to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

17. The teacher candidate positively impacts the learning of P – 12 students.

18. The teacher candidate exhibits the characteristics of a “Professional of the 21st Century.”

19. The teacher candidate demonstrates a commitment to being a continuously developing professional.

20. The teacher candidate provides evidence that he or she meets the standards of his or her respective professional area of expertise (i.e., secondary, middle level, or early childhood).

*The teacher candidate demonstrates the four continuously developing foundations of professional and pedagogical knowledge, skills, and dispositions; knowledge of the school culture; systemic and developmentally appropriate practices; and a strong liberal arts background. These foundations are infused throughout with professional practices involving parents and community, diversity, leadership, oral and written communication skills, technology use, and purposeful reflection. These four foundations and these infused strands guide the teacher candidate’s curriculum and assessment approaches and informs the teacher candidate’s commitment to program and professional standards as the candidate seeks to positively impact the learning of P-12 students.
The Formative Observation and Intervention Form was adapted from Danielson’s Framework for Teaching; the Arkansas Teacher Excellence Support System (TESS) is built around these:

- Domain 1: Planning and Preparation
- Domain 2: The Classroom Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibility

It includes 22 Elements of good teaching and is aligned to the Arkansas Teaching Standards (INTASC Standards) as well.
**Student Internship Formative Observation and Intervention**

(Complete and return to Director of Teacher Education Student Services) 

Revised fall 2014

Intern __________________________________________ 
Observer _________________________________________ 
School __________________________________________ 
Date __________

**What is your supervisory role?**
- ATU Campus-based Supervisor
- Cohort Supervisor
- ATU Content-area Supervisor (circle one)

**Which Observation is this?**
1  2  3  4  (circle one)

**Is this lesson the one the candidate will be including as his/her BEST LESSON in the internship exit portfolio?**
Yes  No (circle one)

**Average Rating Scored in each Domain:**
- Domain 1 _______ Domain 2 _______ Domain 3 _______ Domain 4 _______

**Key for rating performance:**
1 Unacceptable - Insufficient evidence presented/observed to demonstrate knowledge/skill to perform in classroom situations unassisted.
2 Acceptable - Sufficient evidence presented/observed to demonstrate knowledge/skill to perform adequately and appropriately in most classroom situations, meeting most learners’ needs.
3 Highly Effective - Evidence presented/observed to demonstrate knowledge/skill to perform in classroom situations is more than sufficient; performs capably and flexibly in varied classroom situations with all learners.

### TESS DOMAIN 1: Planning and Preparation (**AR Teacher Licensure Standards:** INTASC Standards 1, 2, 4, 6, & 7)

<table>
<thead>
<tr>
<th>Rating (Circle One)</th>
<th>Evidence Noted (PRE-OBSERVATION)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
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<tr>
<td>2</td>
<td></td>
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<td>3</td>
<td></td>
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</tbody>
</table>

1a. Knowledge of Content & Pedagogy (INTASC Standard 4 Content Knowledge & Standard 8 Instructional Strategies)

UNDERSTANDS CENTRAL CONCEPTS, TOOLS OF INQUIRY, & STRUCTURES OF THE DISCIPLINE; CONSIDERS SCOPE & SEQUENCE; USES LIFE APPLICATIONS TO ASSURE MEANINGFUL ENGAGEMENT

1b. Knowledge of Students (INTASC Standard 1 Learner Development and Standard 2 Learning Differences)

UNDERSTANDS GROWTH & DEVELOPMENTAL LEVELS; PLANS FOR INDIVIDUAL & CULTURAL DIFFERENCES (INCLUDING LANGUAGE, BELIEFS, EXPERIENCES, VALUES, INTERESTS & SKILL LEVELS)

1c. Setting Instructional Outcomes (INTASC Standard 7 Planning for Instruction)

PROVIDES FOR MULTIPLE LEARNING OPPORTUNITIES; PLANS WITH CLEAR ALIGNMENT, VALUE & SEQUENCE; STATES RIGOROUS LEARNING GOALS; INCLUDES ALL LEARNERS; CONSIDERS CROSS-DISCIPLINARY SKILLS

1d. Knowledge of Resources (INTASC Standard 7 Planning for Instruction)

KNOWLEDGEABLE OF INSTRUCTIONAL RESOURCES TO EXTEND CONTENT KNOWLEDGE AND PEDAGOGY IN CLASSROOM; CONSIDERS COMMUNITY CONTEXT & KNOWLEDGE OF RESOURCES FOR STUDENTS

1e. Designing Coherent Instruction (INTASC Standard 7 Planning for Instruction)

ACTIVITIES/MATERIALS/RESOURCES CREATE A SUPPORTIVE LEARNING ENVIRONMENT THAT ENCOURAGES ACTIVE ENGAGEMENT; STRUCTURED PLANNING INCLUDES ALIGNMENT TO GOAL(S) & OBJECTIVE(S), ENGAGING ACTIVITIES & INSTRUCTIONAL GROUPING; MATERIALS PREPARED & PLANS COMPLETED

1f. Designing Student Assessments (INTASC Standard 6 Assessment)

ALIGNMENT TO GOAL(S)/OBJECTIVE(S) & STANDARDS, UNDERSTANDING OF USE FOR FUTURE INSTRUCTION, WELL-DEVELOPED; MULTIPLE METHODS OF ASSESSMENT TO ENGAGE LEARNERS IN SELF-GROWTH; GUIDES TEACHER AND LEARNERS IN ACADEMIC DECISION-MAKING

<table>
<thead>
<tr>
<th>Rating (Circle One)</th>
<th>Evidence Noted (PRE-OBSERVATION)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
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<tr>
<td>2</td>
<td></td>
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<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>TESS DOMAIN 2: The Classroom Environment (AR Teacher Licensure Standards: INTASC Standard 3)</td>
<td>Rating (Circle One)</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>2a. Creating an Environment of Respect &amp; Rapport (INTASC Standard 3 Learning Environments) POSITIVE SOCIAL INTERACTIONS ENCOURAGED; APPROPRIATE EYE CONTACT, BODY LANGUAGE, FEELING TONE &amp; FOCUSED COMMENTS; ENVIRONMENT OF RESPECT [TEACHER TO STUDENT(S), STUDENT(S) TO TEACHER &amp; STUDENT(S) TO STUDENT(S)]</td>
<td>1 2 3</td>
</tr>
<tr>
<td>2b. Establishing a Culture for Learning (INTASC Standard 3 Learning Environments) IMPORTANCE OF CONTENT EXPRESSED, CHALLENGING LEARNING EXPECTATIONS, ACTIVE STUDENT ENGAGEMENT IN LEARNING; PRIDE IN WORK ENCOURAGED</td>
<td>1 2 3</td>
</tr>
<tr>
<td>2c. Managing Classroom Procedures (INTASC Standard 3 Learning Environments) MANAGEMENT OF INSTRUCTIONAL GROUPS, TRANSITIONS, MATERIALS &amp; SUPPLIES; PERFORMANCE OF NONINSTRUCTIONAL DUTIES; SUPERVISION OF VOLUNTEER(S) AND PARAPROFESSIONAL(S); INDIVIDUAL AND COLLABORATIVE LEARNING SUPPORTED THROUGH PROPER MANAGEMENT</td>
<td>1 2 3</td>
</tr>
<tr>
<td>2d. Managing Student Behavior (INTASC Standard 3 Learning Environments) COMMUNICATES CLEAR STANDARDS OF CLASSROOM BEHAVIOR; DISPLAYS CONSISTENCY; DEMONSTRATES POSITIVE BEHAVIOR; HANDLES RANGE OF BEHAVIOR; ANTICIPATES MISBEHAVIOR; VISIBLE COLLABORATION; SELF-MOTIVATION EXIBITED BY LEARNERS</td>
<td>1 2 3</td>
</tr>
<tr>
<td>2e. Organizing Physical Space (INTASC Standard 3 Learning Environments) SAFE AND CONDUCIVE TO LEARNING, ACCESS FOR ALL STUDENTS, PHYSICAL RESOURCES ARRANGED AND USED EFFECTIVELY</td>
<td>1 2 3</td>
</tr>
</tbody>
</table>

This form was developed to provide formative feedback to Arkansas Tech University Interns. The rating scale was modified from the Danielson rubrics and level four was omitted due to practical and developmental reasons. The ratings are designated to identify and document areas for growth within the internship experience.


**AR Teacher Licensure Standards: INTASC, Interstate Teacher Assessment and Support System, 2011**
This form was developed to provide formative feedback to Arkansas Tech University Interns. The rating scale was modified from the Danielson rubrics and level four was omitted due to practical and developmental reasons. The ratings are designated to identify and document areas for growth within the internship experience.


**AR Teacher Licensure Standards: INTASC, Interstate Teacher Assessment and Support System, 2011

<table>
<thead>
<tr>
<th>TESS Domain 3: Instruction (AR Teacher Licensure Standards: INTASC Standards 5, 6, &amp; 8)</th>
<th>Rating (Circle One)</th>
<th>Evidence Noted During Lesson (DURING OBSERVATION)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a. Communicating with Students (INTASC Standard 8 Instructional Strategies) CLEAR COMMUNICATION OF CONTENT; EXPECTATIONS OF LEARNING; PROCEDURES &amp; DIRECTIONS; PROPER USE OF ORAL AND WRITTEN LANGUAGE; MAKES CONTENT COMPREHENSIBLE; MEANINGFUL ENGAGEMENTS; CONNECTIONS</td>
<td>1</td>
<td>Evidence Noted During Lesson (DURING OBSERVATION)</td>
</tr>
<tr>
<td>3b. Using Questioning and Discussion Techniques (INTASC Standard 8 Instructional Strategies) QUALITY QUESTIONS AND QUESTIONING TECHNIQUES; ADEQUATE RESPONSE TIME PROVIDED; QUESTIONING FACILITATED WELL; STUDENT ENGAGEMENT WITH DEEP UNDERSTANDING DEVELOPED THROUGH QUESTIONING</td>
<td>1</td>
<td>Evidence Noted During Lesson (DURING OBSERVATION)</td>
</tr>
<tr>
<td>3c. Engaging Students in Learning (INTASC Standard 5 Application of Content) ACTIVITIES AND ASSIGNMENTS ENCOURAGE COGNITIVE ENGAGEMENT; PRODUCTIVE GROUPING; SUITABLE MATERIALS &amp; RESOURCES; APPROPRIATE STRUCTURE AND PACING; ATTENTION TO HIGHER-LEVEL THINKING; MEANINGFUL FOR LEARNERS; MASTERY OF CONTENT ASSURED</td>
<td>1</td>
<td>Evidence Noted During Lesson (DURING OBSERVATION)</td>
</tr>
<tr>
<td>3d. Using Assessment in Instruction (INTASC Standard 6 Assessment) STUDENT AWARENESS OF ALIGNMENT; MONITORING STUDENT LEARNING; APPROPRIATE AND TIMELY FEEDBACK; OPPORTUNITIES FOR STUDENT SELF AND/OR PEER EVALUATION; MULTIPLE METHODS TO ENGAGE LEARNERS</td>
<td>1</td>
<td>Evidence Noted During Lesson (DURING OBSERVATION)</td>
</tr>
<tr>
<td>3e. Demonstrating Flexibility and Responsiveness (INTASC Standard 8 Instructional Strategies) LESSON ADJUSTMENT BASED ON STUDENT PROGRESS; RESPONSIVE TO STUDENTS; PERSISTENCE TOWARD OBJECTIVES; VARIETY OF INSTRUCTIONAL STRATEGIES USED TO DEVELOP DEEP UNDERSTANDING</td>
<td>1</td>
<td>Evidence Noted During Lesson (DURING OBSERVATION)</td>
</tr>
</tbody>
</table>
### TESS DOMAIN 4: Professional Responsibilities (AR Teacher Licensure Standards: INTASC Standards 9 & 10)

<table>
<thead>
<tr>
<th>Rating</th>
<th>Evidence Noted (POST-OBSERVATION)</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td></td>
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<td>2</td>
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<td>3</td>
<td></td>
</tr>
</tbody>
</table>

#### 4a. Reflecting on Teaching (INTASC Standard 9 Professional Learning and Ethical Practice)
- **Accurate Evaluation of Lesson Effectiveness:** Considers research in teaching & learning; considers student success in future planning; adapts to meet needs of learner(s)

#### 4b. Maintaining Accurate Records (INTASC Standard 9 Professional Learning and Ethical Practice)
- **Professional Ethics & Conduct Guides Accurate Data Collection of Students’ Assignments & Progress:** Accuracy in instructional and noninstructional records

#### 4c. Communicating with Families (INTASC Standard 10 Leadership and Collaboration)
- **Various Forms (Newsletters, Emails, Phone Calls, etc.):** Describes specific situations, considers student and family background in communication; informs families about instructional program/plans

#### 4d. Participating in a Professional Community (INTASC Standard 10 Leadership and Collaboration)
- **Shares, Coordinates, Collaborates, Volunteers & Engages in School, District & Community Projects, Involvement in School Culture of Professional Inquiry:** Participates in volunteerism

#### 4e. Growing and Developing Professionally (INTASC Standard 9)
- **Seeks Professional Development Opportunities to Enhance Content and Pedagogical Knowledge:** Seeks & accepts constructive criticism; makes contributions to the profession through collaboration; contributes as a fellow professional

#### 4f. Showing Professionalism (INTASC Standard 9)
- **Integrity: Ethical Behavior; Serves Students; Promotes Fairness; Participates in Departmental Decision Making; Complies W/District Regulations; Advocates for Students and School:** Dresses appropriately; punctual; regular attendance

---

**Was the following STRAND exhibited during the observation?**

<table>
<thead>
<tr>
<th>STRAND</th>
<th>Yes/ No</th>
<th>STRENGTHS/ GOALS FOR IMPROVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. High Expectations</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>2. Cultural Competence</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>3. Appropriate Use of Technology</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>4. Student Assumption of Responsibility</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

**For each STRAND noted to the left, please list any evidence observed.**

**OBSERVERS’ SIGNATURE: ______________________ Date: ______________**

**INTERN’S SIGNATURE: __________________________________________________________ Date: _____________**
THE EXIT PORTFOLIO FOR ELEMENTARY EDUCATION, SECONDARY EDUCATION, AND MASTER OF ARTS IN TEACHING
A Standards-Based Presentation of Evidence for the Licensure of Beginning Teachers

Purpose: The exit portfolio is a performance-based assessment completed during the student internship. It should contain documentation of the essential teaching skills and dispositions as required by the Arkansas Teaching Standards (INTASC Standards) and aligned with the domains of Danielson’s Framework for Teaching used in Arkansas’ Teacher Excellence Support System (TESS). The contents of the exit portfolio should document reflective practice. To be recommended for licensure, you must successfully complete the exit portfolio.

Process:
- All evidence included in the Exit Portfolio should be developed during your internship experience.
- The Exit Portfolio should include select and significant examples of standards-based growth and performance evidenced through the 5 Exit Portfolio Tasks.
- The appearance of the portfolio should not overshadow its contents; however, be professional in presentation caring for organization, technical detail and thoughtful reflection. Choose a format that allows easy access to materials included. Use 12 pt. Times New Roman font and double spacing. Be sure to include your name on the cover or title page.

Products: Rubrics for evaluating the evidence presented in the Exit Portfolio are provided with the guidelines for development. You must complete all portfolio tasks and your portfolio introduction to be recommended for licensure. Any task (including the Introduction) that is rated below “acceptable” must be revised until satisfactory completion is achieved. Any case of academic dishonesty in completion of the portfolio will be addressed following the procedures outlined in the Arkansas Tech University Undergraduate Catalog.

The following table provides a summary of products that should be included in your exit portfolio for each task. This table serves only as a checklist to assist you in your compilation of necessary information.

<table>
<thead>
<tr>
<th>INTRO.</th>
<th>INTRODUCTORY INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A 3 TO 5-PAGE INTRODUCTION ADDRESSING YOUR PROGRAM’S PROFESSIONAL STANDARDS AND HOW YOUR PORTFOLIO PROVIDES EVIDENCE THAT YOU HAVE MET (OR EXCEEDED) THESE STANDARDS.</td>
</tr>
<tr>
<td></td>
<td>A TABLE OF CONTENTS OUTLINING THE FIVE TASKS (DESCRIBED BELOW) AND WHAT THE READER WILL FIND IN THOSE FIVE TASKS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TASKS</th>
<th>BRIEF TASK PRODUCT DESCRIPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 1</td>
<td>An approximately 3-5 page “My Beliefs about Teaching and Learning” document</td>
</tr>
<tr>
<td></td>
<td>A personal resume</td>
</tr>
<tr>
<td>Task 2</td>
<td>A 3-5 page case study/reflection for one exceptional student (e.g., has a physical and/or learning disability, is gifted, is a second-language learner, etc.) in your class</td>
</tr>
<tr>
<td>Task 3</td>
<td>A rationale for a unit that you plan to teach or have taught in your internship</td>
</tr>
<tr>
<td></td>
<td>A planning web (concept map) of your unit</td>
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<tr>
<td></td>
<td>Demographic information of the class you are teaching</td>
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<tr>
<td></td>
<td>A unit of lesson plans (5–10 lessons) including supporting materials and resources</td>
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<tr>
<td></td>
<td>A table showing the connection between learning activities, lesson objectives, assessments, and state standards for your unit</td>
</tr>
<tr>
<td></td>
<td>A copy of the unit assessment(s) (traditional and/or performance) you will use to measure students’ learning at the end of your unit</td>
</tr>
</tbody>
</table>
| Task 4 | Your lesson/learning plan for your best lesson  
|        | A ½- to 1-page evaluation of student learning  
|        | A videotape of your best lesson (20-30 minute video)  
|        | A scanned copy of a supervisor’s evaluation of your best lesson  
|        | Copies and/or citations of relevant handouts, transparencies, etc. for your best lesson  
|        | A 3-5 page reflection upon the perceived effectiveness of your best lesson and upon the supervisor’s feedback.  
|        | A second scanned copy of a supervisor’s evaluation of another lesson. |
| Task 5 | A copy of your pretest used prior to a unit of instruction  
|        | A table including the pretest scores, selected work scores, and post-test scores of one full class of students who participated in your unit of instruction.  
|        | Evaluated and labeled results of 3-4 typical students and the results of your exceptional student on your pretest or pre-performance  
|        | Evaluated and labeled results of 3-4 typical students and the results of your exceptional student completed on selected work during the course of the unit  
|        | Evaluated and labeled results of 3-4 typical students and the results of your exceptional student on your final unit assessment (i.e., your post-test or post-performance)  
|        | A 1 to 2 page reflection upon the students’ learning |
Introduction
My Exit Portfolio – Program Standards Attainment

**Purpose:** This introduction is a discussion of how you, as a *Professional of the 21st Century*, have provided evidence within your exit portfolio that you have met the Arkansas Teaching Standards (INTASC Standards) for your particular teaching field.

**Process:** You are to consider the evidence you have provided in your exit portfolio and how this evidence demonstrates that you have become a *Professional of the 21st Century*. Specifically, you are to discuss how various Tasks or parts of Tasks in your exit Portfolio demonstrate that you have met the Arkansas Teaching Standards (INTASC Standards).

Program Completers should address the following Arkansas Teaching Standards (INTASC Standards).
<table>
<thead>
<tr>
<th>INTASC Standard 1</th>
<th>INTASC Standard 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learner Development.</strong> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</td>
<td><strong>Assessment.</strong> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>INTASC Standard 2</th>
<th>INTASC Standard 7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Differences.</strong> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</td>
<td><strong>Planning for Instruction.</strong> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INTASC Standard 3</th>
<th>INTASC Standard 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Environments.</strong> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</td>
<td><strong>Instructional Strategies.</strong> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INTASC Standard 4</th>
<th>INTASC Standard 9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Knowledge.</strong> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</td>
<td><strong>Professional Learning and Ethical Practice.</strong> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</td>
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<tr>
<th>INTASC Standard 5</th>
<th>INTASC Standard 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Application of Content.</strong> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</td>
<td><strong>Leadership and Collaboration.</strong> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</td>
</tr>
</tbody>
</table>
Products: Write a 3-5 page summary demonstrating how specific evidence from your portfolio demonstrates that you have met (or exceeded) the Arkansas Teaching Standards (INTASC Standards).

- Your summary may be in paragraph form (if so, double spaced and typed), table form, or bullet form; BUT MAKE SURE THAT YOU PRECISELY AND EXPLICITLY CONNECT THE ARKANSAS TEACHING STANDARDS (INTASC STANDARDS) WITH SPECIFIC EVIDENCE FROM YOUR PORTFOLIO THAT SHOWS YOU HAVE MET OR EXCEEDED THESE STANDARDS.

Exit Portfolio Introduction Rubric

<table>
<thead>
<tr>
<th>Standard Criteria</th>
<th>3 Highly Effective</th>
<th>2 Acceptable</th>
<th>1 Unacceptable</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher provides evidence that he or she is knowledgeable of Arkansas Teaching Standards (INTASC Standards) in his or her respective field.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Teacher addresses each Arkansas Teaching Standards (INTASC Standards) in his or her respective field.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher provides connections between the Arkansas Teaching Standards (INTASC Standards) and portfolio tasks or parts of those tasks.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher’s reflection upon the Arkansas Teaching Standards (INTASC Standards) and how they are evidenced in the exit portfolio contain highly reflective depth and much specificity.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher’s written communication is very good (i.e., very few to no errors present, thoughts are well presented, etc.).</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

1 – Unacceptable – insufficient evidence for the criteria
2 – Acceptable – sufficient evidence for the criteria
3 – Highly Effective – superior evidence for the criteria

Note: The majority of the Standard Criteria mentioned above must be rated at the Acceptable or Highly Effective levels to successfully pass the task. If the majority of Standard Criteria mentioned above are rated Unacceptable, the task must be revised.
Purpose: A belief statement is an understanding and a commitment to a coordinated set of beliefs about a particular topic. As teachers, it is important that you carefully think about what you REALLY BELIEVE about teaching and learning. Your belief statement is not based on state or federal regulations; rather it is your belief informed by your past experience, your personal beliefs, and your personal dispositions. Your belief statement will guide your actions as you interact with students and establish your learning environment. In addition, you will provide a resume that demonstrates how you have prepared yourself to fulfill your beliefs.

Process: As you begin to formulate your belief statement, seek answers to the following types of questions: “What do I believe about teaching and learning?” “Why do I want to become a teacher?” “Based on my knowledge, preparation, and experience, what do I believe are the best methods for teaching and learning? Why?” “How will my actions be guided by learning theory?” “What kind of learning environment do I want my students to experience? Why?” “How should parents/guardians be included in student learning?” “How can I demonstrate equity, value, and respect for all learners?” “How will you relate professionally to your colleagues, parents, and members of the community?” “What is the importance of life-long learning for the teacher?” “What evidence demonstrates that I am clearly knowledgeable of the Arkansas Teaching Standards (INTASC Standards) and Danielson’s Framework for Teaching Criteria in my respective field?” “What does it mean to believe, ‘all children can learn’?”

Products:
- Write a 3-5 page (typewritten, double-spaced) statement entitled, My Beliefs about Teaching and Learning.
- Include a personal resume.
Exit Portfolio Task 1 My Beliefs about Teaching and Learning Rubric

<table>
<thead>
<tr>
<th>Standard Criteria</th>
<th>3 Highly Effective</th>
<th>2 Acceptable</th>
<th>1 Unacceptable</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(INTASC Standard 9, FFT 4f)</strong> Teacher views teaching as an important endeavor and exhibits a positive disposition toward various participants in and aspects of the profession.</td>
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<tr>
<td><strong>(INTASC Standard 9, FFT 4f)</strong> Teacher’s written communication is very good (i.e., very few to no errors present, thoughts are well presented, etc.)</td>
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<tr>
<td><strong>(INTASC Standard 3, FFT 4a)</strong> The teacher seeks to create and support a safe, productive learning environment that results in learners achieving at the highest levels.</td>
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<tr>
<td><strong>(INTASC Standard 9, FFT 4d, 4e, 4f)</strong> The teacher provides evidence that he or she is committed to life-long learning and self-improvement as a professional.</td>
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<tr>
<td><strong>(INTASC Standard 10, FFT 4c, 4d, 4f)</strong> The teacher disposition is favorable toward active engagement in professional learning and collaboration with colleagues, students, families, other school personnel, and community members.</td>
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</tbody>
</table>

Note: The majority of the Standard Criteria mentioned above must be rated at the Acceptable or Highly Effective levels to successfully pass the task. If the majority of Standard Criteria mentioned above are rated Unacceptable, the task must be revised.

1 – Unacceptable – insufficient evidence for the criteria
2 – Acceptable – sufficient evidence for the criteria
3 – Highly Effective – superior evidence for the criteria
Task # 2
Case Study
Evidence for INTASC Standards 1, 2, 3, & 9 and FFT Domain 1, 2, & 4

Purpose: The purpose of this task is to determine if you can effectively study, plan for, consider, and reflect upon the needs of an exceptional student in the teaching/learning process.

Process: First, identify 1-2 students in the same class. You need to look at more than one in case one student misses school because of illness, moving, or some other unforeseen circumstance that prevents his/her participation.

- Learn as much as you can about these 2 students. Create brief profiles on each student, including such information as their preferred learning styles, demographics (ethnicity, age, gender, free or reduced lunch status, family structure, etc.), likes and dislikes, interests, demonstrated skills, etc.
- Select the student on whom you will focus.
- Write an analysis of the student.

Products: For the student you have chosen, write a 3 to 5 page case study (typewritten, double-spaced) in narrative (paragraph) form following the guidelines below:

- Begin with a description of the student based upon the information you have gathered. Include the strengths and weaknesses of the student in your descriptions.
- Then write a description of what your instructional objectives are for the applicable period, and the modifications you plan to make to help this student learn. Make sure the modifications are founded upon the strengths and weaknesses of the student discussed and that they are developmentally appropriate. In addition, discuss how your assessment(s) is/are aligned with your objectives and teaching methods for this student.
- **DO NOT** include the real names of the students. Use an assigned name of your choosing. In addition, **DO NOT** include inappropriate information about the student (e.g., real names of parents, sexual tendencies, illegal activity, abuse, etc.).

Exit Portfolio Task 2 Case Study Rubric

1 – Unacceptable – insufficient evidence for the criteria
2 – Acceptable – sufficient evidence for the criteria
3 – Highly Effective – superior evidence for the criteria

Note: The majority of the Standard Criteria mentioned above must be rated at the Acceptable or Highly Effective levels to successfully pass the task. If the majority of Standard Criteria mentioned above are rated Unacceptable, the task must be revised.
Exit Portfolio Task 2 Case Study Rubric

<table>
<thead>
<tr>
<th>Standard Criteria</th>
<th>3 Highly Effective</th>
<th>2 Acceptable</th>
<th>1 Unacceptable</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(INTASC Standard 1 and Standard 2, FFT 1b)</em></td>
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<tr>
<td>Appropriate and extensive information for the student is provided.</td>
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<tr>
<td><em>(INTASC Standard 9, FFT 4f)</em></td>
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<tr>
<td>Teacher’s written communication is very good (i.e., very few to no errors present, thoughts are well presented, etc.)</td>
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<tr>
<td><em>(INTASC Standard 1, FFT 1e)</em></td>
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<tr>
<td>The teacher exhibits high expectations for the learner and implements developmentally appropriate and challenging learning experiences for the student.</td>
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<tr>
<td><em>(INTASC Standard 2, FFT 1c)</em></td>
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<tr>
<td>The teacher considers the individual learning diversity/exceptionality of the student in the formulation of learning objectives for the student.</td>
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<tr>
<td><em>(INTASC Standard 3, FFT 2a, 2b, 2c, 2d, 2e)</em></td>
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<tr>
<td>The teacher works to create a useful learning environment to support the learning of this particular student.</td>
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</tbody>
</table>

1 – Unacceptable – insufficient evidence for the criteria
2 – Acceptable – sufficient evidence for the criteria
3 – Highly Effective – superior evidence for the criteria

**Note:** The majority of the Standard Criteria mentioned above must be rated at the **Acceptable** or **Highly Effective** levels to successfully pass the task. If the majority of Standard Criteria mentioned above are rated **Unacceptable**, the task must be revised.
Task # 3
Planning a Unit
Evidence for INTASC Standards 1, 2, 4, 5, 6, 7, and FFT Domain 1

**Purpose:** The purpose of this task is to demonstrate that you can plan a useful and coherent unit of instruction and that you can design an effective assessment based upon this unit.

**Process:** Begin by selecting a unit that you want to include in your portfolio. You may choose to use a unit that your field based supervisor (cooperating teacher) and/or your university supervisor has observed.

- Identify two broad-range goals that you have for your unit. Each of these goals should have at least two lesson objectives matched to it in the unit. These goals and objectives should be connected clearly to the state curriculum frameworks.
- Select a unit that provides evidence that students did build on what they already knew, and one that stimulated questions that they wanted to answer, leading to the understanding of basic content, concepts, skills, and/or processes.
- Show how the unit allowed students to engage in hands-on activities (small and large group activities) as they inquired about the topic.
- Provide evidence that shows that the unit related to the interests of the students and motivated them to learn.
- Provide evidence of how you will formally assess your students after completion of the unit.

**Products:** Your portfolio entry for the unit should include:

- A unit rationale statement that explains why the knowledge or skill is important for the students to know or be able to do. In other words, why is this important to these students in “real-life?”
- A planning web (concept map) of concepts showing the “connectedness” of the concepts that have been previously discussed in class and the concepts that you will be teaching in your unit. This concept map should demonstrate where the concepts you are teaching in your unit “fit” within what has been previously taught and how the concepts you are teaching relate to one another. The concept map should clearly show an alignment to your learning goals/objectives in your unit. Your concept map should follow the pattern you learned in your early childhood, middle level, or secondary professional coursework.
- A description of the demographics of the class you are teaching. In other words, who will you be teaching (e.g., grade level, gender, ethnicities, exceptionalities, etc.)?
- A unit of lesson plans (approximately 5-10 lessons). All relevant class materials, annotated text bibliographies, copies of overheads, tasks, assignments, and other materials should be cited and/or included. The materials you use as part of your unit are essential to providing a complete picture of your unit. As you complete the lesson plans for the unit, remember to include the state curriculum frameworks on each lesson plan.
- Create a matrix (or table) that demonstrates which state curriculum frameworks are implemented in your learning activities for the unit. In other words, the learning and methods of instruction used in your unit should connect to the state curriculum frameworks, and this should be made evident through the use of the matrix. Therefore, from the matrix it should be clear that you have general objectives (or goals) for your unit, specific objectives (or goals) for your lesson, that these objectives are directly connected to the state curriculum frameworks, and that you have a plan for assessing your students’ learning.
**Lesson Title:** Natural Divisions of Arkansas

**Unit Goals/Objectives demonstrated in this lesson:**
Students demonstrate knowledge of how to read and create maps of Arkansas.

Students demonstrate knowledge of how the natural divisions of Arkansas affected animal wildlife and humans historically.

**Lesson Objective 1:** Students will demonstrate their knowledge of the natural divisions of Arkansas.

**State Standard 1.1.15**
Understand spatial relationships and locate places on Arkansas, U.S., and world maps using the process of mental mapping.

**Activities:**
1. Students will draw and label maps of the natural divisions of Arkansas.
2. Students will hypothesize (with the assistance of various resources) the types of animals that likely would have lived within certain natural divisions before man’s arrival.
3. Students will examine historical documents pertaining to local animal life to test their initial hypotheses.
4. Students will research likely occupations/lifestyles of early settlers based upon the natural division in which they settled.
5. Students will present their findings from chosen regions to the class.

**Lesson Objective 2:** Students will demonstrate their knowledge of how the natural divisions have been used by a variety of people and animals.

**State Standard 2.1.7**
Investigate the processes and evaluate the impact of change over time in Arkansas using the themes of geography: location, place (human and physical characteristics), movement patterns (people, ideas, goods, and services), human-environment interactions and regions.

**State Standard 4.1.2**
Locate the principal rivers in Arkansas and demonstrate knowledge of how water is used in your region and state.

**Assessment:**
1. The maps will be informally assessed by the teacher during activity facilitation.
2. Students’ presentations will be informally assessed using a rubric.

- Develop lesson plans based on your matrix and planning web of possible activities that take into consideration a balance among various activities and that follow the skill development or learning needs of the students. Tell how you will make adjustments to the physical space available in the classroom to support student learning during your unit.
- Build into each lesson appropriate assessment activities that evaluate the students’ learning, and include a copy of your assessment (traditional and/or formal) that you will use at the end of your unit.
Exit Portfolio Task 3 Planning a Unit Rubric

1 – Unacceptable – insufficient evidence for the criteria
2 – Acceptable – sufficient evidence for the criteria
3 – Highly Effective – superior evidence for the criteria

Note: The majority of the Standard Criteria mentioned above must be rated at the Acceptable or Highly Effective levels to successfully pass the task. If the majority of Standard Criteria mentioned above are rated Unacceptable, the task must be revised.

<table>
<thead>
<tr>
<th>Standard Criteria</th>
<th>3 – Highly Effective</th>
<th>2 – Acceptable</th>
<th>1 – Unacceptable</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>(INTASC Standard 4, FFT 1a) A Rationale for the Unit explaining why the</td>
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<td>information or skills taught in the unit are important for students to know</td>
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<td>or be able to do.</td>
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<td>(INTASC Standard 5, FFT 1a) Graphic organizers (e.g., alignment matrix, concept</td>
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<td>map, etc.) that demonstrate the interconnectedness of the different concepts/</td>
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<td>content to be taught in the unit, a clear connection to your unit objectives/</td>
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<td>goals, and the connections to what was taught before the unit began.</td>
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<td>(INTASC Standard 7, FFT 1c, 1d, 1e) A Unit of Lesson Plans (5-10 Lessons) with</td>
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<td>all materials included (e.g., tests, assignments, etc.). Evidence of proper</td>
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<td>appropiate uses of technology in planning and for student engagement/learning</td>
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<td>is present.</td>
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<td>(INTASC Standard 1, FFT 1b) The teacher considers learner developmental levels,</td>
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<td>and designs developmentally appropriate and challenging learning experiences.</td>
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<td>(INTASC Standard 2, FFT 1e) The teacher considers individual and group diversity</td>
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<td>within his/her planning.</td>
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<td>(INTASC Standard 4, FFT 1e) The teacher plans learning opportunities that make</td>
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<td>the discipline accessible and meaningful for learners to assure mastery of the</td>
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<td>content.</td>
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<td>(INTASC Standard 6, FFT 1f) The teacher identifies multiple methods of assessment</td>
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<td>used in the unit and submits a well-designed formal assessment for measuring</td>
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<td>student learning at the end of the unit.</td>
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<td>(INTASC Standard 7, FFT 1c) The teacher demonstrates alignment in rigorous</td>
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<td>learning goals, well-developed objectives, instructional activities, and</td>
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<td>assessments used.</td>
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</table>

Note: The majority of the Standard Criteria mentioned above must be rated at the Acceptable or Highly Effective levels to successfully pass the task. If the majority of Standard Criteria mentioned above are rated Unacceptable, the task must be revised.
Task # 4
Your Best Lesson
Evidence for INTASC Standards 1-9, and FFT Domains 1, 2, 3, & 4

Purpose: The purpose of this task is to demonstrate that you can effectively plan, implement, and reflect upon the results of a lesson.

Process: For this entry in your portfolio, you will provide a detailed analysis of your best lesson to allow for an in-depth look at your teaching that has been videotaped and analyzed by an evaluator. For the lesson, make arrangements for someone to videotape the class. To accomplish this, many interns ask the cooperating teacher or other peer/mentor to videotape the lesson(s) for them. In addition, make arrangements with an evaluator to evaluate the best lesson (live or from the videotape).

Products: Your portfolio entry for your best lesson should include:

- A lesson/learning plan for your best lesson using any one of the various acceptable lesson plan/learning plan formats. As you complete the lesson plan, keep the state standards in mind. Be sure to include a list of materials and resources.

- A ½ to 1 page evaluation of student learning. You are to evaluate the students’ learning based upon your lesson objectives and upon the state standards. Specifically you are to address the following: “Did they meet your objectives and the accompanying state standards, and what evidence do you have that they met your lesson objectives/state standards?” FOCUS IS UPON THE EVIDENCE OF STUDENT LEARNING BASED UPON ATTAINMENT OF OBJECTIVES AND STANDARDS DELINEATED IN THE LESSON (i.e., not upon feelings, how you felt it went, whether or not students behaved appropriately, their motivation, etc.).

- A videotape for your best lesson. This videotape can consist of one continuous segment or two or three distinct segments. For the 20-30 minute videotaped lesson, the following aspects should be present:
  - All relevant class handouts, text page numbers, copies of overhead transparencies, tasks, assignments, and other materials for your best lesson. When you are in doubt about what materials to include, it is best to include more to provide a more complete picture of your lesson.
  - Two scanned copies of an evaluator’s feedback. One should be included and labeled for your best lesson and a second should be included as further evidence of your ability to teach.
  - A 3 to 5 page reflective analysis of your best lesson (typewritten, double-spaced) recounting the lesson, evaluating student motivation and learning, and considering the evaluation feedback you received from your supervisor.

Note: It is important to “catch” the students’ voices, as well as the teacher’s, on tape to demonstrate the above aspects.
<table>
<thead>
<tr>
<th>Standard Criteria</th>
<th>3 Highly Effective</th>
<th>2 Acceptable</th>
<th>1 Unacceptable</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>(INTASC Standard 2, FFT 1b)</td>
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<td>Teacher provides sufficient evidence to demonstrate that students’ prior knowledge has been considered.</td>
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<tr>
<td>(INTASC Standard 8, FFT 3a, 3b, 3c, 3d, 3e)</td>
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<td>The teaching demonstrated on the videotape reflects the prior planning.</td>
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<tr>
<td>(INTASC Standard 3, FFT 2a, 2b, 2c, 2d, 2e)</td>
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<td>The teacher effectively manages the classroom.</td>
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<td>(INTASC Standard 1, FFT 1b)</td>
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<td>The teacher uses understanding of development to design and implement a lesson that is appropriate to the students’ developmental levels.</td>
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<td>(INTASC Standard 2, FFT 2a)</td>
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<td></td>
<td>The teacher uses understanding of student diversity to insure an inclusive learning environment with high standards for learning.</td>
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<td>(INTASC Standard 3, FFT 2b)</td>
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<td>The teacher works to create a learning environment that encourages positive social interaction, active engagement, and motivation of learners including the appropriate uses of technologies.</td>
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<td>(INTASC Standard 4, FFT 3c )</td>
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<td>The teacher demonstrates a strong understanding of his/her content area that is used to provide a meaningful learning opportunity for students.</td>
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<tr>
<td>(INTASC Standard 5, FFT 3b, 3c )</td>
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<td>The teacher provides opportunities for learners to critically think, create, and/or problem solve with real-life connections to and/or applications of the content.</td>
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<td>(INTASC Standard 6, FFT 3d )</td>
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<td>The teacher uses a variety of informal and/or formal assessments to determine if appropriate learning has occurred.</td>
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<td>(INTASC Standard 7, FFT 1c, 1e, 1f )</td>
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<td>The teacher demonstrates alignment between appropriate learning standards, well-developed objectives, instructional activities, and the assessments used in the lesson.</td>
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<td>(INTASC Standard 9, FFT 4a, 4d, 4e, 4f)</td>
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<td>The teacher’s reflection is highly reflective, professional, and considers the evaluation results provided by his/her supervisor. The teacher also specifically cites and discusses the evidence of student learning based upon the lesson objectives and state standards outlined.</td>
</tr>
</tbody>
</table>

1 – Unacceptable – insufficient evidence for the criteria  
2 – Acceptable – sufficient evidence for the criteria  
3 – Highly Effective – superior evidence for the criteria  

Note: The majority of the Standard Criteria mentioned above must be rated at the **Acceptable** or **Highly Effective** levels to successfully pass the task. If the majority of Standard Criteria mentioned above are rated **Unacceptable**, the task must be revised.
Task # 5
Assessment of Student Learning
Evidence for INTASC Standards 6 & 9, and FFT Domains 3 & 4

**Purpose:** This task will demonstrate that student learning has taken place under your teaching.

**Process:** You will need to scan examples of student work for 3-4 typical students and for your exceptional student on whom you did your Task 2 case study. You will then reflect upon these assessment results and answer the following question, “Did the students learn, what evidence do you have that they learned, and what will you do in future planning based upon these results?”

**Products:** Your portfolio entry for this task should include the following samples of student work:

- A copy of some type of pretest for the unit that you have taught (e.g., a multiple choice pretest, an essay pretest, a short answer pretest, a skill/ability pretest rubric, a pretest reflection on the topic, and so forth).
- A table including the pretest scores, selected work scores, and post-test scores of one full class of students who participated in your unit of instruction.
- Evaluated and labeled results of 3-4 typical students and the results of your exceptional student on your pretest.
- Evaluated and labeled results of 3-4 typical students and the results of your exceptional student completed on selected work during the course of the unit.
- Evaluated and labeled results of 3-4 typical students and the results of your exceptional student on your final unit assessment (traditional and/or performance).
- A 1 to 2 page reflection addressing the question, “Did the students learn, what evidence do you have that they learned, and what will you do in future planning based upon these results?”
<table>
<thead>
<tr>
<th>Standard Criteria</th>
<th>3 Highly Effective</th>
<th>2 Acceptable</th>
<th>1 Unacceptable</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(INTASC Standard 6, FFT 3d, 4b)</strong>&lt;br&gt;The teacher provides a table of class scores and evaluated work&lt;br&gt;samples of 3-4 typical students and one exceptional student (from Task 2) (with citation of adaptations) for pre-, mid-, and post-unit evaluation of learning.</td>
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<td><strong>(INTASC Standard 6, FFT 3d, 4a)</strong>&lt;br&gt;The teacher uses multiple methods of assessment to monitor&lt;br&gt;learner progress and the effectiveness of the instructional&lt;br&gt;approaches used.</td>
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<td><strong>(INTASC Standard 6 &amp; 7, FFT 4a, 4b, 4e)</strong>&lt;br&gt;The teacher provides a 1 to 2 page specific and detailed analysis&lt;br&gt;addressing the following: “Did the students learn, what evidence&lt;br&gt;do you have that they learned, and what would you do in future&lt;br&gt;planning based upon these results?”</td>
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<tr>
<td><strong>(INTASC Standard 9, FFT 4a, 4e)</strong>&lt;br&gt;Within the 1 to 2 page analysis, the teacher carefully reflects&lt;br&gt;upon the effectiveness of the instructional approaches used and&lt;br&gt;discusses ways in which he/she might revise this practice in the&lt;br&gt;future to ensure student success (e.g., collaboration with others,&lt;br&gt;professional development, etc.).</td>
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<tr>
<td><strong>(INTASC Standard 9, FFT 4f)</strong>&lt;br&gt;Teacher’s oral and written communication is very good (i.e., very&lt;br&gt;few to no errors present, thoughts are well presented, etc.).</td>
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**Exit Portfolio Task 5 Assessment of Student Learning Rubric**

1 – Unacceptable – insufficient evidence for the criteria  
2 – Acceptable – sufficient evidence for the criteria  
3 – Highly Effective – superior evidence for the criteria

**Note:** The majority of the Standard Criteria mentioned above must be rated at the **Acceptable** or **Highly Effective** levels to successfully pass the task. If the majority of Standard Criteria mentioned above are rated **Unacceptable**, the task must be revised.
Student Internship Formative Observation and Intervention Form EXAMPLE for Middle Level Education

The Formative Observation and Intervention Form was aligned to the AMLE Standards and adapted from Danielson’s Framework for Teaching; the Arkansas Teacher Excellence Support System (TESS) is built around these:

- Domain 1: Planning and Preparation
- Domain 2: The Classroom Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibility

It includes all the MLED Standards and 22 Elements of good teaching and is aligned to the Arkansas Teaching Standards (INTASC Standards) as well.
Middle Level Education Program Formative Observation and Intervention (Complete and return to Director of Teacher Education Student Services) Revised fall 2014

Intern __________________________ Observer ___________________________ School __________________________ Date __________

What is your supervisory role?  ATU Campus-based Supervisor  Cohort Supervisor  ATU Content-area Supervisor (circle one) Which Observation is this?  1  2  3  4 (circle one)

Is this lesson the one the candidate will be including as his/her BEST LESSON in the internship exit portfolio?  Yes  No (circle one)

**Key for rating performance:**
1 - Unacceptable - Insufficient evidence presented/observed to demonstrate knowledge/skill to perform in classroom situations unassisted.
2 - Acceptable - Sufficient evidence presented/observed to demonstrate knowledge/skill to perform adequately and appropriately in most classroom situations, meeting most learners’ needs.
3 - Highly Effective - Evidence presented/observed to demonstrate knowledge/skill to perform in classroom situations is more than sufficient; performs capably and flexibly in varied classroom situations with all learners.

***TESS Domain 1: Planning and Preparation (**AR Teacher Licensure Standards: INTASC Standards 1, 2, 4, 6, & 7) (AMLE Principal A: The Learner and Learning, Standard 1 Young Adolescent Development. Principal B: Content, Standard 2 Middle Level Curriculum)

<table>
<thead>
<tr>
<th>Evidence Noted (PRE-OBSERVATION)</th>
<th>Rating (Circle One)</th>
<th>Domain 1</th>
<th>Domain 2</th>
<th>Domain 3</th>
<th>Domain 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMLE Standard 1 Young Adolescent Development Element a. Knowledge of Y. A. DEMONSTRATES UNDERSTANDING OF THE INTELLECTUAL, PHYSICAL, SOCIAL, EMOTIONAL &amp; MORAL CHARACTERISTICS, NEEDS &amp; INTERESTS OF YOUNG ADOLESCENTS TO CREATE HEALTHY, RESPECTFUL, SUPPORTIVE, &amp; CHALLENGING LEARNING ENVIRONMENTS FOR ALL, INCLUDING THOSE WHOSE LANGUAGE &amp; CULTURES ARE DIFFERENT FROM THEIR OWN</td>
<td>1</td>
<td>Standard 1 Young Adolescent Development Element a.</td>
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<tr>
<td>AMLE Standard 1 Young Adolescent Development Element b. Knowledge of the implication of Diversity on Young Adolescent Development DEMONSTRATES UNDERSTANDING OF THE IMPLICATIONS OF DIVERSITY ON THE DEVELOPMENT OF YOUNG ADOLESCENTS; PLANNING CONSIDERS &amp; CELEBRATES THE DIVERSITY OF ALL</td>
<td>1</td>
<td>Element b.</td>
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<tr>
<td>Element c. Implications of Young Adolescent Development for Mid Level Curr. &amp; Instr. USES KNOWLEDGE OF YOUNG ADOLESCENT DEVELOPMENT WHEN PLANNING AND IMPLEMENTING MIDDLE LEVEL CURRICULUM &amp; WHEN SELECTING &amp; USING INSTRUCTIONAL STRATEGIES</td>
<td>1</td>
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</tbody>
</table>

Element b. Middle Level Student Standards USES KNOWLEDGE OF LOCAL, STATE, NATIONAL & COMMON CORE STANDARDS TO FRAME TEACHING & DRAW ON THIS KNOWLEDGE OF STANDARDS TO DESIGN, IMPLEMENT, AND EVALUATE DEVELOPMENTALLY RESPONSIVE, MEANINGFUL & CHALLENGING CURRICULUM FOR ALL | 1 | |
| | 2 | |
| | 3 | |

Element c. Interdisciplinary Nature of Knowledge DEMONSTRATES THE INTERDISCIPLINARY NATURE OF KNOWLEDGE BY HELPING ALL YOUNG ADOLESCENTS MAKE CONNECTIONS AMONG SUBJECT AREAS BY FACILITATING RELATIONSHIPS AMONG CONTENT IDEAS, INTERESTS & EXPERIENCES & BY DEVELOPING & IMPLEMENTING RELEVANT CHALLENGING, INTEGRATIVE & EXPLORATORY CURRICULUM. (Learning opportunities should enhance information literacy, thinking, problem solving & evaluation of information gained.) | 1 | |
| | 2 | |
| | 3 | |

Revised Fall 2014
### TESS Domain 2: The Classroom Environment (AR Teacher Licensure Standards: INTASC Standard 3) (AMLE Principal A: The Learner and Learning, Standard 1 Young Adolescent Development)

<table>
<thead>
<tr>
<th>Rating (Circle One)</th>
<th>Evidence Noted During Lesson (DURING OBSERVATION)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Standard 1 Young Adolescent Development Element a</td>
</tr>
<tr>
<td></td>
<td>AMLE Standard 1 Young Adolescent Development</td>
</tr>
<tr>
<td></td>
<td>Element a. Knowledge of Young Adolescent Development</td>
</tr>
<tr>
<td></td>
<td>DEMONSTRATES A COMPREHENSIVE KNOWLEDGE OF YOUNG ADOLESCENT DEVELOPMENT &amp; USES THIS UNDERSTANDING OF THE INTELLECTUAL, PHYSICAL, SOCIAL, EMOTIONAL, &amp; MORAL CHARACTERISTICS, NEEDS &amp; INTERESTS OF YOUNG ADOLESCENTS TO CREATE HEALTHY, RESPECTFUL, SUPPORTIVE &amp; CHALLENGING LEARNING ENVIRONMENTS FOR ALL</td>
</tr>
<tr>
<td>1</td>
<td>Element b. Knowledge of the Implication of Diversity on Young Adolescent Development</td>
</tr>
<tr>
<td></td>
<td>INDICATES &amp; DEMONSTRATES AN UNDERSTANDING OF THE IMPLICATIONS OF DIVERSITY ON THE DEVELOPMENT OF YOUNG ADOLESCENTS &amp; PARTICIPATES SUCCESSFULLY IN MIDDLE LEVEL PRACTICES THAT CONSIDER &amp; CELEBRATE THE DIVERSITY OF ALL</td>
</tr>
<tr>
<td>2</td>
<td>Element c. Implications of Young Adolescent Development</td>
</tr>
<tr>
<td></td>
<td>PROVIDES A SAFE AND CONDUCIVE LEARNING ENVIRONMENT THAT IS ACCESSIBLE FOR ALL YOUNG ADOLESCENTS &amp; IS APPROPRIATE FOR IMPLEMENTING MIDDLE LEVEL CURRICULUM AND INSTRUCTIONAL STRATEGIES</td>
</tr>
<tr>
<td>3</td>
<td>Element d. Implications of Y. A. Development for Middle Level Programs and Practices</td>
</tr>
<tr>
<td></td>
<td>APPLIES KNOWLEDGE OF YOUNG ADOLESCENT DEVELOPMENT WHEN MAKING DECISIONS ABOUT THEIR RESPECTIVE ROLES IN CREATING &amp; MAINTAINING DEVELOPMENTALLY RESPONSIVE LEARNING</td>
</tr>
<tr>
<td>1</td>
<td>AMLE Standard 1 Young Adolescent Development</td>
</tr>
<tr>
<td></td>
<td>Element a. Knowledge of Young Adolescent Development</td>
</tr>
<tr>
<td></td>
<td>DEVELOPS CLEAR STANDARDS OF CLASSROOM BEHAVIOR THAT ARE CONSISTENT; DEMONSTRATES POSITIVE BEHAVIOR &amp; AN UNDERSTANDING OF THE DEVELOPMENTAL CHARACTERISTICS OF THE YOUNG ADOLESCENT</td>
</tr>
</tbody>
</table>

This form was developed to provide formative feedback to Arkansas Tech University Interns. The rating scale was modified from the Danielson rubrics and level four was omitted due to practical and developmental reasons. The ratings are designated to identify and document areas for growth within the internship experience.


**AR Teacher Licensure Standards: INTASC, Interstate Teacher Assessment and Support System, 2011**
This form was developed to provide formative feedback to Arkansas Tech University Interns. The rating scale was modified from the Danielson rubrics and level four was omitted due to practical and developmental reasons. The ratings are designated to identify and document areas for growth within the internship experience.


**AR Teacher Licensure Standards: INTASC, Interstate Teacher Assessment and Support System, 2011**

<table>
<thead>
<tr>
<th>TESS Domain</th>
<th>AMLE Standard 4 Middle Level Instructional Strategies</th>
<th>Rating (Circle One)</th>
<th>Evidence Noted During Lesson (DURING OBSERVATION)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TESS Domain 3: Instruction (AR Teacher Licensure Standards: INTASC Standards 5, 6, &amp; 8) (AMLE Principle C: Instructional Practice, Standard 4 Middle Level Instruction and Assessment)</td>
<td>AMLE Standard 4 Middle Level Instructional Strategies</td>
<td>1</td>
<td>Standard 4. Middle Level Instruction and Assessment</td>
</tr>
<tr>
<td></td>
<td>Element a. Content Pedagogy</td>
<td>2</td>
<td>Element a</td>
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<tr>
<td></td>
<td>USES INSTRUCTIONAL &amp; ASSESSMENT STRATEGIES THAT ARE EFFECTIVE IN THE SUBJECT THEY TEACH</td>
<td>3</td>
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<tr>
<td></td>
<td>AMLE Standard 4 Middle Level Instructional Strategies</td>
<td>1</td>
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<tr>
<td></td>
<td>Element b. Middle Level Instructional Strategies</td>
<td>2</td>
<td>Element b</td>
</tr>
<tr>
<td></td>
<td>EMPLOYS A WIDE VARIETY OF TEACHING, LEARNING &amp; ASSESSMENT STRATEGIES INCLUDING TECHNOLOGY THAT ENcourages EXPLORATION, CREATIVITY &amp; INFORMATIONAL LITERACY SKILLS; INSTRUCTION IS RESPONSIVE TO THE YOUNG ADOLESCENT INDIVIDUAL IDENTITIES</td>
<td>3</td>
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<tr>
<td></td>
<td>AMLE Standard 4 Middle Level Instructional Strategies</td>
<td>1</td>
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<td></td>
<td>Element c. Middle Level Assessment and Data-informed Instruction</td>
<td>2</td>
<td>Element c</td>
</tr>
<tr>
<td></td>
<td>DEVELOPS &amp; ADMINISTERS ASSESSMENTS &amp; USES THEM AS FORMATIVE AND SUMMATIVE TOOLS TO CREATE MEANINGFUL LEARNING EXPERIENCES BY ASSESSING PRIOR LEARNING, IMPLEMENTING EFFECTIVE LESSONS, REFLECTING ON YOUNG ADOLESCENT LEARNING &amp; ADJUSTING INSTRUCTION BASED ON THE KNOWLEDGE GAINED</td>
<td>3</td>
<td></td>
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<tr>
<td></td>
<td>AMLE Standard 4 Middle Level Instructional Strategies</td>
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<td></td>
<td>Element d. Young Adolescent Motivation</td>
<td>2</td>
<td>Element d</td>
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<tr>
<td></td>
<td>MOTIVATES ALL YOUNG ADOLESCENTS &amp; FACILITATES THEIR LEARNING THROUGH A WIDE VARIETY OF DEVELOPMENTALLY RESPONSIVE MATERIALS &amp; RESOURCES</td>
<td>3</td>
<td></td>
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<tr>
<td></td>
<td>AMLE Standard 3 Middle Level Philosophy and School Organizations</td>
<td>1</td>
<td>Std 3. Middle Level Philosophy &amp; School Organizations</td>
</tr>
<tr>
<td></td>
<td>Element b. Middle Level Organization and Best Practices</td>
<td>2</td>
<td>Element b</td>
</tr>
<tr>
<td></td>
<td>UTILIZES KNOWLEDGE OF THE EFFECTIVE COMPONENTS OF MIDDLE LEVEL PROGRAMS &amp; SCHOOLS THAT FOSTER EQUITABLE EDUCATIONAL PRACTICES; ENHANCES LEARNING FOR ALL STUDENTS &amp; DEMONSTRATES THE ABILITY TO APPLY KNOWLEDGE WITHIN A VARIETY OF SCHOOL ORGANIZATIONAL SETTINGS</td>
<td>3</td>
<td></td>
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</tbody>
</table>
**TESS DOMAIN 4: Professional Responsibilities (AR Teacher Licensure Standards: INTASC Standards 9 & 10) (AMLE Principal D: Professional Responsibility, Standard 5 Middle Level Professional Roles. AMLE Principal B: Content Standard 3 Middle Level Philosophy and School Organization)**

<table>
<thead>
<tr>
<th>Element</th>
<th>Rating (Circle One)</th>
<th>Evidence Noted (POST-OBSERVATION)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMLE Standard 5 Middle Level Professional Roles, Element a. Professional Roles of Middle Level Teachers UNDERSTANDS, REFLECTS &amp; IS SUCCESSFUL IN UNIQUE ROLE AS MIDDLE LEVEL PROFESSIONAL, AS MEMBER OF A TEAM &amp; AS ADVISOR TO YOUNG ADOLESCENTS</td>
<td>1</td>
<td>Standard 5. Middle Level Professional Roles Element a</td>
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<td></td>
<td>3</td>
<td>Element b</td>
</tr>
<tr>
<td>AMLE Standard 5 Middle Level Professional Roles Element b. Advocacy for Y. A. &amp; Developmentally Responsive Schooling Practices SERVES AS AN INFORMED ADVOCATE FOR EFFECTIVE MIDDLE LEVEL EDUCATIONAL PRACTICES, POLICIES &amp; USE PROFESSIONAL LEADERSHIP TO CREATE EQUITABLE OPPORTUNITIES FOR YOUNG ADOLESCENTS THAT WILL MAXIMIZE STUDENTS’ LEARNING</td>
<td>1</td>
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<td></td>
<td>2</td>
<td>Element c</td>
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<tr>
<td>AMLE Standard 5 Middle Level Professional Roles Element c. Working with Family Members and Community Involvement VALUES DIVERSE FAMILY STRUCTURES &amp; CULTURAL BACKGROUNDS TO INFLUENCE &amp; ENRICH LEARNING; COLLABORATES WITH COMMUNITY PARTNERS, PARTICIPATES IN SCHOOL &amp; COMMUNITY ACTIVITIES &amp; BUILDS POSITIVE COLLABORATIVE RELATIONSHIPS WITH FAMILIES FROM DIVERSE BACKGROUNDS</td>
<td>1</td>
<td>Standard 5. Middle Level Professional Roles Element d</td>
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<td>2</td>
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<tr>
<td>AMLE Standard 5 Middle Level Professional Roles Element d. Dispositions and Professional Behaviors HAS A POSITIVE ORIENTATION TOWARD TEACHING THE YOUNG ADOLESCENT BY MODELING HIGH STANDARDS, ETHICAL BEHAVIOR &amp; PROFESSIONAL COMPETENCE</td>
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<tr>
<td>AMLE Standard 3 Middle Level Philosophy and School Organizations Element a. Middle Level Philosophical Foundations UNDERSTANDS THE DEVELOPMENTALLY RESPONSIVE MIDDLE LEVEL PROGRAMS &amp; SCHOOLS</td>
<td>1</td>
<td>Standard 3. Middle Level Philosophy and School Organization Element a</td>
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<thead>
<tr>
<th>STRAND</th>
<th>Yes/ No</th>
<th>STRAND</th>
<th>Yes/ No</th>
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<tbody>
<tr>
<td>2. Cultural Competence</td>
<td>7. Attention to Individual Needs</td>
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<tr>
<td>3. Appropriate Use of Technology</td>
<td>8. Engagement of Students’ Minds</td>
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</table>

**SUMMARY COMMENTS/ STRENGTHS/ GOALS FOR IMPROVEMENT:**

OBSERVERS' SIGNATURE: __________________________ Date: _____________

INTERN’S SIGNATURE: __________________________ Date: _____________
MIDDLE LEVEL EDUCATION EXIT PORTFOLIO
A Standards-Based Presentation of Evidence for
the Licensure of Teachers from Arkansas Tech University

Purpose: The middle level exit portfolio is a performance-based assessment completed during the student internship. It should contain documentation of the essential teaching skills and dispositions as indicated by the Association of Middle Level Education (AMLE) standards, Arkansas Teaching Standards (INTASC Standards), and Danielson’s Framework for Teaching (FFT). The contents of the exit portfolio should document reflective practice. To be recommended for licensure, you must successfully complete the exit portfolio. The exit portfolio provides additional evidence that you are developing as a Professional of the 21st Century.

Process:
- All evidence included in the Exit Portfolio should be developed during your internship experience.
- The Exit Portfolio should include select and significant examples of standards-based growth and performance evidenced through the Introduction and the 5 Exit Portfolio Tasks.
- The appearance of the portfolio should not overshadow its contents; however, be professional in presentation caring for organization, technical detail and thoughtful reflection. Choose a format that allows easy access to materials included. Use 12 pt. Times New Roman font and double spacing. Be sure to include your name on the cover or title page.

Products: Rubrics for evaluating the evidence presented in the Exit Portfolio are provided with the guidelines for development. You must complete all portfolio tasks and your portfolio introduction to be recommended for licensure. Any task (including the Introduction) that is rated below “acceptable” must be revised until satisfactory completion is achieved. Any case of academic dishonesty in completion of the portfolio will be addressed following the procedures outlined in the Arkansas Tech University Undergraduate Catalog.

The following table provides a summary of products that should be included in your exit portfolio for each task. This table serves only as a checklist to assist you in your compilation of necessary information.

<table>
<thead>
<tr>
<th>INTRO.</th>
<th>INTRODUCTORY INFORMATION</th>
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<tbody>
<tr>
<td></td>
<td>A 3 TO 5 PAGE INTRODUCTION ADDRESSING YOUR PROGRAM’S PROFESSIONAL STANDARDS AND HOW YOUR PORTFOLIO PROVIDES EVIDENCE THAT YOU HAVE MET (OR EXCEEDED) THESE STANDARDS.</td>
</tr>
<tr>
<td>TASKS</td>
<td>BRIEF TASK PRODUCT DESCRIPTIONS</td>
</tr>
<tr>
<td>Task 1</td>
<td>An approximately 3-5 page “My Beliefs about Teaching and Learning” document</td>
</tr>
<tr>
<td></td>
<td>A personal resume</td>
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<tr>
<td>Task 2</td>
<td>A 3-5 page case study/reflection for one exceptional young adolescent (e.g., has a physical and/or learning disability, is gifted, is a second-language learner, etc.) in your class</td>
</tr>
<tr>
<td>Task 3</td>
<td>A rationale for a unit that you plan to teach or have taught in your internship</td>
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<tr>
<td></td>
<td>A planning web (concept map) of your unit</td>
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<tr>
<td></td>
<td>Demographic information of the class you are teaching</td>
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<tr>
<td></td>
<td>A unit of lesson plans (5 – 10 lessons) including supporting materials and resources</td>
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<td></td>
<td>A table showing the connection between learning activities, lesson objectives, assessments, and state standards for your unit</td>
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<tr>
<td></td>
<td>A copy of the unit assessment(s) (traditional and/or performance) you will use to measure the young adolescent’s learning at the end of your unit</td>
</tr>
</tbody>
</table>
Introduction Exit Portfolio

Addressing the Organizational Foundation of Middle Level Education

This essay is your introduction to the exit portfolio. Indicate evidence from previous class work, projects and your internship as to how you have met the professional program standards for middle level education. Consider evidence from prior observations as well as evidence from your developing portfolio. Write at least a 3-5-page summary demonstrating specific evidence that you have met (or exceeded) the professional program standards for AMLE for middle level majors. As you address the five standards, make sure you include the following:

- Teaming Activities
- Use of a Flexible Schedule
- Advisory
- A curriculum that is challenging, exploratory and integrative.
- Developmental Characteristics of the Young Adolescent
- Service Learning Projects
- Parent Involvement/Community Involvement

PERFORMANCE-BASED STANDARDS FOR THE INITIAL LEVEL

PRINCIPLE A: THE LEARNER AND LEARNING

Standard 1. Young Adolescent Development

Middle level teacher candidates understand the major concepts, principles, theories, and research related to young adolescent development, and use that knowledge in their practice. They demonstrate their ability to apply this knowledge when making curricular decisions, planning and implementing instruction, participating in middle level programs and practices, and providing healthy and effective learning environments for all young adolescents.
PRINCIPLE B: CONTENT

Standard 2. Middle Level Curriculum
Middle level teacher candidates understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all young adolescents’ competence in subject matter. They use their knowledge and available resources to design, implement, and evaluate challenging, developmentally responsive curriculum that results in meaningful learning outcomes. Middle level teacher candidates demonstrate their ability to assist all young adolescents’ in understanding the interdisciplinary nature of knowledge. They design and teach curriculum that is responsive to all young adolescents’ local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability sexual orientations, socioeconomic status, family composition).

Standard 3. Middle Level Philosophy and School Organization
Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within middle level organizational components.

PRINCIPLE C: INSTRUCTIONAL PRACTICE

Standard 4. Middle Level Instruction and Assessment
Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment. They employ a variety of developmentally appropriate instructional strategies, information literacy skills, and technologies to meet the learning needs of all young adolescent (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

PRINCIPLE D: PROFESSIONAL RESPONSIBILITIES

Standard 5. Middle Level Professional Roles
Middle level teacher candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals. They are informed advocates for young adolescents and middle level education, and work successfully with colleagues, families, community agencies, and community members. Middle level teacher candidates demonstrate positive dispositions and engage in ethical professional behaviors.

MAKE SURE THAT YOU PRECISELY AND EXPLICITLY CONNECT YOUR RESPECTIVE PROFESSIONAL PROGRAM STANDARDS WITH SPECIFIC EVIDENCE FROM YOUR PORTFOLIO THAT SHOWS YOU HAVE MET OR EXCEEDED THESE STANDARDS.

<table>
<thead>
<tr>
<th>Standard Criteria</th>
<th>3 Highly Effective</th>
<th>2 Acceptable</th>
<th>1 Unacceptable</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal A: The Learner and Learning Standard 1. Young Adolescent Development (AMLE Standard 1, INTASC Standard 2, FFT* 1b)</td>
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<td></td>
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<tr>
<td>The middle level teacher candidate provides specific examples that indicate knowledge of the intellectual, physical, social, emotional, and moral characteristics, needs and interests of the young adolescents.</td>
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<tr>
<td>The middle level teacher candidate demonstrates responsiveness to young adolescents’ local, national,</td>
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</tr>
</tbody>
</table>
and international histories, language/dialects, socioeconomic status, and family composition in all areas of instruction, assessment and professional responsibilities. (AMLE Standard 2, INTASC Standard 2, FFT 1b)

**Principal B: Content**

**Standard 2 Middle Level Curriculum**

The middle level teacher candidate provides specific examples that indicate and understanding and the ability to design, implement, and evaluate challenging, developmentally responsive curriculum. (AMLE Standard 2, INTASC Standard 2, FFT 1c, 1e)

**Standard 3 Middle Level Philosophy and School Organization**

The middle level teacher candidate provides specific examples of the interdisciplinary nature of knowledge that helps facilitate and implement relevant, challenging, integrative and exploratory, and an information literate curriculum. (AMLE Standard 2, INTASC Standard 4, FFT 1a)

The middle level teacher candidate provides specific examples of the philosophical foundations of developmentally responsive middle level programs and schools with a clear understanding of the organizational components. (AMLE Standard 3, INTASC Standard 9, FFT 4f)

**Principle C: Instructional Practice**

**Standard 4. Middle Level Instruction and Assessment**

The middle level teacher candidate indicates data-informed instruction, assessment and appropriate instructional strategies, information literacy and technological skills. (AMLE Standard 4, INTASC Standard 6 and Standard 8, FFT 1d, 1e, 1f)

**Principle D: Professional Responsibilities**

**Standard 5. Middle Level Professional Roles**

The middle level teacher candidate indicates practices and behaviors that develop their competences as professionals. (AMLE Standard 5, INTASC Standard 9, FFT 4d, 4e)

**Introduction Overview**

The information included in this organizational foundation summary including all of the key components of middle level education and addresses all professional program standards of AMLE initial licensure. (AMLE 1, 2, 3, 4, 5, INTASC Standard 9, FFT 4d)

The middle level teacher candidate reflects upon the professional program standards and how they are evident in the exit portfolio contain highly reflective depth and much specificity. (AMLE Standard 5, INTASC Standard 10, FFT 4f)

The middle level teacher candidate’s written
communication is very good (i.e., very few to no errors present, thoughts are well presented, etc.) (AMLE Standard 5, INTASC Standard 10, FFT 4f)

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<thead>
<tr>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>Unacceptable</td>
<td>Acceptable</td>
<td>Highly Effective</td>
</tr>
</tbody>
</table>

1 – Unacceptable – insufficient evidence for the criteria
2 – Acceptable – sufficient evidence for the criteria
3 – Highly Effective – superior evidence for the criteria

**Note:** The majority of the Standard Criteria mentioned above must be rated at the **Acceptable** or **Highly Effective** levels to successfully pass the task. If the majority of Standard Criteria mentioned above are rated **Unacceptable**, the task must be revised.

*Danielson’s Framework for Teaching*
Task #1
A Premise for Student Learning—My Beliefs about Teaching and Learning
Evidence for Arkansas Teaching Standards 9 & 10 and Framework for Teaching Domain 4
(AMLE Standard 5)

Purpose: A belief statement is an understanding and a commitment to a coordinated set of beliefs about a particular topic. As teachers, it is important that you carefully think about what you REALLY BELIEVE about teaching and learning. Your belief statement is not based on state or federal regulations; rather it is your belief informed by your past experience, your personal beliefs, and your personal dispositions. Your belief statement will guide your actions as you interact with students and establish your learning environment. In addition, you will provide a resume that demonstrates how you have prepared yourself to fulfill your beliefs. Your knowledge, skills, and dispositions gained and/or developed in your middle level program of studies should be evident.

Process: As you begin to formulate your belief statement, seek answers to the following types of questions: “What do I believe about teaching and learning?” “Why do I want to become a middle level teacher?” “Based on my knowledge, preparation, and experience, what do I believe are the best methods for teaching and learning? Why?” “How will my actions be guided by learning theory?” “What kind of learning environment do I want young adolescents to experience? Why?” “How should parents/guardians be included in young adolescent learning?” “How can I demonstrate equity, value, and respect for all learners?” “How will you relate professionally to your colleagues, parents, and members of the community?” “What is the importance of life-long learning for the teacher?” “What evidence demonstrates that I am clearly knowledgeable of the AMLE program standards?” “What does it mean to believe, ‘all children can learn’?”

Products:
- Write a 3-5 page (typewritten, double-spaced) statement entitled, My Beliefs about Teaching and Learning.
- Include a personal resume.
### Exit Portfolio Task 1 My Beliefs about Teaching and Learning Rubric

<table>
<thead>
<tr>
<th>Standard Criteria</th>
<th>3 Highly Effective</th>
<th>2 Acceptable</th>
<th>1 Unacceptable</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td><strong>Principal D: Professional Responsibility</strong></td>
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<tr>
<td>The middle level teacher candidate views teaching as an important endeavor and exhibits a positive disposition toward various participants in and aspects of the profession. (AMLE Standard 5, INTASC Standard 10, FFT 4f)</td>
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<tr>
<td>The middle level teacher candidate’s written communication is very good (i.e., very few to no errors present, thoughts are well presented, etc.) (AMLE Standard 5, INTASC Standard 10, FFT 4f)</td>
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<tr>
<td>The middle level teacher candidate indicates and understanding of the complex roles as teachers of young adolescents. (AMLE Standard 5, INTASC Standard 9, FFT 4a)</td>
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<tr>
<td>The middle level teacher candidate successfully reflects on unique role as a middle level professional. (AMLE Standard 5 Element a, INTASC Standard 10, FFT 4e)</td>
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<td>The middle level teacher provides evidence that she/he is an informed advocate for all young adolescents and middle level education and developmentally responsive schooling practices. (AMLE Standard 5 Element b, INTASC Standard 10, FFT 4d)</td>
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<tr>
<td>The middle level teacher’s disposition is favorable toward communicating and collaborating families from diverse cultures and backgrounds. AMLE Standard 5 Element c, INTASC Standard 10, FFT 4f)</td>
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<td>The middle level teacher candidates provide evidence of a commitment to continuous collaborative learning and reflective practices. (AMLE Standard 5 Element d, INTASC Standard 9, FFT 4d)</td>
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</tbody>
</table>

1 – Unacceptable – insufficient evidence for the criteria
2 – Acceptable – sufficient evidence for the criteria
3 – Highly Effective – superior evidence for the criteria

**Note:** The majority of the Standard Criteria mentioned above must be rated at the **Acceptable** or **Highly Effective** levels to successfully pass the task. If the majority of Standard Criteria mentioned above are rated **Unacceptable**, the task must be revised.
Task #2
Case Study
Evidence for INTASC Standards 1, 2, & 3, and Framework for Teaching Domain 1
(AMLE Standard 1, Standard 4, Standard 5)

**Purpose:** The purpose of this task is to determine if you can effectively study, plan for, consider, and reflect upon the needs of an exceptional student in the teaching/learning process. Your knowledge, skills, and dispositions gained and/or developed in middle level education [aligned with AMLE standards] should guide your attempt at positively impacting the learning of this student.

**Process:** First, identify 1-2 young adolescents in the same class. You need to look at more than one in case one student misses school because of illness, moving, or some other unforeseen circumstance that prevents his/her participation.

- Learn as much as you can about these 2 students. Create brief profiles on each student, including such information as their preferred learning styles, demographics (ethnicity, age, gender, free or reduced lunch status, family structure, etc.), likes and dislikes, interests, demonstrated skills, etc.
- Select the young adolescent on whom you will focus.
- Focus on student learning.
- Write an analysis of the young adolescent.

**Products:** For the student you have chosen, write a 3 to 5-page case study (typewritten, double-spaced) in narrative (paragraph) form following the guidelines below.

- Begin with a description of the young adolescent based upon the information you have gathered. Include the strengths and weaknesses of the young adolescent in your descriptions.
- Write a description of what your instructional objectives are for the applicable period, and the modifications you plan to make to help this student learn. Make sure the modifications are founded upon the strengths and weaknesses of the student discussed and that they are developmentally appropriate. In addition, discuss how your assessment(s) is/are aligned with your objectives and teaching methods for this student.
- Young Adolescent developmentally characteristics must be exhibited when discussing the student’s (a) background, (b) learning styles, (c) strengths/weaknesses, (d) interest and (e) the method used for the intervention.
- At least three references, from the Internet, text, or professional journals must be cited in the body of the paper.
- Collected data will be obtained through “student self-reporting” not though the efforts of the teacher.
- **Data must be analyzed and presented in a graph.**
- Findings are to be discussed in relationship to the impact the intervention had on student learning.
- **DO NOT** include the real names of the students. Use an assigned name of your choosing. In addition, **DO NOT** include inappropriate information about the student (e.g., real names of parents, sexual tendencies, illegal activity, abuse, etc.).
## Exit Portfolio Task 2 Case Study Rubric

<table>
<thead>
<tr>
<th>Standard Criteria</th>
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<th>Comments</th>
</tr>
</thead>
</table>
| The middle level teacher candidate provides appropriate and extensive information on the young adolescent.  
(AMLE Standard 1, INTASC Standard 2, FFT 1a) |                    |              |                |          |
| The middle level teacher candidate use research related to data-informed instruction and assessment.  
(AMLE Standard 4, INTASC Standard 6 and Standard 8, FFT 3a, 3b, 3c, 3d, 3e) |                    |              |                |          |
| The middle level teacher candidate’s written communication is very good (i.e., very few to no errors present, thoughts are well presented, etc.)  
(AMLE Standard 5, INTASC Standard 10, FFT 4f) |                    |              |                |          |
| The middle level teacher candidate demonstrates knowledge of young adolescent development and uses this knowledge to provide a healthy, respectful, supportive, challenging, and developmentally-responsive learning environment for the young adolescent learner.  
(AMLE Standard 1 Element a, INTASC Standard 3, FFT 2a, 2b 2c, 2d, 2e) |                    |              |                |          |
| The middle level teacher candidate applies his/her knowledge of young adolescent development and effective middle level practices when making decisions concerning how to best instruct and positively impact the learning of this young adolescent with an exceptionality.  
(AMLE Standard 1 Element b & d, INTASC Standard 1, FFT 1a) |                    |              |                |          |
| The middle level teacher candidate uses his/her understanding of young adolescent development and exceptionalities in this development to formulate objectives and plans for learning.  
(AMLE Standard 1 Element c, INTASC Standard 7, FFT 1c) |                    |              |                |          |

1 – Unacceptable – insufficient evidence for the criteria  
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**Note:** The majority of the Standard Criteria mentioned above must be rated at the **Acceptable** or **Highly Effective** levels to successfully pass the task. If the majority of Standard Criteria mentioned above are rated **Unacceptable**, the task must be revised.
Purpose: The purpose of this task is to demonstrate that you can plan a useful and coherent unit of instruction and that you can design an effective assessment based upon this unit. Your knowledge, skills, and dispositions gained and/or developed in your respective program of studies middle level education [aligned with AMLE standards], should guide your unit and assessment planning.

Process: Begin by selecting a unit that you want to include in your portfolio. You may choose to use a unit that your field based supervisor (cooperating teacher) and/or your university supervisor has observed.

- Identify two broad-range goals that you have for your unit. Each of these goals should have at least two lesson objectives matched to it in the unit. These goals and objectives should be connected clearly to the state curriculum frameworks.
- Select a unit that provides evidence that the young adolescents did build on what they already knew, and one that stimulated questions that they wanted to answer, leading to the understanding of basic content, concepts, skills, and/or processes.
- Show how the unit allowed the young adolescent to engage in hands-on activities (small and large group activities) as they inquired about the topic.
- Provide evidence that shows that the unit related to the interests of the students and motivated them to learn.
- Provide evidence of how you will formally assess the young adolescent after completion of the unit.

Products: Your portfolio entry for the unit should include:

- A unit rationale statement that explains why the knowledge or skill is important for the young adolescent to know or be able to do. In other words, why is this important to these students in “real-life?”
- A planning web (concept map) of concepts showing the “connectedness” of the concepts that have been previously discussed in class and the concepts that you will be teaching in your unit. This concept map should demonstrate where the concepts you are teaching in your unit “fit” within what has been previously taught and how the concepts you are teaching relate to one another. The concept map should clearly show an alignment to your learning goals/objectives in your unit. Your concept map should follow the pattern you learned in your middle level coursework.
- A description of the demographics of the class you are teaching. In other words, who will you be teaching (e.g., grade level, gender, ethnicities, developmental levels, exceptionalities, etc.)? Your unit plan and assessments should demonstrate consideration of this diversity.
- A unit of lesson plans (approximately 5-10 lessons). All relevant class materials, annotated text bibliographies, copies of overheads, tasks, assignments, and other materials should be cited and/or included. The materials you use as part of your unit are essential to providing a complete picture of your unit. As you complete the lesson plans for the unit, remember to include the appropriate state curriculum frameworks on each lesson plan.
- Create a matrix (or table) that demonstrates which state curriculum frameworks are implemented in your learning activities for the unit. In other words, the learning and methods of instruction used in your unit should connect to the state curriculum frameworks, and this should be made evident through the use of the matrix. Therefore, from the matrix it should be clear that you have general objectives (or goals) for your unit, specific objectives (or goals) for your lesson, that these objectives are directly connected to the state curriculum frameworks, and that you have a plan for assessing the young adolescents’ learning.
Lesson Title: Natural Divisions of Arkansas

| Lesson Objective 1: Students will demonstrate their knowledge of the natural divisions of Arkansas. |
| State Standard 1.1.15 Understand spatial relationships and locate places on Arkansas, U.S., and world maps using the process of mental mapping. |
| Activities: 1. Students will draw and label maps of the natural divisions of Arkansas. 2. Students will hypothesize (with the assistance of various resources) the types of animals that likely would have lived within certain natural divisions before man’s arrival. 3. Students will examine historical documents pertaining to local animal life to test their initial hypotheses. 4. Students will research likely occupations/lifestyles of early settlers based upon the natural division in which they settled. 5. Students will present their findings from chosen regions to the class. |
| Assessment: 1. The maps will be informally assessed by the teacher during activity facilitation. 2. Students’ presentations will be informally assessed using a rubric. |

- Develop lesson plans based on your matrix and planning web of possible activities that take into consideration a balance among various activities and that follow the skill development or learning needs of the students. **Tell how you will make adjustments to the physical space available in the classroom to support student learning during your unit.**
- Build into each lesson appropriate assessment activities that evaluate the students’ learning, and include a copy of your assessments (performance, traditional and/or formal) that you will use at the end of your unit.
<table>
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<tbody>
<tr>
<td><strong>Exit Portfolio Task 3 Planning a Unit Rubric</strong></td>
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<tr>
<td>A Rationale for the Unit explaining why the information or skills taught in the unit are important for the young adolescent to know or be able to do. <em>(AMLE Standard 2, INTASC Standard 4, FFT 1a)</em></td>
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<tr>
<td>The middle level teacher candidate provides a graphic organizer (e.g., alignment matrix, concept map, etc.) that demonstrates the interconnectedness of the different concepts/content to be taught in the unit, assist all young adolescents’ in understanding the interdisciplinary nature of knowledge. <em>(AMLE Standard 2, INTASC Standard 5, FFT 1a)</em></td>
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<td>The middle level teacher candidate will provide a Unit of Lesson Plans (5-10 Lessons) with all materials included (e.g., tests, assignments, etc.). Evidence of appropriate instructional strategies, information literacy and technology that meets the needs of the young adolescent. <em>(AMLE Standard 4, INTASC Standard 7, FFT 1c, 1d, 1e)</em></td>
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<td>The middle level teacher candidate considers the young adolescent individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation socioeconomic status, and family composition. <em>(AMLE Standard 1 Element b, INTASC Standard 2, FFT 1e)</em></td>
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<td>The middle level teacher candidate uses his/her understanding of young adolescent when developing, planning, and implementing middle level curriculum and when selecting and using appropriate instructional strategies. <em>(AMLE Standard 1 Element c, INTASC Standard 1, FFT 1b)</em></td>
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<td>The middle level teacher candidate plans exhibit depth and breadth of subject matter knowledge in the subjects they teach including literacy skills and state-of-the art technologies. <em>(AMLE Standard 2 Element b, INTASC Standard 4 and Standard 5, FFT 1a, 1c, 1d, 1e)</em></td>
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<tr>
<td>The middle level teacher candidate demonstrates knowledge of local, state, national, and common core standards to design, implement, and evaluate developmentally responsive, meaningful, and challenging curriculum for the young adolescents. <em>(AMLE Standard 2 Element b, INTASC Standard 7, FFT 1c)</em></td>
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<tr>
<td>The middle level teacher candidate’s planning demonstrates the interdisciplinary nature of knowledge by helping the young adolescent make connections among subject areas providing content, ideas, interest, and experiences by developing and implementing relevant, challenging, integrative, and exploratory curriculum. <em>(AMLE Standard 2 Element c, INTASC Standard 5, FFT 1a, 1d, 1e)</em></td>
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<td>The middle level teacher candidate employs a wide variety of effective teaching, learning, and assessment strategies that are effective in the subjects they teach. <em>(AMLE Standard 4 Element b, INTASC Standard 6)</em></td>
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</table>
1 – Unacceptable – insufficient evidence for the criteria
2 – Acceptable – sufficient evidence for the criteria
3 – Highly Effective – superior evidence for the criteria

Note: The majority of the Standard Criteria mentioned above must be rated at the Acceptable or Highly Effective levels to successfully pass the task. If the majority of Standard Criteria mentioned above are rated Unacceptable, the task must be revised.
**TASK # 4**

**Your Best Lesson**

_Evidence for Arkansas Teaching Standards 1-7, and Frameworks for Teaching 1, 2, 3, & 4 (AMLE Standards 1, 2, & 4)_

**Purpose:** The purpose of this task is to demonstrate that you can effectively plan, implement, and reflect upon the results of a lesson. Your knowledge, skills, and dispositions gained and/or developed in your program of studies, middle level education [aligned with AMLE standards] guide your planning and implementation of your best lesson.

**Process:** For this entry in your portfolio, you will provide a detailed analysis of your best lesson to allow for an in-depth look at your teaching that has been videotaped and analyzed by an evaluator. For the lesson, make arrangements for someone to videotape the class. To accomplish this, many interns ask the cooperating teacher or other peer/mentor to videotape the lesson(s) for them. In addition, make arrangements with an evaluator to evaluate the best lesson (live or from the videotape).

**Products:** Your portfolio entry for your best lesson should include:

- **A lesson/learning plan for your best lesson** using any one of the various acceptable lesson plan/learning plan formats. As you complete the lesson plan, keep the state standards in mind. Be sure to include a list of materials and resources.

- **A ½ to 1 page evaluation of student learning.** You are to evaluate the students’ learning based upon your lesson objectives and upon the state standards. Specifically you are to address the following: “Did they meet your objectives and the accompanying state standards, and what evidence do you have that they met your lesson objectives/state standards?” _FOCUS IS UPON THE EVIDENCE OF STUDENT LEARNING BASED UPON ATTAINMENT OF OBJECTIVES AND STANDARDS DELINEATED IN THE LESSON_ (i.e., not upon feelings, how you felt it went, whether or not students behaved appropriately, their motivation, etc.).

- **A videotape for your best lesson.** _This videotape can consist of one continuous segment or two or three distinct segments._ For the 20-30 minute videotaped lesson, the following aspects should be present:
  - All relevant class handouts, text page numbers, copies of overhead transparencies, tasks, assignments, and other materials for your best lesson. When you are in doubt about what materials to include, it is best to include more to provide a more complete picture of your lesson.
  - **Two scanned copies of an evaluator’s feedback.** One should be included and labeled for your best lesson and a second should be included as further evidence of your ability to teach.
  - **A 3 to 5 page reflective analysis of your best lesson** (typewritten, double-spaced) recounting the lesson, evaluating student motivation and learning, and _considering the evaluation feedback you received from your supervisor._

Note: It is important to “catch” the students’ voices, as well as the teacher’s, on tape to demonstrate the above aspects.
### Exit Portfolio Task 4 Two Lessons Rubric

<table>
<thead>
<tr>
<th>Standard Criteria</th>
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<th>2 Acceptable</th>
<th>1 Unacceptable</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>The middle level teacher candidate provides sufficient evidence to demonstrate that the young adolescents’ prior knowledge has been considered. (AMLE Standard 4 Element c, INTASC Standard 2, FFT 1b)</td>
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<tr>
<td>The middle level teacher candidate’s video teach indicates prior planning. (AMLE Standard 5, INTASC Standard 8, FFT 3a, 3b, 3c, 3d, 3e)</td>
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<tr>
<td><strong>Middle Level (AMLE Standard 1)</strong> The middle level teacher effectively manages the classroom by creating a healthy and effective learning environment for all young adolescents. (AMLE Standard 1, INTASC Standard 3, FFT 2a, 2b, 2c, 2d, 2e)</td>
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<tr>
<td>The middle level teacher candidate demonstrates a depth and breadth of the subject matter content taught and incorporates literacy skills and state-of-the-art technologies in his/her lesson. (AMLE Standard 2 Element 2 a, INTASC Standard 4, FFT 3c)</td>
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<tr>
<td>The middle level teacher candidate demonstrates knowledge of local, state, national, and common core standards to design, implement, and evaluate developmentally responsive, meaningful, and challenging curriculum for the young adolescents. (AMLE Standard 2 Element b, INTASC Standard 7, FFT 1c, 1e, 1f)</td>
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<tr>
<td>The middle level teacher candidate’s planning demonstrates the interdisciplinary nature of knowledge by helping the young adolescent make connections among subject areas providing content, ideas, interest, and experiences by developing and implementing relevant, challenging, integrative, and exploratory curriculum. (AMLE Standard 2 Element c, INTASC Standard 4, FFT 3c)</td>
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<tr>
<td>The middle level teacher candidate effectively uses instruction and assessment strategies for the subject area s/he is teaching. (AMLE Standard 4 Element a, INTASC Standard 5, FFT 3b, 3c)</td>
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<tr>
<td>The middle level teacher candidate employs a wide variety of effective teaching, learning, and assessment strategies that are effective in the subjects they teach. (AMLE Standard 4 Element b, INTASC Standard 8, FFT 3a, 3b, 3c, 3e)</td>
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<tr>
<td>The middle level teacher candidate cites and administers assessments and uses them as formative and summative tools to create meaningful learning experiences by assessing prior learning, implementing an effective lesson. (AMLE Standard 4 Element c, INTASC Standard 6, FFT 3d)</td>
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<tr>
<td>The middle level teacher candidate is highly reflective, very professional, and considers the evaluation results provided by his/her supervisor. The teacher also specifically cites and discusses the evidence of student learning based upon the lesson objectives and state standards outlined. (AMLE Standard 4 Element 4 c, INTASC Standard 9, FFT 4a, 4d, 4e, 4f)</td>
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The middle level teacher candidate reflects on young adolescent learning, and adjusts instruction based on the knowledge gained. (AMLE Standard 4 Element c, INTASC Standard 10, FFT 4e)

The middle level teacher candidate uses developmentally-responsive materials and resources that motivate the young adolescents in learning and establishes equitable, caring, and productive learning environment for all young adolescent. (AMLE Standard 4 Element d, INTASC Standard 3, FFT 2a, 2b, 2c, 2d, 2e)

Note: The majority of the Standard Criteria mentioned above must be rated at the Acceptable or Highly Effective levels to successfully pass the task. If the majority of Standard Criteria mentioned above are rated Unacceptable, the task must be revised.

1 – Unacceptable – insufficient evidence for the criteria
2 – Acceptable – sufficient evidence for the criteria
3 – Highly Effective – superior evidence for the criteria
TASK # 5
Assessment of Student Learning
Evidence for Arkansas Teaching Standards 6, 7 & 9, and Framework for Teaching Domain 4
(AMLE Standard 4)

**Purpose:** This task will demonstrate that student learning has taken place under your teaching. Your knowledge, skills, and dispositions gained and/or developed in your respective program of studies. Middle Level Education [aligned with AMLE standards] should guide your, documentation, evaluation and reflection of student learning that has occurred through your efforts.

**Process:** You will need to scan examples of student work for 3-4 typical young adolescents and for your exceptional student on whom you did your Task 2 case study. You will then reflect upon these assessment results and answer the following question, “Did the students learn, what evidence do you have that they learned, and what will you do in future planning based upon these results?”

**Products:** Your portfolio entry for this task should include the following samples of student work:

- A copy of some type of pretest for the unit that you have taught (e.g., a multiple choice pretest, an essay pretest, a short answer pretest, a skill/ability pretest rubric, a pretest reflection on the topic, and so forth).
- A table including the pretest scores, selected work scores, and post-test scores of one full class of students who participated in your unit of instruction.
- Evaluated and labeled results of 3-4 typical young adolescent and the results of your exceptional student on your pretest.
- Evaluated and labeled results of 3-4 typical young adolescent and the results of your exceptional student completed on selected work during the course of the unit.
- Evaluated and labeled results of 3-4 typical young adolescent and the results of your exceptional student on your final unit assessment (traditional and/or performance).
- A 1 to 2 page reflection addressing the question, “Did the young adolescent learn, what evidence do you have that they learned, and what will you do in future planning based upon these results?”
Exit Portfolio Task 5 Assessment of Student Learning Rubric

1 – Unacceptable – insufficient evidence for the criteria
2 – Acceptable – sufficient evidence for the criteria
3 – Highly Effective – superior evidence for the criteria

<table>
<thead>
<tr>
<th>Standard Criteria</th>
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<tbody>
<tr>
<td>The middle level teacher candidate provides a table of class scores and evaluated work samples of 3-4 typical students and one exceptional student (from Task 2) (with citation of adaptations) for pre-, mid-, and post-unit evaluation of learning. (AMLE Standard 4, INTASC Standard 6, FFT 3d, 4b)</td>
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<tr>
<td>The middle level teacher candidate effectively uses instruction and assessment strategies for the subject area s/he is teaching. (AMLE Standard 4 Element a, INTASC Standard 6 and Standard 8, FFT 3a, 3b, 3c, 3d, 3e )</td>
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<td>The middle level teacher candidate employs a wide variety of effective teaching, learning, and assessment strategies that are effective in the subjects they teach. (AMLE Standard 4 element b, INTASC Standard 6, FFT 3d, 4a)</td>
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<tr>
<td>The middle level teacher candidate provides a 1 to 2 page specific and detailed analysis of the data addressing the following: “Did the young adolescents learn, what evidence you have that they learned, and what you would do in future planning based upon these results?” (AMLE Standard 4 Element 4 c, INTASC Standard 6 &amp; 7, FFT 4a, 4b, 4e)</td>
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<td>The middle level teacher candidate’s oral and written communication is very good (i.e., very few to no errors present, thoughts are well presented, etc.). (AMLE Standard 5, INTASC Standard 9, FFT 4f)</td>
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