The UNIVERSITY OF NORTH ALABAMA
College of Education and Human Sciences
Internship Syllabus
Spring 2019

- EED 472 Internship Elementary Grades K-6
- ECE 472 Internship Early Childhood Grades P-3
- EEX 472 Internship Collaborative Grades K-6
- 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

Credit: 12 Semester Hours (Undergraduate)  Prerequisites: Completion of all courses
9 Semester Hours (Graduate)

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. 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 (Appendix A) the Conceptual Framework with the
Interstate New Teacher Assessment and Support Consortium (INTASC) standards with Alabama Core
Teaching Standards (290-3-3.03).


Internship Requirements: (Additional assignments may be assigned by supervisors or cooperating teachers. A
complete description of all expectations and requirements are detailed in the internship handbook)

1. Time: The internship in Class B and Alternative Class A programs shall equal at least a full semester, full-time in the
teaching field for which certification is sought and may include more than one classroom or grade level, with
experiences of the intern progressing to the full responsibilities of the teacher. Prior to program completion, an intern
must teach full-time for at least five consecutive days. 290-3-3-.02(6)(f)2

2. Lesson Planning/Collaboration: The candidate will collaborate with the cooperating teacher and supervisor for
daily lesson planning and instruction.

3. Teacher Work Sample (TWS): The candidate will complete a teacher work sample that will include planning,
instruction, and assessment of a unit based off student needs.

4. Notebook: The notebook is used to facilitate the candidate’s day-to-day planning and instruction.
5. **edTPA:** All teacher candidates will complete an edTPA portfolio during the internship experience. Interns are encouraged to stick closely to the edTPA timeline and communicate often with their university supervisor. All portfolios will be locally evaluated by their university supervisor and some will be submitted for national scoring.

**edTPA Financial Responsibility Statement:** Beginning Fall 2018, teacher candidates will be responsible for all fees associated with edTPA. For information regarding submission and associated costs, candidates should access edTPA.com. Pending the Alabama State Board of Education’s approval, the Principles of Learning and Teaching Assessment will no longer be required after August 31, 2018 for certification issuance.

**Attendance Policy:** Attendance during the internship is vital to the success of all interns. Each intern is expected to be in attendance everyday throughout the entire period of the internship. Internship is designed as a “no cut” experience; however, serious personal illness of the intern or death of an immediate family member may require an absence from placement. **These absences must be documented through the Director of Clinical Experiences, university supervisor, and cooperating teacher.**

**Tardy Policy:** Interns are expected to be in their assigned classrooms every day at the same designated time as the cooperating teachers. A tardy is considered an absence. If illness or an emergency makes it necessary for you to be tardy from the internship assignment, notify the cooperating teacher, school, and university supervisor prior to the beginning of the school day.

**All absences will require make-up time and must be completed by the grade submission deadline. If the intern is unable to make-up time missed by the final submission of grades, internship credit may be delayed and the intern will not be eligible for graduation during the current term.**

- Interns should arrive early for the beginning of the school day, seminars, and all school functions
- Observe the same school hours as the classroom teachers at their school
- Interns follow the assigned school calendar instead of the UNA calendar
- Must be present at all school-related functions that the classroom teacher is expected to attend, regardless of the time of day. This includes but is not limited to faculty meetings, in-service meetings, PTO/PTA meetings, parent-teacher conferences, and extracurricular activities occurring in the school
- Maintain a daily attendance log that stays in the intern’s notebook at all times (page 19)
- Please notify the Director of Clinical Experiences and the university supervisor if you will not be at the school. (Field trips, meetings off campus, etc…)
- Absences from internship that do not need to be made up:
  - Seminars
  - Career fair sponsored by the College of Education
  - edTPA days
  - Days missed due to natural disasters (tornadoes, ice storms, snow) unless a make-up day is scheduled by the district and falls during the intern’s placement time.
- Classroom time cannot be missed (without prior permission) for coaching duties or other activities not related to the content being taught in that classroom.
Evaluation and Grading Procedures: Upon completion of the internship, supervising faculty will issue a letter grade for each half of the internship semester. Although all interns are expected to adhere to common expectations set forth by the university, there will be unavoidable differences in context between placements. These unique variances require interns, faculty, and staff to be flexible in their pursuit of learning and performance, while striving for a common standard of excellence. With this in mind, interns will be evaluated on the same criteria to the greatest extent possible. Feedback from cooperating teachers, school personnel, and other stakeholders is factored into an intern’s grade via the dispositions/professionalism category. Internship grades will be based on the weighting below unless otherwise communicated by the supervising professor.

<table>
<thead>
<tr>
<th>First Half of Semester</th>
<th>Second Half of Semester</th>
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<tbody>
<tr>
<td>Faculty Evaluations, 50%</td>
<td>Faculty Evaluations, 50%</td>
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<tr>
<td>edTPA Completion, 30%</td>
<td>Teacher Work Sample, 30%</td>
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<tr>
<td>Dispositions/Professionalism, 20%</td>
<td>Dispositions/Professionalism, 20%</td>
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Final grades must result from a sound evidence base aligned with the above categories. There should be consistent documentation of performance (resulting from items such as observation feedback, lesson plan quality, edTPA commentaries, Teacher Work Sample artifacts, and disposition referrals) across the semester.

* NOTE: If an intern has not completed all requirements assigned by the Office of Clinical Experiences, they will receive an Incomplete in their Internship until all outstanding requirements are satisfied.

Professional Liability:

Teacher candidates may be subject to lawsuits during their field or clinical placements. **Liability insurance is a requirement for all courses that have a field or clinical experiences component.** Students may obtain liability insurance through any company of their choice, but documentation (printed receipt) of coverage in the amount of $1,000,000.00 MUST be provided to The Office of Clinical Experiences on internship orientation day prior to attending the placements in school. Interns can also obtain this coverage, by becoming members of a professional organization such as National Education Association’s Student Program (SAEA), Association of American Educators (AAE) or Alabama Conference of Educators (ACOE). Teacher interns interested in joining SAEA, AAE, or ACOE on-line can visit [www.nea.org](http://www.nea.org), [www.aateachers.org/](http://www.aateachers.org/), or [www.acoe.us](http://www.acoe.us). Interns are also encouraged to secure first aid and CPR certifications. **Teacher candidates are responsible for maintaining liability coverage throughout the program** and should be able to show proof of membership to the University at any time. A final proof of membership will be submitted during the internship orientation meeting prior to the student teaching experience.
The University of North Alabama
College of Education and Human Sciences 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, and consistent with the University of North Alabama’s institutional mission. 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.

College of Education and Human Sciences Dispositions

1. The candidate demonstrates commitment to professional responsibility.
2. The candidate demonstrates commitment to ethical standards.
3. The candidate demonstrates commitment to continually evaluate his/her practice to meet the needs of all learners.
4. The candidate demonstrates commitment to using current technology for improving student learning and enriching professional practice.
5. The candidate demonstrates commitment to deepening his/her understanding of cultural, ethical, gender, and learning differences with the goal of building stronger relationships and creating more relevant learning experiences.
6. The candidate demonstrates commitment to collaborate with learners, families, colleagues, other professionals, and community members in order to ensure learner growth and advance the profession.

Academic Honesty: Students of the university academic community are expected to adhere to commonly accepted standards of academic honesty. Allegations of academic dishonesty can reflect poorly on the scholarly reputation of the University including students, faculty and graduates. Individuals who elect to commit acts of academic dishonesty such as cheating, plagiarism, or misrepresentation will be subject to appropriate disciplinary action in accordance with university policy.
Incidents of possible student academic dishonesty will be addressed in accordance with the following guidelines:

1. The instructor is responsible for investigating and documenting any incident of alleged academic dishonesty that occurs under the instructor's purview.
2. If the instructor finds the allegation of academic dishonesty to have merit, then the instructor, after a documented conference with the student, will develop a plan for disciplinary action. If the student agrees to this plan, then both instructor and student will sign the agreement. The faculty member will forward a copy of the signed agreement to the Office of Student Conduct for record-keeping purposes.
3. If the student disagrees with the instructor's proposed plan for disciplinary action and wishes to take further action, he/she is responsible for scheduling a meeting with the chair of the department where the course is housed to appeal the proposed disciplinary plan. The department chair shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the departmental level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the dean of the college where the course is housed to appeal the proposed disciplinary plan. The college dean shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the college level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the Vice President for Academic Affairs and Provost (VPAA/P) to appeal the proposed disciplinary plan. The VPAA/P shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. After reviewing all documentation, the VPAA/P may, at his/her discretion, choose either to affirm the proposed action, to refer the case to the Office of Student Conduct for further review, or to dismiss the matter depending on the merits of the case. The final disposition of the case will be disseminated to appropriate parties, including the Office of Student Conduct.
4. If a student is allowed academic progression but demonstrates a repeated pattern of academic dishonesty, the VPAA/P may, after consultation with the Office of Student Conduct, assign additional penalties to the student, including removal from the University.

Communication: The official method of communication at UNA is UNA portal, with emphasis placed on University email.

Disability Accommodations: In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Disability Support Services (256-765-4214).

Title IX: The University of North Alabama has an expectation of mutual respect. Students, staff, administrators, and faculty are entitled to a working environment and educational environment free of discriminatory harassment. This includes sexual violence, sexual harassment, domestic and intimate partner violence, stalking, gender-based discrimination, discrimination against pregnant and parenting students, and gender-based bullying and hazing.

Faculty and staff are required by federal law to report any observations of harassment (including online harassment) as well as any notice given by students or colleagues of any of the behaviors noted above. Retaliation against any person who reports discrimination or harassment is also prohibited. UNA’s policies and regulations covering discrimination and harassment may be accessed at www.una.edu/titleix. If you have experienced or observed discrimination or harassment, confidential reporting resources can be found on the website or you may make a formal complaint by contacting the Title IX Coordinator at 256-765-4223.

Revised December 2018
Mandatory Liability Coverage:
Teacher candidates may be subject to lawsuits during their field or clinical placements. **Liability insurance is a requirement for all courses that have a field or clinical experiences component.** Students may obtain liability insurance through any company of their choice, but documentation (printed receipt) of coverage in the amount of $1,000,000.00 MUST be provided to your professor. Teacher candidates can also obtain this coverage, by becoming members of a professional organization such as National Education Association’s Student Program (SAEA), Association of American Educators (AAE) or Alabama Conference of Educators (ACOE). Teacher candidates interested in joining SAEA, AAE, or ACOE on-line can visit www.nea.org, www.aaeteachers.org/, or www.acoe.us. Teacher candidates must maintain liability coverage throughout the program and should be able to show proof of membership to the University at any time. A final proof of membership will be submitted during the internship orientation meeting prior to the student teaching experience.

The University of North Alabama Ethics Pledge:
I profess my intention to maintain high standards of ethical conduct in the field and clinical setting. I have read and understand the Alabama Educator Code of Ethics standards reflected on the ALSDE website. I pledge to act according to its principles.

The University of North Alabama Confidentiality Pledge:
I acknowledge that all information regarding students and any other school related information learned during the field and clinical setting are confidential. As such, I will not disclose it through social media or other communication. If I learn of a situation that may be harmful to any individual, I will immediately report it to the proper parties.

The University of North Alabama Policy and Procedures Acknowledgment:
I am knowledgeable and informed of all policies and procedures associated with the College of Education and Human Sciences.

**Educator Preparation Internship Placement Requirements**

**University Supervisors and Cooperating Teachers Requirements:**
P-12 faculty shall provide regular and continuing support for interns through such processes as observation, conferencing, group discussion, and e-mail and the use of other technologies. 290-3-3-.02(6)(f)3

P-12 clinical faculty (cooperating teachers) who supervise interns shall be accomplished school professionals who are properly certified at the Class A level for their present assignment or hold National Board for Professional Teaching Standards (NBPTS) certification that is appropriate to their present assignment, have at least three years of professional educational work experience in their field of specialization, and are currently teaching classes in the intern’s area(s) of specialization. 290-3-3-.02(6)(f)3

For candidates in Class B programs and candidates in Alternative Class A programs who are not employed on the basis of holding a Special Alternative Certificate, if no acceptable teacher with Class A certification in the intern’s area(s) of specialization is available in the institution’s service area, then the EPP head may document and grant an exception for a cooperating teacher who meets the other criteria but holds a valid Class B Professional Educator Certificate rather than a Class A Professional Educator Certificate in the intern’s area of specialization. For a candidate in an Alternative Class A program who is employed full-time as a teacher in the area of the candidate’s Alternative Class A program, if no acceptable teacher with Class A certification in the intern’s area(s) of specialization is available in that school, then the EPP head may document and grant an exception for a cooperating teacher who meets the other criteria but holds a valid Class B Professional Educator Certificate rather than a Class A Professional Educator Certificate in the intern’s area of specialization. 290-3-3-.02(6)(f)3

An intern placed in a pre-kindergarten setting may be supervised by a teacher who meets the criteria indicated above, or if a teacher who meets those criteria is not available in the EPP’s service area (Class B) or the school (Alternative Class A), the intern may be supervised by a lead teacher designated by the Alabama Office of Children’s Affairs or the Alabama Head Start Agency and employed in a setting accredited by the National Association for the Education of Young Children. 290-3-3-.02(6)(f)3

Revised December 2018
Internships in Class B and Alternative Class A programs:
(i) The internships in Class B and Alternative Class A programs shall equal at least a full semester, full-time in the teaching field for which certification is sought and may include more than one classroom or grade level, with experiences of the intern progressing to the full responsibilities of the teacher. Prior to program completion, an intern must teach full-time for at least five consecutive days.

(ii) For candidates who are seeking certification in two or more distinct teaching fields, an additional internship(s) shall be required (e.g., mathematics and biology).

(iii) For candidates who are seeking certification in two or more related fields (e.g., chemistry and physics or elementary education and elementary-level collaborative special education or health education and physical education), the internship may be divided between the two teaching fields.

(iv) For P-12 programs and for individuals seeking certification in collaborative special education at both the K-6 and 6-12 levels, the internship shall be divided between early childhood/elementary and middle/secondary grades.

(v) For early childhood education and early childhood special education programs, the internship shall include a placement with at least two of the following age groups: birth-age 3, age 3-5, age 5-8.

(vi) For elementary education or collaborative special education (K-6) programs, the internship shall include lower elementary (grades K-3) and upper elementary (grades 4-6) placements unless substantial field experiences were completed at both levels.

(vii) A candidate who has met all State requirements for unconditional admission to an Alternative Class A program and is employed in an Alabama school may complete the internship in the candidate’s classroom if both of the following requirements are met:

   (1) The candidate holds a valid Special Alternative Certificate endorsed for the teaching field appropriate to the candidate’s teaching assignment, AND
   (2) On-the job internship placements are permitted by EPP written policy. See Rule 290-3-3-.02(6)(f)3. for information about cooperating teacher requirements.

Health Education and Physical Education:
The internship must be divided as equally as possible across three areas: elementary physical education, secondary physical education, and secondary health education. 290-3-3.12.01

Internships in Class A and AA programs:
Class A and Class AA programs may require an internship. Refer to the specific rules for each program: Class A programs for teaching fields in Rule 290-3-3-.42(6)(d), instructional leadership in Rule 290-3-3-.48(3)(d), library media in Rule 290-3-3-.49(4)(d), school counseling in Rule 290-3-3-.50(4)(d) and (e), school psychometry in Rule 290-3-3-.51(4)(d), sport management in Rule 290-3-3-.51.01(3)(c), Class AA programs for teaching fields in Rule 290-3-3-.52(5)(b), and school psychology in Rule 290-3-3-.54(4)(c).
InTASC TEACHING STANDARDS
Undergraduate and Alt-A

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<tr>
<th>Standard</th>
<th>Assessment</th>
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<tr>
<td><strong>1. Learner Development</strong>- the 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, and designs and implements developmentally appropriate and challenging learning experiences.</td>
<td>edTPA Dispositions Teacher Candidate Summative Evaluation</td>
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<tr>
<td><strong>2. Learning Differences</strong>- the candidate 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>edTPA Dispositions Teacher Candidate Summative Evaluation</td>
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<tr>
<td><strong>3. Learning Environments</strong>- the 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.</td>
<td>edTPA Dispositions Teacher Candidate Summative Evaluation</td>
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<td><strong>4. Content Knowledge</strong>- the candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</td>
<td>edTPA Dispositions Teacher Candidate Summative Evaluation</td>
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<td><strong>5. Application of Content</strong>- the 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.</td>
<td>edTPA Dispositions Teacher Candidate Summative Evaluation</td>
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<td><strong>6. Assessment</strong>- the candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the candidate’s and learners’ decision making.</td>
<td>edTPA Dispositions Teacher Candidate Summative Evaluation</td>
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<tr>
<td><strong>7. Planning for Instruction</strong>- the 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.</td>
<td>edTPA Dispositions Teacher Candidate Summative Evaluation</td>
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<tr>
<td><strong>8. Instructional Strategies</strong>- the 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.</td>
<td>edTPA Dispositions Teacher Candidate Summative Evaluation</td>
</tr>
<tr>
<td><strong>9. Professional Learning and Ethical Practice</strong>- the 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.</td>
<td>edTPA Dispositions Teacher Candidate Summative Evaluation</td>
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<tr>
<td><strong>10. Leadership and Collaboration</strong>- the candidate 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>
<td>edTPA Dispositions Teacher Candidate Summative Evaluation</td>
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**Alabama Early Childhood Professional Standards:**

3.3 Understand and practice responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.
3.4 Know about assessment partnerships with families and with professional colleagues to build effective learning environments.
4.3 Use a broad repertoire of developmentally appropriate teaching/learning approaches.
4.4 Reflect on their own practice to promote positive outcomes for each child.
5.3 Use their own knowledge, appropriate learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.
6.1 Identify and involves oneself with the early childhood profession.
6.2 Know about and uphold ethical standards and other early childhood professional guidelines.
6.3 Engage in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
6.4 Engage in informed advocacy for young children and the early childhood profession.

**Alabama Elementary Professional Standards:**

1 Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.

2.1 Reading, writing, and oral language. Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

2.2 Science. Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science.

2.3 Mathematics. Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so, they consistently engage problem solving, reasoning and proof, communication, connections, and representation.

2.4 Social studies. Candidates know, understand, and use the major concepts and modes of the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

2.5 The arts. Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theatre) and the visual arts as primary media for communication, inquiry, and engagement among elementary students.

2.6 Health education. Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.

2.7 Physical education. Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

3.1 Integrating and applying knowledge for instruction. Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.

3.2 Adaptation to students from diverse populations. Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to students from diverse populations.

3.3 Development of critical thinking and problem solving. Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving.

3.4 Active engagement in learning. Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.

3.5 Communication to foster collaboration. Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

4 Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

5.1 Professional growth, reflection, and evaluation. Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.

Revised December 2018
5.2 Collaboration with families, colleagues, and community agencies. Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth, and well-being of children.

**Collaborative Education (EEX) Professional Standards:**

1.1.1 Understand how language, culture, and family background influence the learning of individuals with exceptionalities.
1.1.2 Use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

2.1.1 Collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
2.1.2 Use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

2.1.3 Know how to intervene safely and appropriately with individuals with exceptionalities who are in crisis.

3.1.1 Understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities. [“General curricula” means the academic content of the general curricula including math, reading, English language arts, science, social studies, and the arts. “Specialized curricula” means the content of specialized interventions or sets of interventions including, but not limited to academic, strategic, communicative, social, emotional, and independence curricula.]
3.1.2 Understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.
3.1.3 Modify general and specialized curricula to make them accessible to individuals with exceptionalities.

5.1.1 Consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities. (Instructional strategies include intervention used in academic and specialized curricula.)
5.1.2 Use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.
5.1.3 Use augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.
5.1.4 Use strategies to enhance language development and communications skills of individuals with exceptionalities.
5.1.5 Develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
5.1.6 Teach to mastery and promote generalization of learning.
5.1.7 Teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

6.1.1 Use Professional Ethical Principles and Professional Practice Standards to guide their practice.
6.1.2 Understand how foundational knowledge and current issues influence professional practice.
6.1.3 Understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
6.1.4 Understand the significance of lifelong learning and participate in professional activities and learning communities.
6.1.5 Advance the profession by engaging in activities such as advocacy and mentoring.
6.1.6 Provide guidance and direction to para-educators, tutors, and volunteers.
7.1.1 Use theory and elements of effective collaboration.
7.1.2 Serve as a collaborative resource to colleagues.
7.1.3 Use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.