

# UNIVERSITY OF NORTH ALABAMA

**EED 472 Internship Elementary Grades K-6**  
**ECE 472 Internship Early Childhood Grades P-3**  
**ED 482 Internship Secondary Grades 6-12**  
**ED 484 Internship Secondary Grades P-12**  
**ED 582 Internship Alt A Secondary Grades 6-12**  
**ED 584 Internship Alt A Secondary Grades P-12**

**Spring 2013**

**Credit: 12 Semester Hours (Undergraduate)**  
**9 Semester Hours (Graduate)**

**Prerequisites: Completion of all Courses**

**Course Description:** Supervised observation and teaching in learning situations from grades P-12 (according to the candidate's major); the use of materials of instruction and teaching methods. Involvement in all teacher functions.

**Course Text:**

Student Intern Handbook  
College LiveText edu solutions membership (sold in the bookstore and online at [www.LiveText.com](http://www.LiveText.com))

The internship is the culmination experience of the teacher preparation program and is primarily the application of the knowledge and practice of the abilities acquired in the candidate's program. In order to pass/receive credit for internships the candidate must demonstrate several competencies. These competencies are listed in the **Internship Requirements** and in the tables aligning the Conceptual Framework with the **Interstate New Teacher Assessment and Support Consortium (INTASC)** standards with **Alabama Quality Teaching Standards (290-3-3-.04)**. **Discipline specific Alabama Standards may be found in Appendix C (beginning on page 14)**. All descriptions of evidence listed below may be found in the Teaching Standards Table (pages 4-9) and Appendix A (pages 10-12), Appendix B (page 13) and the Internship Handbook.

UNIVERSITY OF NORTH ALABAMA  
COLLEGE OF EDUCATION

CONCEPTUAL FRAMEWORK

*“Engaging Learners,  
Inspiring Leaders,  
Transforming Lives”*



The Conceptual Framework establishes a shared vision in preparing educators to work effectively in P–12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability. The Conceptual Framework is continuously evaluated in an outcome based system, and is knowledge-based, articulated, shared and consistent with the University of North Alabama’s institutional mission –

*“Changing lives. Creating futures.”*

The Conceptual Framework is designed to reflect current research-based knowledge and effective practices through professionalism, assessment, collaboration, technology, diversity and reflection. The UNA College of Education prepares

**“Knowledgeable Practicing Professionals”**

**who:**

1. Have content and pedagogical knowledge to demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;
2. Have the knowledge and ability to use assessment strategies to guide teaching and learning, especially impact on student learning, and to strengthen instruction and increase professional growth
3. Form communities of learners with other teachers, parents, and members of the community, through collaboration, teamwork, and research-based approaches;
4. Use technology to support assessment, planning and instruction for promoting student learning;
5. Value and plan for diversity in curriculum development, instructional strategies and in the promotion of social consciousness;
6. Know and use self-awareness and reflection as decision-making tools for assuring student learning, professional performance and personal growth.

Graduates of the University of North Alabama’s College of Education are knowledgeable practicing professionals who are prepared as outstanding educators and leaders through achievement of the highest standards of knowledge and practice to assist all students to learn.

## **Internship Requirements:**

**1. Time:** The internship shall be fulltime in the schools for a full semester.

290-3-3-.02(4)3(g)1 The candidate is expected to keep the same hours that their cooperating teachers do, attend seminars and faculty meetings, and work with their cooperating teachers in hall, lunchroom, and bus duties.

**2. Planning:** The candidate in collaboration with the cooperating teacher for daily instruction.

- During first placement submit a minimum of two (2) lesson plans with reflections through LiveText to your supervisor. These plans must meet discipline-specific standards for the candidate's program (see Appendix C).
- During second placement complete Project USA (See Appendix A). Submit to supervisor through LiveText.

**3. Portfolio:** The candidate will complete and submit an electronic Internship Portfolio in LiveText as a record of the student internship experience. This document will provide evidence that all Conceptual Framework commitments of the University of North Alabama College of Education have been met. This is accomplished through the careful selection of artifacts. Interns are responsible for keeping their portfolio up-to-date and submitting to the university supervisor at designated times. The portfolio should include the following:

- Resume
- Philosophy of Education
- Professional Development Plan (See Appendix B), to be completed during the first placement.
- Project USA (See Appendix A).

**NOTE:** Fifth-Year Interns complete the Advance Program Portfolio in place of the Internship Portfolio.

**5. Notebook (Suggested):** The purpose of this notebook is to facilitate the candidate's day-to-day planning and instruction. The following items may be included.

- School Policy Manual/Teacher Handbook/Student Handbook
- Map of the School
- School Yearly Schedule/Calendar
- Bell Schedule
- Class Schedule (For Secondary Candidates: 4x4 Block schedule/Trimester schedule, or Standard Carnegie Unit Schedule)
- Safety Policies – Fire, Severe Weather, Unauthorized Person in the Hall or Building
- Class roster for each class
- Daily Lessons Plans (See LiveText for required format for UNA's COE Lesson Plan).

**Required Readings:** Internship Course Syllabus & Student Internship Handbook

**Attendance Policy:** Regular and punctual attendance at all scheduled classes and activities (including scheduled seminars and meetings) is expected of all candidates and is regarded as integral to internship credit. If the candidate is absent due to illness or other valid reasons, the candidate must notify the cooperating teacher and the University supervisor. Absences for any reason may require make-up time in the assigned classroom and may delay credit for the internship experience.

**Evaluation and Grading Procedures:** The candidate's grade in student teaching is based on a combination of several factors, including the candidate's ability to complete the above requirements in a timely and effective manner, the candidate's ability to implement the methods, techniques and principles he/she has learned during his/her course work, and the candidate's ability to meet the standards outlined above.

<b>A</b>	<b>Exemplary</b>	The intern's performance is exceptional in the specified indicator and/or standard. Knowledge conveyed and/or performance demonstrated places the candidate at a level far beyond peers.
<b>B</b>	<b>Good</b>	The intern's performance meets and sometimes exceeds expectations in the specified indicator and/or standard. Knowledge conveyed and/or performance is consistent with that of effective preservice teachers. Knowledge and/or performance may be improved in area(s) indicated, but current practices are clearly acceptable.
<b>C</b>	<b>Acceptable</b>	The intern's performance sometimes, but not always, meets expectations in the specified indicator and/or standard. Improvement activities are required for performance to consistently meet standards. Knowledge conveyed and/or performance demonstrated regarding this standard is consistent with preservice teachers' initial understanding and/or performance in this area.
<b>D/F</b>	<b>Unacceptable</b>	The intern's performance is not acceptable in the specified indicator and/or standard. The candidate fails to successfully meet stated internship requirements. A remediation plan must be developed and implemented immediately during internship semester.

**UNA Policy for Students with Disabilities:** It is the policy of the University of North Alabama to afford equal opportunity in education to qualified students. Therefore, a student who has a disability that inhibits the student's ability to meet *internship* requirements and who desires accommodations **must** contact *his/her Department Chair* and Development Services **prior to beginning his/her internship**. The goal is to develop a timely accommodation plan and to file an Americans with Disabilities Act (ADA) Accommodation Form. *Internship* requirements will not be waived, but appropriate pre-approved accommodations will be made to allow each student to meet internship requirements. If a disability is identified later in the semester, a non-retroactive accommodation plan will be developed at that time.

### ALABAMA QUALITY TEACHING STANDARDS (AQTS)

Interns, regardless of teaching field(s) must demonstrate mastery of a number of Alabama Quality Teaching Standards during the internship. In addition, each discipline has identified specific abilities that are to be measured during the internship semester. The Discipline-specific Performance Assessment Template (PAT) rules are listed in Appendix C.

#### Undergraduate and Alt A AQTS

Standard	Assessment
290-3-3-.03(1)(c)1.(iii) Ability to use students' prior knowledge and experiences to introduce new subject area related content.	Project USA
290-3-3-.03(1)(c)1.(iv) Ability to identify student assumptions and preconceptions about the content of a subject area and to adjust instruction in consideration of these prior understandings.	Project USA
290-3-3-.03(1)(c)1.(v) Ability to help students make connections across the curriculum in order to promote retention and transfer of knowledge to real life settings.	Project USA
290-3-3-.03(1)(c)2.(ii) Ability to provide accommodations, modifications, and/or adaptations to the general curriculum to meet the needs of each individual learner.	Project USA
290-3-3-.03(1)(c)2.(iii) Ability to select content and appropriately design and develop instructional activities to address the scope and sequence of the	Project USA

curriculum.	
290-3-3-.03(2)(c)1.(v) Ability to teach explicit cognitive, metacognitive, and other learning strategies to support students in becoming more successful learners.	Project USA
290-3-3-.03(2)(c)1.(vi) Ability to use knowledge about human learning and development in the design of a learning environment and learning experiences that will optimize each student's achievement.	Project USA
290-3-3-.03(2)(c)1.(vii) Ability to recognize individual variations in learning and development that exceed the typical range and use this information to provide appropriate learning experiences.	Project USA
290-3-3-.03(2)(c)2.(v) Ability to plan and implement equitable and effective student access to available technology and other resources to enhance student learning.	Project USA
290-3-3-.03(2)(c)2.(vi) Ability to plan teaching and learning experiences that are congruent with the Alabama Courses of Study and appropriate for diverse learners.	Project USA
290-3-3-.03(2)(c)2.(vii) Ability to collect and use data to plan, monitor, and improve instruction.	Project USA
290-3-3-.03(2)(c)2.(viii) Ability to organize, allocate, and manage the resources of time, space, and activities to support the learning of every student.	Professional Development Plan
290-3-3-.03(2)(c)2.(ix) Ability to organize, use, and monitor a variety of flexible student groupings and instructional strategies to support differentiated instruction.	Project USA
290-3-3-.03(2)(c)3.(iii) Ability to develop a positive relationship with every student and to take action to promote positive social relationships among students, including students from different backgrounds and abilities.	Professional Development Plan
290-3-3-.03(2)(c)3.(iv) Ability to communicate with parents and/or families to support students' understanding of appropriate behavior.	Professional Development Plan
290-3-3-.03(2)(c)3.(v) Ability to create learning environments that increase intrinsic motivation and optimize student engagement and learning.	Project USA
290-3-3-.03(2)(c)3.(vi) Ability to use individual behavioral support plans to respond proactively to the needs of all students.	Professional Development Plan
290-3-3-.03(2)(c)3.(vii) Ability to create a print-rich and language-rich environment that develops and extends students' desire and ability to read, write, speak, and listen.	Professional Development Plan
290-3-3-.03(2)(c)3.(viii) Ability to encourage students to assume increasing responsibility for themselves and to support one another's learning.	Project USA
290-3-3-.03(2)(c)4.(v) Ability to select and support the use of instructional and assistive technologies and to integrate these into a coherent instructional design.	Project USA
290-3-3-.03(2)(c)4.(vi) Ability to make developmentally appropriate choices in selecting teaching strategies to assist diverse learners in meeting instructional objectives.	Project USA
290-3-3-.03(2)(c)4.(vii) Ability to evaluate, select, and integrate a variety of strategies such as cooperative learning, discussion, discovery, problem based learning, and direct instruction into a coherent lesson design.	Project USA
290-3-3-.03(2)(c)4.(viii) Ability to adjust instruction in response to information gathered from ongoing monitoring of performance via formative assessment.	Project USA
290-3-3-.03(2)(c)4.(ix) Ability to use questions and questioning to assist all students in developing skills and strategies in critical and higher order thinking	Project USA

and problem solving.	
290-3-3-.03(2)(c)4.(x) Ability to use strategies that promote the independence, self-control, personal responsibility, and self-advocacy of all students.	Project USA
290-3-3-.03(2)(c)5.(v) Ability to design and use a variety of approaches to formal and informal assessment to plan instruction, monitor student understanding and progress toward learning, modify teaching and learning strategies, and measure and report student progress related to learning objectives.	Project USA
290-3-3-.03(2)(c)5.(vi) Ability to collaborate with others to design and score common assessments and to use results to share and compare instructional practice and plan new instruction.	Project USA
290-3-3-.03(2)(c)5.(vii) Ability to collaborate with others to incorporate accommodations into all assessments as appropriate.	Project USA
290-3-3-.03(2)(c)5.(viii) Ability to provide a variety of ways for students with diverse needs, including students with disabilities, to demonstrate their learning.	Project USA
290-3-3-.03(2)(c)5.(ix) Ability to develop rubrics and to teach students how to use them to assess their own performances.	Project USA
290-3-3-.03(2)(c)5.(x) Ability to develop and select appropriate performance assessments.	Project USA
290-3-3-.03(2)(c)5.(xi) Ability to engage all students in assessing and understanding their own learning and behavior.	Project USA
290-3-3-.03(2)(c)5.(xii) Ability to interpret and use reports from state assessments and results of other assessments to design both group and individual learning experiences.	Project USA
290-3-3-.03(3)(c)1.(iv) Ability to model appropriate oral and written communications.	Project USA
290-3-3-.03(3)(c)1.(v) Ability to demonstrate appropriate communication strategies that include questioning and active and reflective listening.	Project USA
290-3-3-.03(3)(c)1.(vi) Ability to foster effective verbal and nonverbal communications during ongoing instruction using assistive technologies as appropriate.	Project USA
290-3-3-.03(3)(c)1.(vii) Ability to integrate skill development in oral and written communications into all content areas that one teaches.	Project USA
290-3-3-.03(3)(c)1.(viii) Ability to use effective nonverbal communication and respond appropriately to nonverbal cues from students.	Project USA
290-3-3-.03(3)(c)2.(iii) Ability to integrate reading instruction into all content areas that one teaches.	Project USA
290-3-3-.03(3)(c)2.(iv) Ability to stimulate interest in and foster appreciation for the written word, promote reading growth, and increase the motivation of students to read widely and independently for information and pleasure.	Project USA
290-3-3-.03(3)(c)3.(v) Ability to solve problems using different strategies, to verify and interpret results, and to draw conclusions.	Project USA
290-3-3-.03(3)(c)3.(vi) Ability to communicate with others about mathematical concepts, processes, and symbols.	Project USA
290-3-3-.03(3)(c)4.(iii) Ability to integrate technology into the teaching of all content areas that one teaches.	Project USA
290-3-3-.03(3)(c)4.(iv) Ability to facilitate students' individual and collaborative use of technology, including classroom resources as well as distance and online learning opportunities when available and appropriate.	Project USA
290-3-3-.03(3)(c)4.(v) Ability to use technology to assess student progress and	Project USA

manage records.	
290-3-3-.03(3)(c)4.(vi) Ability to evaluate students' technology proficiency and students' technology-based products within content areas.	Project USA
290-3-3-.03(4)(c)1.(iv) Ability to develop culturally responsive curriculum and instruction, i.e., model, teach, and integrate multicultural awareness, acceptance, and appreciation into ongoing instruction.	Project USA
290-3-3-.03(4)(c)1.(v) Ability to communicate in ways that demonstrate sensitivity to diversity such as appropriate use of eye contact, interpretation of body language and verbal statements, and acknowledgement of and responsiveness to different modes of communication and participation.	Project USA
290-3-3-.03(4)(c)2.(ii) Ability to differentiate between learner difficulties that are related to cognitive or skill development and those that relate to language learning.	Project USA
290-3-3-.03(4)(c)3.(iii) Ability to identify and refer students for diagnosis for special services.	Professional Development Plan
290-3-3-.03(4)(c)3.(iv) Ability to address learning differences and disabilities that are prevalent in an inclusive classroom.	Project USA
290-3-3-.03(4)(c)4.(iii) Ability to help students assess their own learning styles and to build upon identified strengths.	Project USA
290-3-3-.03(4)(c)4.(iv) Ability to design learning experiences that engage all learning styles.	Project USA
290-3-3-.03(4)(c)5.(iii) Ability to create a learning community in which individual differences are respected.	Project USA
290-3-3-.03(4)(c)5.(iv) Ability to assess and diagnose individual students' contexts, strengths, and learning needs and to tailor curriculum and teaching to address these personal characteristics.	Project USA
290-3-3-.03(5)(c)1.(iv) Ability to involve parents and/or families as active partners in planning and supporting student learning.	Professional Development Plan
290-3-3-.03(5)(c)1.(v) Ability to share instructional responsibility for students with diverse needs, including students with disabilities, and to develop collaborative teaching relationships and instructional strategies.	Professional Development Plan
290-3-3-.03(5)(c)1.(viii) Ability to collaborate in the planning of instruction for an expanded curriculum in general education to include Individual Education Plans (IEPs) and other plans such as Section 504 goals for students with disabilities.	Professional Development Plan
290-3-3-.03(5)(c)1.(ix) Ability to communicate and collaborate effectively with colleagues, students, parents, guardians, and significant agency personnel who are included and valued equally as partners.	Professional Development Plan
290-3-3-.03(5)(c)1.(x) Ability to exhibit the professional dispositions delineated in professional, state, and institutional standards while working with students, colleagues, families, and communities.	Professional Development Plan
290-3-3-.03(5)(c)2.(ii) Knowledge of a range of professional learning opportunities, including job-embedded learning, district- and state-sponsored workshops, university offerings, and online and distance learning.	Professional Development Plan
290-3-3-.03(5)(c)2.(iii) Knowledge of the processes and skills associated with peer coaching and mentoring.	Professional Development Plan
290-3-3-.03(5)(c)2.(v) Ability to use best practices, professional literature, and collegial assistance to improve as a teacher and a learner.	Professional Development Plan
290-3-3-.03(5)(c)3.(iii) Ability to integrate statewide programs and initiatives into the curriculum and instructional processes.	Project USA

290-3-3-.03(5)(c)3.(iv) Ability to communicate with students, parents, and the public about Alabama’s assessment system and major State educational improvement initiatives.	Professional Development Plan
290-3-3-.03(5)(c)5.(iii) Ability to use and maintain confidential student information in an ethical and professional manner.	Professional Development Plan
290-3-3-.03(5)(c)5.(iv) Ability to practice safe, responsible, legal, and ethical use of technology and comply with school and district acceptable-use policies including fair-use and copyright guidelines and Internet-user protection policies.	Project USA
290-3-3-.03(5)(c)6.(ii) Ability to access school, community, state, and other resources and referral services.	Professional Development Plan
290-3-3-.03(5)(c)6.(iii) Ability to access resources to gain information about federal, state, district, and school policies and procedures.	Professional Development Plan
290-3-3-.03(5)(c)6.(iv) Ability to keep accurate records including IEPs, especially records related to federal, state, and district policies and other records with legal implications.	Professional Development Plan

## Appendix A

### Project USA – Using Student Assessment

#### Introduction

The purpose of Project USA is to develop, plan, and execute a successful sequence of instruction based on student assessment. During internship each candidate will plan a unit of instruction based on the analysis of student assessment.

#### Context Description

Discuss relevant factors and how they may affect the planning-teaching-learning process. Include any conditions that affect instruction and student learning. In your discussion include:

Community, district and school factors: Address geographic location, grade levels, race/ethnicity, languages represented.

Classroom factors: Address classroom arrangement and other relevant factors such as classroom rules and grouping patterns.

Technology factors: Address both classroom access, as well as access throughout the entire school. Use the forms in the Technology Form Section located after Section Six as a tool for gathering information.

Student characteristics: Describe the student population according to: age/grade level, gender, race/ethnicity, language, exceptional learners, achievement levels, developmental levels, learning styles, and interests/skills levels. In your narrative, be sure to describe the student population according to background knowledge related to unit of instruction.

#### Planning

Provide and justify learning goals for unit. Make sure these goals include content-area concepts, as well as technology concepts.

Describe how you will design your unit of instruction related to goals, students' characteristics and needs and specific learning context. In your discussion, include:

Identify significant and appropriate learning goals: List goals (big ideas, not activities) that will guide planning, delivery and assessment of unit, and why they are appropriate in terms of student needs. **Because all instruction and assessment ties back to goals, identifying these are the most important part of the planning process!!**

Alignment: Describe how this project aligns with curriculum standards (both content area and technology) and goals. Possible resources include state standards, national standards and curriculum guides/manuals. Attach a copy of the school / district Acceptable Use Policy and any school-specific guidelines to procedures for student technology use. Describe how you project is aligned with and considers the AUP and school-specific procedures.

Result of pre-assessments: After administering two different types of pre-assessments of your choosing for content-area concepts and using the data related to technology (the "Teacher Access to Technology" and the "Student Technology Inventory," analyze student performance in relation to content-area and technology goals. Use a table, graph or chart to help describe technology use/availability and grouping patterns that will guide your instruction.

Activities/strategies: List a variety of initial, developmental, and culminating activities that you will implement in your instruction of the unit and explain why you are planning those specific activities. Your goal is to convey content knowledge in meaningful ways by using multiple teaching strategies, including technology, in individual lesson plans based on learning needs revealed in the pre-assessments. (Examples might include: Cooperative learning, individualizing instruction, hands-on activities, varying materials based teaching plans to meet student needs and other research strategies.)

### **Assessment**

- Design an assessment plan to monitor student learning. You will use 2 pre-assessments prior to instruction and 2 post-assessments after instruction to measure student learning. Use multiple approaches aligned with your learning goals. These assessments may include performance-based tasks, paper and pencil tasks, or documented personal observations. Your assessments must be appropriate for the Standards identified in Section Two.
- Remember that in addition to monitoring students' content-area learning, you will be monitoring their technology skills, as well. A sample inventory is attached for you to use as a tool for gathering data on your students' technology skills. Choose the inventory appropriate for your grade level. You will use the results of this survey to help organize, use, and monitor a variety of flexible student groupings and instructional strategies to meet both content-area and technology skill needs.
- Describe assessments: Clearly explain the 2 content-area pre-assessments and 2 content-area post assessments, rationale for their usage (how they align with your learning goals), and the criteria you will use to determine if students' learning aligns with the goals.
- Assessments: (A) Include copies of assessments, prompts and/or student directions and criteria for evaluating performance (rubrics, checklists, test, answer key, etc.) (B) Include the data summary from the "Teacher Access to Technology," and the "Student Technology Inventory."

### **Implementation**

Provide examples of instructional decision-making based on students' learning.

Daily Lesson Plans: Using the LiveText Lesson Plan template, complete required number of lessons for unit (two 5-day units, or one 10-day unit). Remember to write objectives in terms of observable student outcomes and not teacher behaviors. A minimum of three lesson plans should be included that demonstrate integration of technology by both you and students. Technology integration with students should be planned for diverse learner and modified for learning styles, ability levels, and special needs. Include student work samples showing the student's use of technology to locate, collect, create, produce, communicate, and present information. Samples should also show your ability to use technology tools for assessing student progress and managing student records.

### **Implementation Response**

Think of times when a student's response caused you to modify your original design for instruction. Explain what the student did/said, what you did next, and why you thought this would improve student progress toward the learning goal.

### **Analysis**

Analyze assessment data to determine students' progress related to unit goals. Student work samples (products) should be utilized and presented as evidence in at least one of the sections below.

Use the spreadsheet from the pre-assessment to document post-assessment data.

Include a rubric of a technology-based product and describe how you evaluated a technology-based product.

### *Whole Group*

Examination of whole group with descriptive summary: Create a table that shows pre and post assessment data on every student on every unit goal. Then write a descriptive summary that tells about your students' learning in this unit.

### *Individual*

Examination of two individual students who represent different levels of performance with descriptive summary: Select two students that demonstrated different levels of performance and provide rationale for your choice (why is it important to understand these particular student performances?). Draw conclusions about how these two students learned in relation to one unit goal.

### **Reflection**

Reflect on your performance as a teacher in terms of student learning results.

Unit goals: Evaluate how well you met each of your goals. Which goal did most students successfully meet? What reasons can you offer for this success? Which goal was least successful? Provide possible reasons for this lack of success, and what you will do differently next time.

Professional development goals: What did you do well? What areas need improvement? What did you learn from teaching this unit? Identify steps you will take to improve your performance in the future.

## **Appendix B Professional Development Plan**

**Purpose:** the paramount purpose of any educational professional development plan should be the enhancement of all areas of the knowledgeable, practicing professional. The following Professional Development Plan outline corresponds with various divisions of the Student Intern Observation Form and the Alabama Professional Education Personnel Evolution.

### **I. Best Practices and Professional Literature Related to Instruction**

Using best practices and professional literature collaborate with colleagues to conduct professional activities in an ethical manner consistent with the requirements of law, rules regulations, policies and procedures.

*Suggested Evidence: Sample documents/materials developed for lessons plans and linked to best practices; evidence of the use of professional journal articles, books, or electronic media, in preparation for lessons or professional responsibilities; website citations for research-based classroom management or instructional activities, or assessment practices.*

### **II. Classroom Management**

A classroom/behavior management plan and accompanying candidate-designed forms.

*Suggested Evidence: A complete classroom management plan that includes strategies for managing not only student behavior, but also student learning, time management, diversity in the classroom, and communication skills.*

### **III. Performance of Professional Responsibilities**

Engage in and reflect on meaningful professional development activities in order to enhance teaching and learning.

*Suggested Evidence: Participation in professional development activities, which may include: attendance at a conference related to various educational issues or content instruction, participation in an online professional learning community, mentor/mentee activities with cooperating teachers or grade level/departmental level work sessions.*

### **IV. Collaboration**

Participate as reflective members of different types of teams including, but not limited to BBSST within the education process.

*Suggested Evidence: Interviews with or meetings with special education teachers/teams to determine the procedure for referral, adherence to IEPs, maintaining confidentiality/ reflections on how you handled a situation with a special needs student or student reviewed at a BBSST meeting, accommodations made for ESL student, etc.*

## Appendix C

### Discipline-Specific Performance Assessment Template (PAT) Standards

#### Elementary

Standard	Assessment
290-3-3-.06(2)(a)3.(i) Ability to construct learning opportunities that support individual students' development and acquisition of knowledge.	
290-3-3-.06(2)(a)3.(ii) Ability to respond to children at the appropriate developmental level.	
290-3-3-.06(2)(b)1.(iii)(I) Ability to implement a systematic program of literacy instruction that is compatible with the ways that learning occurs in kindergarten and elementary-aged children.	
290-3-3-.06(2)(b)1.(iii)(II) Ability to facilitate children's development and skills in oral and written communication, inquiry, creative expression, reasoning, and interpersonal relationships.	
290-3-3-.06(2)(b)1.(iii)(III) Ability to teach language arts and reading utilizing practices included in the current edition of the Alabama Reading Initiative publication Essential Skills of Teachers of Reading.	
290-3-3-.06(2)(b)1.(iii)(IV) Ability to select appropriate research-based strategies and materials to meet the needs of struggling readers, including phonology and grapheme-phoneme correspondence.	
290-3-3-.06(2)(b)1.(iii)(V) Ability to teach developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; and writing across the curriculum.	
290-3-3-.06(2)(b)1.(iii)(VI) Ability to use peer and teacher conferencing and rubric assessment to help students edit and revise their writing.	
290-3-3-.06(2)(b)1.(iii)(VII) Ability to create a classroom culture that motivates students to engage in reading, writing, and oral language for personal growth, knowledge development, enjoyment, and insight into human experience.	
290-3-3-.06(2)(b)1.(iii)(VIII) Ability to set academic goals to raise the achievement of students from diverse populations.	
290-3-3-.06(2)(b)2.(ii)(IV) Ability to set academic goals to raise the achievement of students from diverse populations.	
290-3-3-.06(2)(b)3.(iii)(I) Ability to use manipulative materials, technology, and student interaction as instruments for enhancing development and learning.	
290-3-3-.06(2)(b)3.(iii)(II) Ability to use the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation to foster student learning.	
290-3-3-.06(2)(b)3.(iii)(III) Ability to apply developmentally appropriate strategies for teaching mathematics, including inquiry and application-based instruction, as advocated by the Alabama Math, Science, and Technology Initiative (AMSTI).	
290-3-3-.06(2)(b)3.(iii)(IV) Ability to apply the findings of the U.S. Department of Education's National Mathematics Advisory Panel's Final Report (2008) from the	

U.S. Department of Education and its benchmarks addressing the Critical Foundations of Algebra in Instruction.	
290-3-3-.06(2)(b)3.(iii)(V) Ability to create a material-rich and an experience-rich environment that develops and extends the learning of all students.	
290-3-3-.06(2)(b)3.(iii)(VI) Ability to aid students in acquiring mathematical vocabulary and concepts in context.	
290-3-3-.06(2)(b)3.(iii)(VII) Ability to set academic goals to raise the achievement of students from diverse populations.	
290-3-3-.06(2)(b)4.(ii)(I) Ability to facilitate children’s development and skills in communication, inquiry, creative expression, reasoning, and interpersonal relationships.	
290-3-3-.06(2)(b)4.(ii)(II) Ability to teach the social studies with an emphasis on economics, geography, political science, and history.	
290-3-3-.06(2)(b)4.(ii)(III) Ability to integrate and employ the social studies across the curriculum.	
290-3-3-.06(2)(b)4.(ii)(IV) Ability to set academic goals and strategies to raise the achievement of students from diverse populations.	
290-3-3-.06(2)(b)5.(ii)(I) Ability to use manipulative materials and discipline-specific resources to produce original art that encourages the development of imagination and creativity in elementary students.	
290-3-3-.06(2)(b)5.(ii)(II) Ability to effectively use a variety of arts-specific technology to enhance development and learning in the arts.	
290-3-3-.06(2)(b)5.(ii)(III) Ability to facilitate children’s academic, social, and emotional development; skills in communication; development of creativity and imagination; inquiry based learning; and creative expression, reasoning, and interpersonal skills through the arts.	
290-3-3-.06(2)(b)5.(ii)(IV) Ability to integrate comprehensive arts throughout the curriculum and incorporate arts standards in designing lessons and in teaching.	
290-3-3-.06(2)(b)5.(ii)(V) Ability to design and provide safe instruction in the four arts disciplines for all students.	
290-3-3-.06(2)(b)5.(ii)(VI) Ability to set academic goals to raise the achievement of students from diverse populations.	
290-3-3-.06(2)(c)1.(i)(iii)(I) Ability to plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, community, flexible grouping patterns, strategies for facilitating cooperative and independent learning, study skills, and decision-making skills.	
290-3-3-.06(2)(c)1.(i)(iii)(II) Ability to facilitate children’s development and skills in communication, inquiry, creative expression, reasoning, and interpersonal relationships.	
290-3-3-.06(2)(c)1.(i)(iii)(III) Ability to encourage K-6 students to apply their knowledge, skills, tools, and ideas to real-world issues.	
290-3-3-.06(2)(c)2.(iii) Ability to create instructional opportunities that are adapted to developmental levels of elementary children.	
290-3-3-.06(2)(c)3.(iii) Ability to use a variety of teaching strategies that encourage elementary students’ development of critical thinking, problem solving, and performance skills.	

290-3-3-.06(2)(c)5.(iii) Ability to use verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction of elementary students.	
290-3-3-.06(2)(d)2. Ability to use assessment strategies to promote continuous intellectual, social, emotional, and physical growth of each student.	

### Early Childhood

Standard	Assessment
290-3-3-.05(2)(a)3.(ii) Ability to facilitate children’s development and skills in communication, inquiry, creative expression, reasoning, and interpersonal relationships.	
290-3-3-.05(2)(b)2. Ability to collaborate with families and community to support respectful and reciprocal relationships that enhance student development and learning.	
290-3-3-.05(2)(c)3. Ability to utilize a variety of assessment tools in collaboration with families and other professionals.	
290-3-3-.05(2)(d)3.(i) Ability to set academic goals to raise achievement of students from diverse populations.	
290-3-3-.05(2)(d)3.(ii) Ability to implement research-based instruction, incorporating national standards, Alabama Course of Study, and local curriculum guides, compatible with the ways learning occurs in young children.	
290-3-3-.05(2)(d)3.(iii) Ability to apply inquiry strategies to teach mathematics and science, including those advocated by the Alabama Math, Science, and Technology Initiative (AMSTI) and The Final Report of the National Mathematics Advisory Panel (2008) from the U.S. Department of Education.	
290-3-3-.05(2)(e)2. Ability to demonstrate dispositions necessary to work in an early childhood educational setting.	

### English Language Arts

Standard	Assessment
290-3-3-.10(2)(a)1.(ii)(I) Ability to design appropriate learning activities based on knowledge of the ways that student language development is influenced by individual experiences and out-of-school learning.	
290-3-3-.10(2)(a)1.(ii)(II) Ability to demonstrate how reading, writing, speaking, listening, viewing, and thinking are interrelated in their own learning and in the students’ learning of English language arts.	
290-3-3-.10(2)(a)1.(ii)(III) Ability to use Standard American English, to include clarity of enunciation and expression.	
290-3-3-.10(2)(a)1.(ii)(IV) Ability to accommodate diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles and show attention to accommodating such diversity in their teaching of Standard American English.	

290-3-3-.10(2)(a)1.(ii)(V) Ability to use knowledge of the evolution of the English language and the historical influences on its various forms in their teaching.	
290-3-3-.10(2)(a)1.(ii)(VI) Ability to use their knowledge of English grammar, mechanics, semantics, morphology, and phonology in teaching students both oral and written forms of language.	
290-3-3-.10(2)(a)2.(ii)(I) Ability to use their understanding of the influence of language and visual images on thinking and composing.	
290-3-3-.10(2)(a)2.(ii)(II) Ability to use writing, speaking, and observing as major forms of inquiry, reflection, and expressions.	
290-3-3-.10(2)(a)2.(ii)(III) Ability to use composing processes in creating various forms of oral, visual, and written literacy of their own and engage students in these processes.	
290-3-3-.10(2)(a)2.(ii)(IV) Ability to make oral and written presentations for varied audiences and purposes using visual images to enhance communication in their coursework.	
290-3-3-.10(2)(a)2.(ii)(V) Ability to make oral and written presentations for varied audiences and purposes using visual images to enhance communication in their teaching.	
290-3-3-.10(2)(a)2.(ii)(VI) Ability to demonstrate their knowledge of language structure and conventions by creating and critiquing their own print and nonprint compositions.	
290-3-3-.10(2)(a)2.(ii)(VII) Ability to assist students in creating and critiquing their own print and nonprint compositions.	
290-3-3-.10(2)(a)3.(ii)(I) Ability to create meaning – including comprehension, interpretation, evaluation, and appreciation – from texts.	
290-3-3-.10(2)(a)3.(ii)(II) Ability to guide students in creating meaning – including comprehension, interpretation, evaluation, and appreciation – from texts.	
290-3-3-.10(2)(a)3.(ii)(III) Ability to select appropriate research-based strategies and materials to meet the needs of struggling readers, including those identified in the Alabama Reading Initiative Publication Essential Skills of Teachers of Reading.	
290-3-3-.10(2)(a)4.(I) Ability to use a variety of strategies to generate meaning and clarify understanding.	
290-3-3-.10(2)(a)4.(II) Ability to teach students to use a variety of writing strategies to generate meaning and clarify understanding.	
290-3-3-.10(2)(a)4.(III) Ability to produce various forms of written discourse.	
290-3-3-.10(2)(a)4.(IV) Ability to produce various modes of written discourse, including narrative, descriptive, expository.	
290-3-3-.10(2)(a)4.(V) Ability to teach students to produce various forms and modes of written discourse.	
290-3-3-.10(2)(a)5.(ii)(I) Ability to teach an extensive range of literature.	
290-3-3-.10(2)(a)5.(ii)(II) Ability to direct a variety of speech and theatre activities.	
290-3-3-.10(2)(a)6.(ii)(I) Ability to guide students' use of various media in their composing processes.	
290-3-3-.10(2)(a)6.(ii)(II) Ability to produce layouts for a variety of media,	

including magazine, newspaper, and electronic publications.	
290-3-3-.10(2)(a)6.(ii)(III) Ability to develop copy and/or storyboard for production in a variety of media.	
290-3-3-.10(2)(a)6.(ii)(IV) Ability to apply techniques of advertising, reporting, and editing.	
290-3-3-.10(2)(a)7.(i) Ability to use major sources of research and theory related to English language arts to support their teaching decisions.	
290-3-3-.10(2)(a)7.(ii) Ability to use teacher-researcher models of classroom inquiry to inform their own study and teaching.	
290-3-3-.10(2)(b)2.(i) Ability to examine and select instructional resources such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of English language arts.	
290-3-3-.10(2)(b)2.(ii) Ability to align curriculum goals and teaching strategies with the organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work.	
290-3-3-.10(2)(b)2.(iii) Ability to integrate interdisciplinary teaching strategies and materials into the teaching and learning process for students.	
290-3-3-.10(2)(b)2.(iv) Ability to engage students in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms.	
290-3-3-.10(2)(b)2.(v) Ability to engage students in critical analysis of different media and communications technologies.	
290-3-3-.10(2)(b)2.(vi) Ability to engage students in learning experiences that consistently emphasize varied uses and purposes for language in communication, including the role of English language arts across the curriculum.	
290-3-3-.10(2)(b)2.(vii) Ability to engage students in making meaning of texts through personal response.	
290-3-3-.10(2)(b)2.(viii) Ability to demonstrate that their students can select appropriate strategies that permit access to, and understanding of, a wide range of print and nonprint texts.	

### Physical Education

<b>Standard</b>	<b>Assessment</b>
290-3-3-.33(2)(d)3.(i) Ability to use effective verbal and nonverbal communication skills across a variety of instructional formats.	
290-3-3-.33(2)(d)3.(ii) Ability to implement effective demonstration, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.	
290-3-3-.33(2)(d)3.(iii) Ability to group students appropriately for activity and work effectively with large groups of students.	
290-3-3-.33(2)(d)3.(iv) Ability to use managerial routines and transitions that create safe and smoothly functioning learning experiences and environments.	
290-3-3-.33(2)(d)3.(v) Ability to analyze and correct critical elements of motor skills and performance concepts and provide effective instructional feedback for	

skill acquisition, student learning, and motivation.	
290-3-3-.33(2)(d)3.(vi) Ability to recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.	
290-3-3-.33(2)(d)3.(vii) Ability to monitor individual and group performance in order to design safe instruction that meets student developmental needs in the physical, cognitive, and social/emotional domains.	
290-3-3-.33(2)(d)3.(viii) Ability to implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.	
290-3-3-.33(2)(e)2.(i) Ability to use appropriate assessments to evaluate student learning before, during, and after instruction.	
290-3-3-.33(2)(e)2.(ii) Ability to utilize the reflective cycle to implement change in teacher performance, student learning, and instructional goals and decisions.	
290-3-3-.33(2)(f)3.(i) Ability to display behaviors that are consistent with the belief that all students can become physically educated individuals.	
290-3-3-.33(2)(f)3.(iii) Ability to demonstrate behaviors that are consistent with the Alabama Educator Code of Ethics.	
290-3-3-.33(2)(f)3.(v) Ability to implement change as a result of a critique of teaching performance.	
290-3-3-.33(2)(f)3.(vi) Ability to demonstrate professionalism, including appropriate attire and punctuality.	