

# TEACHER EDUCATION PROGRAM



## Called to Teach

Truett McConnell University

Education

# INTERNSHIP SUPPLEMENT

2019-2020



## INTERNSHIP DOCUMENTATION FORM

We have met and reviewed the policies and procedures, roles, and responsibilities of all parties, and other relevant information contained within the Teacher Education Handbook and the Internship Supplement. Our signatures indicate agreement to abide by these policies and procedures and understanding of requirements, roles, and responsibilities.

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Intern

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Date

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Cooperating Teacher

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Date

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College Supervisor

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Date





# Truett McConnell

U N I V E R S I T Y

THE WALPOT SCHOOL *of* EDUCATION

## ED 440 – Professional Internship

Spring, 2020  
Monday - Friday, School Day  
Within School Placement

### Professor

Julie Lutz, Ed.D.  
Ardyth Foster, Ph.D.  
Christy Goss, M.Ed.  
Sheri Hardin, Ph.D.  
Patsy Lewis, Ph.D.  
Shann Cash, Ed. S.  
Steve Tyndall, Ed.D.

706-865-2134 x6101

### Office

Holcomb Building

### Office Hours

As Posted

## Course Description

Professional Internship is the capstone experience of the education program, involving full-day, full term placement in a K-5 or 6-8 school setting. It requires students to demonstrate skills in planning, instructing, and assessing students and in interacting in the professional community of the school and outside community. *Prerequisite: Admission to Teacher Education L3; Co-requisites: ED 441 and ED 444*

## General Educational Goals

- Our students' ability to communicate should improve after exposure to a variety of disciplines.
- Our students' ability to think critically should improve after exposure to a variety of disciplines.
- Our students' ability to recognize, articulate, assess and apply a Christian worldview should improve after exposure to the Great Commission Minor coursework.

## Course Objectives

Objectives for this course are based on the Professional Standards Commission Standards for the teaching profession. Those who will be teachers in our schools must have a working knowledge of child development and learning, curriculum development and implementation, family and community relationships, assessment and evaluation, and professionalism.

Students must:

1. Demonstrate an understanding of how children develop and learn. This includes incorporating culture and individual differences to provide opportunities that support the physical, social, emotional, language, cognitive, and aesthetic development of all children. (PSC/1)
2. Demonstrate a high level of competence in every curricular area: language arts, math, science, social studies, the arts, health, and physical education. (PSC 2.4 – 2.10)

3. Demonstrate ability to use various strategies when teaching. Students should incorporate individual, small-group, and whole-group instruction. (PSC 2)
4. Demonstrate ability to work with (and involve) families in the education of their children. (PSC 3)
5. Develop and use various types of assessment tools, and demonstrate ability to communicate the results of those assessments with other professionals. (PSC 4)
6. Demonstrate ability to reflect on teaching practices, to commit to professional development, and to communicate with other professionals. (PSC 5)
7. Observe and participate in all of school life under supervision of qualified professionals. (PSC 6)

## Attendance

Students are expected to be in their assigned classroom (on time) every day that school is in session. Students are also expected to stay at the school the entire school day. In addition students are required to attend all functions that the cooperating teacher attends. (This includes faculty meetings, PTO/PTA meetings, teacher work days, and any other activity that the Cooperating Teacher is required to attend.) Candidates must make up any time missed. Absences must be for a valid reason, and documentation may be required. **Candidates must notify the Cooperating Teacher and the College Supervisor by phone if they will be absent from the internship.**

## Special Requirements

### Internship Experience

Students are required to teach full-time for a minimum of four weeks (20 full school days) of the internship experience. Prior to that four-week period, students will take over one subject area each week. Following the four-week (20 full school days) experience, students will remove one subject area each week from their responsibilities. The final weeks of the internship should be devoted to completing the RAP (Recap and Plan) Report.

### Internship Notebook

Students will keep an Internship Notebook which will contain all assignments for this course. College Supervisors will ask to see the Field Placement Notebook on every visit, and failure to maintain an adequate notebook may result in an unacceptable rating on 4.7 (Record Keeping) on the Field Experience Evaluation Rubric as well as have a negative impact on the course grade. All pieces of the notebook (as well as lesson plans, etc.) must be written in clear and grammatically correct English. Remember that teachers are held to a higher standard than others in this area. Always have someone check your assignments for grammar, spelling, or punctuation errors. This is a must!

## Assignments

### RAP (Recap and Plan) Report

**Part 1 – RAP Plan:** Students will provide a layout for their last few weeks of the internship experience. These will include:

- Career plans: A one-page essay about possible career plans. These career plans may include intentions students might have for teaching specific grades, adding endorsements, or attending graduate school.
- Calendar items: A chart of the final three weeks, including:
  - An observation of a junior education major using the Classroom Observation Instrument (COI)
  - One planned week of targeted observation based on career plan (e.g., observing kindergarten or another desired grade, media specialist, technology specialist, counselor, ESOL, gifted, etc.)
  - One planned day to observe in a private school
  - One planned day to assist the cafeteria staff, during cafeteria work hours

- One planned day to observe the school secretary
- One planned day to ride a school bus for the afternoon route [Candidates must receive approval from school administration for this assignment.]
- Any necessary make-up days from full-time teaching.

**Part 2 – RAP Report:** This report includes:

- Peer observation of a junior education major (a completed Classroom Observation Instrument)
- Targeted observation reflections (a two-page analysis of all that you observed)

### **Summary Overview**

The purpose of the senior component is to give students an opportunity to reflect on their whole Christian worldview experience at TMU and how the Christian worldview relates to their chosen fields of study and their plan for their lives. This will be accomplished by requiring each senior to submit a capstone paper.

***The capstone course in each discipline is a final, integrative experience for the graduating student.*** To demonstrate integration of field of study and Christian worldview, each student will submit a 1000-word paper electronically in which he or she describes the Christian worldview as it relates to his or her chosen field of study.

### **Senior Paper**

The senior paper should include (1) a personal purpose statement that the student has developed through careful study of biblical principles that form the basis of a Christian worldview; and (2) a discussion of aspects of the Christian worldview that relate to his or her major field. For example, a student seeking a degree in education may note how the biblical principles of honesty, servant-leadership, and responsibility impact his or her concept of a professional educator. The student may seek guidance from the capstone professor in writing this paper. The supervising professor will assess the paper the given rubric. The paper should be submitted electronically (typed with 12 font, New Times Roman, double spaced, utilizing APA process). The purpose of the capstone paper is to assess the student's accomplishment of the learning objectives: (1) to be able to state his or her life purpose statement, (2) to be able to state biblical support for the life purpose statement, and (3) to be able describe how a Christian worldview fosters a complete understanding of the student's chosen field.

### Senior Paper Rubric

Criteria	40	30	20	10
<b>Demonstrates a Comprehension of Facts and Principles Related to the Field of Study</b>	The paper demonstrates a strong comprehension	The paper demonstrates a fairly strong comprehension	The paper demonstrates a weak comprehension	The paper lacks comprehension
<b>Demonstrates through Reflection an Understanding of the Christian Worldview</b>	The paper makes a strong reflection	The paper makes a fairly strong reflection	The paper makes a weak reflection	The paper lacks reflection
<b>Demonstrates a Connection between the Field of Study and the Christian Worldview</b>	The paper makes a strong connection	The paper makes a fairly strong connection	The paper makes a weak connection	The paper lacks a connection
<b>Provides a Biblical Basis for the Purpose Statement</b>	The paper provides a strong biblical basis	The paper provides a fairly strong biblical basis	The paper provides a weak biblical basis	The paper lacks a biblical basis
<b>Mechanics and Conventions</b>	The reflection demonstrates a strong command of conventions: few, if any, errors in usage and sentence formation; effective and consistent use of punctuation, capitalization, and spelling	The reflection demonstrates an adequate command of conventions; some errors in usage and sentence formation; adequate use of punctuation, capitalization, and spelling.	The reflection demonstrates a weak command of conventions; errors in usage and sentence formation; ineffective and inconsistent use of punctuation, capitalization, and spelling	Not evident
<b>Textual Evidence</b>	ALL content is clear and focused; Topic is narrow and manageable; ALL evidence is synthesized, thorough, and relevant to the topic; All citations are from referenced, evidence-based articles; ALL literature was published in the past 3-5 years	MOST content is clear and focused; Topic is mostly narrow and manageable; Most evidence is somewhat synthesized, thorough, and relevant to the topic; Most citations are from referenced, evidence-based articles; Most literature was published in the past 3-5 years	Content is unclear; information is limited; Extensive use of direct quotes with limited summarization; little or no synthesis of information; some literature is not relevant to the topic and/or citations are not from referenced, evidence-based articles	Not evident
<b>APA Format</b>	ALL articles/ authors are cited correctly in the body of the paper;	Most articles/authors are cited correctly in the body of the paper; most	Major APA errors in citations in the body of the paper;	Not evidence

	ALL direct quotations are accurately cited; ALL headers are used correctly; reference list is correctly formatted and includes a references for all citations in the paper; Paper, including references, meets ALL APA formatting requirements	direct quotations are accurately cited; most headers are used correctly; reference list format is mostly correct and includes references for most citations in the paper; Paper, including references, meets MOST APA formatting requirements	quotations not accurately cited; major errors in the reference list; does not meet APA formatting requirements	
<b>Organization</b>	Introduction explains topic; paper flows smoothly; transitions clearly connect the content; paragraphs/sections are sequenced logically; conclusion concisely summarizes the content of the paper	Introduction explains topic; paper flows somewhat; transitions somewhat connect the content; paragraphs/sections are sequenced logically; conclusion somewhat summarizes the content of the paper	Paper lacks clear focus; introduction is does not explain topic or is inadequate; paper does not flow; transitions are unclear or missing; paragraphs/sections are not sequenced or logical; conclusion inadequately summarizes the content of the paper	Not evident

TOTAL POINTS: \_\_\_\_\_/320

## DUE DATES AND ASSIGNMENTS

2/15/20	<p><b>Video-taped lesson: (See Rubric)</b></p> <p><b>Part One:</b></p> <ul style="list-style-type: none"> <li>• During the fifth week of the internship, video-tape a lesson. The duration of the video-taped segment should be between 15 and 20 minutes.</li> </ul> <p><b>Part Two:</b></p> <ul style="list-style-type: none"> <li>• Complete a COI for your video-taped lesson.</li> </ul> <p><b>Part Three:</b></p> <ul style="list-style-type: none"> <li>• Critique the video-taped lesson. The written critique should focus on your performance in the classroom; and it should be approximately 2 typed pages in length.</li> </ul> <p><b>Part Four:</b></p> <ul style="list-style-type: none"> <li>• The video-tape, lesson plan, completed COI, and written critique should be submitted to the College Supervisor on the date due. Make sure you review your completed assignment using the rubric.</li> </ul>	#1, #2, #3, #5, #6	285 pts.
1/10/20 & 2/28/20	<p><b>Classroom Observation Instrument:</b></p> <ul style="list-style-type: none"> <li>• Twice during the Internship, College Supervisors will observe interns using the COI. (College Supervisors will contact interns ahead of time to schedule the COI.)</li> </ul>	#1, #2, #3, #5, #6	224 (112 each using 2x scale on form)
3/19/20	<b>RAP (Recap and Plan) Plan – Part 1</b>	#7	100
At Final	<b>Intern Keys</b>	#1, #7	300 (using 10x scale on each)
2/24/20	<b>Senior capstone to include 1000 words describing the Christian worldview as it relates to his or her chosen field of study.</b>		320
4/24/20	<b>RAP (Recap and Plan) Report – Part 2</b>	#7	350
	<b>Field Placement Notebook checks (Grade each month – Jan, Feb, Mar, &amp; Apr)</b>		800
	<b>Total Number of Points</b>		<b>2379</b>

## Statement on Disability Services

In post-secondary school settings, academic accommodations are NOT automatic; to receive accommodations, students must make a formal request (complete Disclosure of Disability Form) and must provide documentation from a qualified professional to support the request. Students who believe they qualify or have questions regarding whether they qualify for accommodations need to contact The Office of Special Support Services to begin the accommodation process. Please contact Nell Hoyle Causey at [ncausey@truet.edu](mailto:ncausey@truet.edu) or 706-878-0787 to schedule an appointment to discuss individual needs. Accommodations are NOT retroactive.

## Email Notification

Only the official @Truett.edu student email address will be used for all course notification. It is your responsibility to check your Truett.edu email on a regular basis.

## Academic Misconduct

Any act that violates the academic integrity of the institution is considered academic misconduct. Specific examples include, but are not limited to:

- **Cheating:** Copying from another student's test paper, research paper, other report, or computer files; Using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; Collaborating with or seeking aid from another student during a test without permission; Knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; Substituting for another student or permitting another student to substitute for oneself.
- **Plagiarism:** The appropriation, theft, purchase or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit therefore.
- **Collusion:** The unauthorized collaboration with another in preparing work offered for credit.
- Any student deemed to be guilty of academic misconduct will receive no credit for the assignment. Beyond that the student may be subject to failing the course and referred to the VP of Academic Services for consideration of further discipline.



# Truett McConnell

U N I V E R S I T Y

THE WALPOT SCHOOL of EDUCATION

ED 441 – Assessment Practicum

Spring, 2020  
Monday - Friday. School Day  
Within School Placement

## Professor

Julie Lutz, Ed.D.  
Ardyth Foster, Ph.D.  
Christy Goss, M.Ed.  
Sheri Hardin, Ph.D.  
Patsy Lewis, Ph.D.  
Shann Cash, Ed. S.  
Steve Tyndall, Ed.D.

706-865-2134 x6101

## Office

Holcomb Building

## Office Hours

As Posted

## Course Description

This course focuses on the development of a Unit Plan that demonstrates the prospective teacher is able to assess student learning and adapt instruction in response to assessment.  
*Prerequisite: Admission to Teacher Education L3; Corequisite: ED 440 and ED 444*

## General Educational Goals

- Our students' ability to communicate should improve after exposure to a variety of disciplines.
- Our students' ability to think critically should improve after exposure to a variety of disciplines.
- Our students' ability to recognize, articulate, assess and apply a Christian worldview should improve after exposure to the Great Commission Minor coursework.

## Course Objectives

Objectives for this course are based on the Professional Standards Commission Standards for the teaching profession and the Georgia Framework for Teaching. Those who will be teachers in our schools must be able to use various methods of assessment and modify their teaching according to the results of those assessments.

Students must:

1. Collect and use pre-assessment data, identifying children's learning needs to provide them with goals for learning. Use formative and summative assessment strategies at appropriate points in the learning process to individualize curriculum and instructional strategies. (PSC 4.1)
2. Develop and use authentic, performance-based assessments of children's learning to assist in planning, and seek resources to improve instruction and learning. (PSC 4.3)
3. Develop and implement consistent, fair, and accurate grading procedures. Keep accurate and up-to-date records and reports of students' work and behaviors.

Report student progress to students, families, and administrators using required procedures. (PSC 4.3)

4. Select, evaluate, and interpret formal, standardized assessment instruments and information used in the assessment of children, and integrate authentic classroom assessment data with formal assessment information. (PSC 4.5)

## Attendance

Students are expected to be in their assigned classroom (on time) every day that school is in session. Students are also expected to stay at the school the entire school day. In addition, students are required to attend all functions that the cooperating teacher attends. (This includes faculty meetings, PTO/PTA meetings, teacher work days, and any other activity that the Cooperating Teacher is required to attend.) Candidates must make up any time missed. Absences must be for a valid reason, and documentation may be required. **Candidates must notify the Cooperating Teacher and the College Supervisor by phone if they will be absent from the internship.**

## Special Requirements

All pieces of the Unit Plan (as well as lesson plans for the unit) must be written in clear and error-free English. Remember that teachers are held to a higher standard than others in this area. Always have someone check your assignments for grammatical, spelling, or punctuation errors.

## Assignments

1. The Unit Plan typically includes 9 to 12 lessons. Suggestion: Begin the Unit Plan on the first day you teach during the internship.) Please see the Unit Plan overview for specific information on the Unit Plan. The due date for the Unit Plan is **March 27 at 5:00 PM**, and should be submitted in the Holcomb Education Building.
2. Completion of GACE Assessment before **January 1, 2020** will add 200 points to your final grade
3. Completion of edTPA by the given due date will add 200 points to your final grade

## Grading

For the purpose of accuracy and consistency, the Unit Plan will be graded by two individuals. Your College Supervisor will not grade your Unit Plan. A **Passing Score** is calculated as follows: The total possible points on this instrument are 570. **A passing score during student teaching is 508 points**, which is a score that corresponds to fully meeting 60% of the indicators and partially meeting 40% of the indicators. A score of 508 points is a "C." A score of 524 points is required for a "B." (This score corresponds to fully meeting 70% of the indicators and partially meeting 20% of the indicators.) A score of 539 is required for an "A" in the course. (This score corresponds to fully meeting 80% of the indicators and partially meeting 20% of the indicators.) **A minimum grade of "C" is required for graduation.**

## Statement on Disability Services

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- **Cheating:** Copying from another student's test paper, research paper, other report, or computer files; Using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; Collaborating with or seeking aid from another student during a test without permission; Knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; Substituting for another student or permitting another student to substitute for oneself.
- **Plagiarism:** The appropriation, theft, purchase or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit therefore.
- **Collusion:** The unauthorized collaboration with another in preparing work offered for credit.
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# Truett McConnell

## U N I V E R S I T Y

THE WALPOT SCHOOL of EDUCATION

ED 444 – Professional Seminar

Spring, 2020

Three 8 hour days during the semester

### Professor

Sheri Hardin, Ph.D.

706-865-2134 x6101

### Office

Holcomb Building

### Office Hours

As Posted

## Course Description

A seminar focusing on professional ethics, duties and responsibilities of the classroom teacher, and opportunities for professional growth. *Prerequisite: Admission to Teacher Education L3.*  
*Corequisite: ED 440 and ED 441*

## General Educational Goals

- Our students' ability to communicate should improve after exposure to a variety of disciplines.
- Our students' ability to think critically should improve after exposure to a variety of disciplines.
- Our students' ability to recognize, articulate, assess and apply a Christian worldview should improve after exposure to the Great Commission Minor coursework.

## Course Objectives

Objectives for this course are based on the Professional Standards Commission Standards for the teaching profession. Those who will be teachers in our schools must have an understanding of appropriate professional practices.

Students must:

1. Reflect on their practices, articulate a philosophy and rationale for decisions, continually self-assess, and evaluate the effects of their choices and actions as a basis for program planning and modification. (PSC 5.1)
2. Demonstrate an understanding of conditions of children, families, and professionals, as well as legal issues and legislation that might affect these constituencies. (PSC 5.2)
3. Demonstrate an awareness of and commitment to the profession's code of ethical conduct. (PSC 5.4)
4. Actively seek out opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources, and experiences to inform and improve practice. (PSC 5.5)
5. Establish and maintain positive, collaborative relationships with colleagues, other professionals and families, and work effectively as a member of a professional team. (PSC 5.6)
6. Serve as advocates on behalf of: children and their families; improved quality of programs and services for young children; and enhanced professional status and working conditions for early childhood educators. (PSC 5.7)

7. Demonstrate an understanding of basic principles of administration, organization, and operation of early childhood programs, including supervision of staff and volunteers, and program evaluation. (PSC 5.8)

## Attendance

Every student is expected to be on time and present for the entire time of every seminar. Any seminars that are missed will result in a 10% deduction in the student's final grade.

## Special Requirements

Please dress professionally for all seminars, as there will be guest speakers at each one. All assignments must be written in clear and error free English. Remember that teachers are held to a higher standard than others in this area; always have someone check your assignments for grammatical, spelling, or punctuation errors.

## Assignments

<u>Date Due</u>	<u>Requirements</u>	<u>Objective Assessed</u>	<u>Points</u>		
			<u>ECE</u>	<u>MG</u>	<u>Music</u>
1/24/20, 3/2/20, 4/8/20 & 4/9/20	<b>Seminar Attendance</b>	#1- #7	300	300	300
4/13/20 by 5 PM (Rm. 111 in Holcomb)	<b>Final Portfolio:</b> This portfolio will contain: <ul style="list-style-type: none"> <li>▪ <b>Yellow/Orange/Blue:</b> Program Progression Documents ECE majors will also submit:</li> <li>▪ <b>Red:</b> Reading Section</li> <li>▪ <b>Green:</b> Family and Community Section</li> </ul> Please keep copies of all materials you submit in your Final Portfolio, as it will <b>NOT</b> be returned to you. If you wish to keep originals, you may submit photocopies.	#1, #4, #5, #6	1100 2300 1000	1100 ----- 1000	1100 ----- -----
4/24/20 by 5 PM	<b>E-Portfolio:</b> Students must have all cells completed from the Technology Competencies Verification. The entire e-Portfolio must be submitted per the directions in the Internship Supplement.	#1-#7	See Rubric	See Rubric	See Rubric
4/9/20	<b>Certification Packet:</b> Be sure you know your dates and scores of the different GACE Exams (Content Assessment, Program Admission Tests (unless you exempted), and all Ethics Exams.)	#4	25	25	25
4/8/20 & 4/9/20	<b>Final Senior Presentation:</b>	#1 - #7	2600	2600	2600

## Statement on Disability Services

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Any act that violates the academic integrity of the institution is considered academic misconduct. Specific examples include, but are not limited to:

- **Cheating:** Copying from another student's test paper, research paper, other report, or computer files; Using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; Collaborating with or seeking aid from another student during a test without permission; Knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; Substituting for another student or permitting another student to substitute for oneself.
- **Plagiarism:** The appropriation, theft, purchase or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit therefore.
- **Collusion:** The unauthorized collaboration with another in preparing work offered for credit.
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## edTPA Retake Procedures 2019-2020 Academic Year

The Teacher Education Department of Truett McConnell University has designed our edTPA Retake Procedures in accordance with the guidelines and procedures of SCALE and the set cut scores as determined by the Georgia Professional Standards Commission. This retake procedure will be effective beginning in the academic school year of 2017 – 2018. This procedure is for the purpose of providing remediation and additional opportunities to practice and improve instruction and pedagogy with support and advisement for any candidate who does not score the minimum pass score designated by the GAPSC. The level of support given will be in keeping with the Guidelines for Acceptable Candidate Support for a summative assessment.

Payment for retake of any task or the entire portfolio is the sole responsibility of the candidate. Costs for retakes can be found on the edTPA website - [www.edtpa.com](http://www.edtpa.com)

A candidate needs to understand that a retake does not guarantee a passing score.

If a candidate's overall score does not meet the minimum pass score set by the state of Georgia, the Education Professors will consult with the candidate, based on the Score Profile Information using the condition code policy to determine retake options for a single task, multiple tasks, or the entire edTPA. The candidate should take the opportunity to review their own portfolio using the condition codes, Probing Questions by Task protocol, Making Good Choices, and Rubric Progressions to determine areas needing continued development. The role of the Education Professors includes consulting with the candidate on retake options, directing the candidate to the necessary tools for registration and completion of the edTPA retake, and to provide guidance, consultation, and advisement in accordance with the Guidelines for Programs and Faculty, on the candidates' identification of evidence of areas of weak performance within their own edTPA materials, in order to analyze needed improvements before the candidate resubmits edTPA.

Candidates who do not pass the edTPA prior to commencement will still be eligible for graduation, provided all other requirements are met, but cannot be recommended for certification. Further arrangements will need to be made for any retake occurring beyond the concurrent semester of the original edTPA submission and first retake.

**For Candidates submitting retakes within the same placement setting:**

1. Approval by the supervising professor to conduct the retake within the same classroom setting as the original edTPA portfolio.
2. Education Professors and the candidate will review the scoring information in an initial conference to determine whether the candidate needs to retake one task, two tasks, or a complete retake.
3. Education Professors will determine the necessary support available to the candidate, based on scores, particular retake option selected and Score Profile Information:
  - a. Additional or extended field placement experience
  - b. Additional program supports (readings, learning tasks, etc.)
  - c. Additional coursework
4. The mandatory initial conference between the Education Professors and candidate will be conducted to present and discuss the retake options no later than two full weeks after edTPA Coordinator receives Score Profile Information from the student by the required date.
5. In the event that a candidate should choose not to retake any of the edTPA portfolio due to a non-passing score, the candidate will submit a written letter stating such to be placed in the candidate's file.

As a \_\_\_\_\_ (semester/year) candidate of Truett McConnell University School of Education, I have read and understood the information as outlined in the edTPA Retake Procedure above. I recognize that the successful completion and registration in compliance with submission deadlines of the edTPA portfolio is the responsibility of the candidate.

Candidate Name (print) \_\_\_\_\_

Candidate Signature \_\_\_\_\_

Date Signed \_\_\_\_\_

edTPA Coordinator Signature \_\_\_\_\_

## **Internship Notebook**

An internship notebook must be established at the beginning of the internship and maintained throughout the semester. The notebook should contain the following items, in this order, with dividers separating each section:

- Timesheet
- Schedules
  - This section contains the following items, in this order:
    - Class schedule – What general occurs every day?
    - Weekly schedule of plans – Place each new week's schedule in front of the previous week's schedule.
- Classroom Management Plan
  - This section includes the following items, in this order:
    - Classroom Management Plan
    - Classroom Management Reflections
- Long Range Plan
  - Only the long range plan is included in this section
- Reflections
  - This section contains the following items, in this order:
    - Internship Chart
    - Monthly Dispositional Analysis
    - RAP Journal
- Evaluation Forms
  - This section contains the following items, in this order:
    - Completed Weekly Conference Reports
    - Completed Classroom Observation Instruments
    - Completed Field Experience Evaluation Forms (There will be two of these during the semester: one at midterm and one at the end of the Internship. The intern, the College Supervisor and the Cooperating Teacher will complete these both times.)

The Internship Notebook must be organized and divided into the sections stated above. When the College Supervisor visits, the Internship Notebook should be current and readily available for review. The College Supervisor is specifically answering these questions when looking at the Internship Notebook:

1. Is the notebook current, containing all materials?
2. Is the notebook organized, and does it have a professional presentation?
3. Is the notebook containing lesson plans organized according to subjects or class periods?
4. Have lesson plans been initialed and dated three days prior to teaching? Do they all include reflections?

## **DESCRIPTIONS OF ITEMS IN INTERNSHIP NOTEBOOK**

### **SECTION ONE: *Timesheet***

### **SECTION TWO: *Schedules***

#### **Class Schedule**

The intern will keep a copy of the class schedule in the Internship Notebook.

#### **Weekly Schedule of Plans**

The intern will use the Weekly Schedule of Plans form to state the times and subjects that will be taught the following week. (The intern ONLY needs to include what he/she is teaching.) The intern will e-mail the completed Weekly Schedule of Plans form to the College Supervisor. This must be e-mailed by Friday at 4:00 p.m. the week prior to using the plans. Tests, special events (assemblies, etc.), and any other interruption to the regular school day should be noted. The College Supervisors will use this schedule to determine when they will visit the interns. Accuracy is a must!

### **SECTION THREE: *Classroom Management Plan***

#### **Classroom Management Plan**

Prior to assuming responsibility for the class, the intern will develop, in collaboration with the Cooperating Teacher, a plan for managing the classroom. The plan must be consistent with the policies and procedures of the school, and it must include the following items:

- Rules for behavior in every area of the school (e.g., classroom, playground, hall, etc.);
- Procedures (e.g., leaving the room, lunch count, turning work in, etc.);
- Transitions in the classroom
- Consequences for choosing not to follow the rules/procedures; and
- Classroom Management Checklist.

#### **Classroom Management Reflections**

Each week of the internship experience, the intern will write specific classroom management techniques observed or used. Interns will:

1. Describe one technique that was effective.
2. Describe one technique that was ineffective.
3. Describe a more effective technique.

### **SECTION FOUR: *Long-Range Plan***

#### **Long-Range Plan**

The intern will develop with the Cooperating Teacher a Long-Range Plan for the semester. The plan should indicate the responsibilities for teaching which the intern will assume each week including the classes or subjects and the general skills or topics to be addressed. The plan must include at least four weeks of full-time teaching, after which the intern will gradually return teaching responsibilities to the Cooperating Teacher over the remaining weeks of the Internship. The final weeks of the internship will be devoted to completing the RAP (Recap and Plan).

The Long-Range Plan must be signed by the Cooperating Teacher, and it must be submitted to the College Supervisor at the beginning of the first seminar.

### **SECTION FIVE: *Reflections***

At the end of each internship day and prior to teaching any lessons, interns reflect (handwritten or typed on notebook paper and placed in the internship notebook) on what they did each day. Once interns begin teaching, (whether teaching only one lesson a day or teaching for the entire day), they must reflect on each lesson plan taught for the day rather than on notebook paper. Once the intern is no

longer teaching lessons and has begun the RAP phase, the intern will revert back to reflecting on notebook paper as to what they did during each RAP day. NOTE: In addition to the above reflection requirements, interns will complete the Internship Chart (see page 20 of the Internship Supplement) for the entire internship experience. This includes every day of the internship whether observing, teaching lessons, or engaging in the RAP experience.

**Monthly Dispositional Analysis:** Once a month, interns write an analysis of their dispositions. They first choose the two dispositions with which they have been most successful during that month. For each of those, interns write a one-paragraph narrative addressing why that disposition is a strength. Interns then choose two dispositions with which they have had the most difficulty during that month. For each of those, interns write a one-paragraph narrative addressing why that disposition is a weakness and how they can work toward improving it. For these assignments, interns write a minimum of four paragraphs (one for each of the two strengths, and one for each of the two weaknesses).

## **SECTION SIX: Evaluation Forms**

### **Weekly Conference Reports**

At the end of each week in which the intern teaches, the Cooperating Teacher and the intern will complete a Weekly Conference Report. The purpose of the form is to assist the intern and the Cooperating Teacher in determining the intern's strengths, the areas in which the intern needs to improve, and plans for improvement. The form also asks the intern to examine specific problems with students which might have arisen and determine how the intern might attempt to address the problems. Space is provided on the form for the intern and the Cooperating Teacher to address comments or concerns to the College Supervisor. The Weekly Conference Report must be submitted each week (by 4:00 p.m. on Friday) to the College Supervisor along with the Weekly Schedule of Plans.

### **Classroom Observation Instrument**

Twice during the internship, the College Supervisor will observe the intern teach a lesson that will be officially evaluated using the Classroom Observation Instrument (COI). *Note: The COI used for self-evaluation of the video-taped lesson does not need to be kept in the notebook.*

### **Field Experience Evaluation Rubric**

The Candidate, College Supervisor, and the Cooperating Teacher will complete the Field Experience Evaluation Rubric twice: once at midterm and once at the end of the semester. *Only the final evaluations completed by the College Supervisor and Cooperating Teacher will be factored into the student's grade*

## **IN A SEPARATE NOTEBOOK:**

### **Daily Lesson Plans**

The intern will complete lesson plans for every lesson that is taught during the internship. The lesson plans must be reviewed, approved, and **signed by the Cooperating Teacher at least three days prior** to the intern's teaching of the lesson. The TMU Lesson Plan Template must be used. The template is found in the Teacher Education Handbook. The Abbreviated Lesson Plan (ALP) is included in the Internship Supplement, and candidates will be notified by their College Supervisor when the ALP will be accepted. The TMU Lesson Plan Template (the long form) must be used by all candidates for lessons within the Unit Plan.

The Daily Lesson Plans will be kept in the Internship Notebook. The College Supervisor will review the daily plans during each visit.

## SUBSTITUTE TEACHING

### General Considerations

The internship (also referred to as “student teaching”) is a special experience during a student’s academic program. The student is enrolled in class and ought to be carefully mentored during this experience. However, as the student proceeds through the program, his or her skills increase, and she or he can and should have independent experiences in the classroom. The intern is often the best and most qualified substitute available. Many schools observe that when a substitute is hired, that substitute merely observes the intern who continues the normal routine. And given today’s economic climate, substitute teachers represent significant expense for the school system.

In the past, the expectation was that interns were often given exclusive control of the class for extended periods of time. In today’s climate, classroom teachers and interns generally work as a team in order to provide as many proficient adults for instruction as possible. Interns generally do not have as much experience with solo control as they perhaps need.

No college policy can substitute for a school system policy, but perhaps these guidelines can indicate to a system what Truett McConnell University considers to be appropriate use of interns as substitutes. **Teacher candidates are not allowed to substitute until all field experience hours and assignments have been completed and submitted to the college supervisor. The teacher candidate must have prior approval from the college supervisor before substitute teaching.**

Once the intern has completed 600 hours and all of his or her required teaching obligation, the internship is essentially complete, and the intern may be employed in the system in the same way as any other substitute and should be paid.

***Note: Interns are required to be certified as a substitute in the school system in which they are completing the internship in order to be a substitute.***

## Long-Range Plan Form

Intern: \_\_\_\_\_

Indicate the subjects or class periods for which you will assume teaching responsibilities. This Long-Range Plan includes four weeks (20 full days) of full-time teaching. The Long-Range Plan is due to the College Supervisor at the beginning of the first seminar.

<b>Week Number</b>	<b>Dates</b>	<b>Subject Taught</b>
1		Observation
2		Observation
3		Subject/Class:
4		Subject/Class: Subject/Class:
5		Subject/Class: Subject/Class: Subject/Class:
6		Subject/Class: Subject/Class: Subject/Class: Subject/Class:
7		Subject/Class: Subject/Class: Subject/Class: Subject/Class:
8		Subject/Class: Subject/Class: Subject/Class: Subject/Class:
9		Subject/Class: Subject/Class: Subject/Class: Subject/Class:
10		Subject/Class: Subject/Class: Subject/Class:
11		Subject/Class: Subject/Class:
12		Subject/Class:
13		Subject/Class:
14		RAP
15		RAP
16		RAP

## WEEKLY SCHEDULE OF PLANS

*E-mail this completed form to your University Supervisor by **Friday at 4:00 p.m.** the week prior to \_\_\_\_\_ using these plans. (Only write the times/subjects that **YOU** will be teaching.)*

**Name:** \_\_\_\_\_

**School:** \_\_\_\_\_

**Week of:** \_\_\_\_\_

<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>

**Truett McConnell University**  
**Teacher Education Department**  
 Weekly Report on Teacher Candidate

Candidate's Name \_\_\_\_\_  
 Cooperating Teacher's Name \_\_\_\_\_

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>Date</b>					
<b>Times</b>					
<b>Teacher's Initial</b>					

Candidate Self-Evaluation			3=Proficient 2=Developing 1=Unacceptable	Cooperating Teacher's Evaluation		
3	2	1		3	2	1
			Has been prompt to school			
			Has fulfilled expected duties, including beyond the classroom			
			Has been prompt in handling paper work			
			Lesson plans were complete and thorough			
			Lesson plans were handed in with sufficient time for evaluation			
			Rapport with students reflects appropriate classroom management			
			All school related responsibilities were handled professionally			
			No outside responsibilities are interfering with teaching duties			

**Candidates Comments:**

**Cooperating Teacher's Comments (strengths and areas for improvement):**

Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

## **VIDEO – TAPED LESSON ASSIGNMENT**

Once during the internship, the intern will video-tape a 15 – 20 minute lesson, observe the lesson to complete a Classroom Observation Instrument, and write a two-page reflection about that lesson. The intern will submit the video, COI, lesson plan, and the reflection on or before the due date.

The video clip should include positive interactions between intern and students, student engagement in the lesson, how the intern makes connections to students' prior academic learning to present lesson, how questioning techniques of students demonstrate higher-order thinking skills, and students have time to apply the strategy during guided practice.

In the reflection, the intern should address the following:

- how the intern demonstrates a positive learning environment that supports students' engagement in learning,
- how the intern actively engage student in integrating strategies and skills to comprehend or compose text,
- how the intern elicits student responses to promote thinking in order to develop students' abilities to use the skill being taught, and
- how the intern supports students to learn, practice, and apply the skill in a meaning-based context.

## VIDEO-TAPED LESSON RUBRIC

CRITERIA	15-11	10-6	5-0
<b>Video-taped Lesson (X 3 for scoring)</b>	The video is 15-20 minutes in length, audible, engaging, and able to be viewed. The intern is exciting and motivating during the lesson.	The video is 10-15 minutes in length, somewhat audible, and most students are engaged. The intern is somewhat exciting during the lesson.	The video is less than 10 minutes in length and is inaudible. Video is non-viewable.
<b>COI completed (X 2 for scoring)</b>	COI is rated and includes adequate comments in all 14 of the elements.	COI includes adequate comments in 11 of the 14 elements.	COI includes adequate comments in 8 or fewer elements.
<b>Learning Environment</b>	Video clip reveals a positive learning environment that includes tasks/discussions that challenge student thinking and encourage respectful student-student interaction.	Video clip demonstrates intern's interactions with students are respectful, demonstrate rapport, and students communicate easily with the intern.	Video clip shows an emphasis on intern's rigid control of student behaviors, discussions, and other activities in ways that limit and do not support learning.
<b>Engage Students in Learning</b>	Students are engaged in the learning tasks that has connections between students' prior academic learning and personal/cultural/community experiences.	Students are engaged in learning tasks that provide opportunities for student to focus on the strategy and requisite skills.	Students are participating in rote tasks that primarily focus on skills and provide little opportunity to develop the strategy.
<b>Deepening Student Learning</b>	The intern follows up on student responses to encourage the student or his/her peers to explore or build on the ideas expressed to develop students' understanding of the essential strategy and skills.	The intern prompts students to offer responses that support students to use either the strategy or skill by using "how" and "why" questions.	The intern asks questions that elicit right/wrong or yes/no answers and do little to encourage students to think about the skills or strategy being taught.
<b>Subject-Specific Pedagogy</b>	The intern is explicit about how (or when) students are to apply the strategy during guided practice. The intern demonstrates the strategy with students and allows opportunities for them to discuss and practice how to use it.	The intern guides conversation and models the identified strategy for students and there is some evidence that students have opportunities to practice the strategy with teacher guidance.	The intern describes the strategy without allowing opportunities for any practices.
<b>Lesson Plan (X 3 for scoring)</b>	The lesson plan was adequate for content taught and it reflected instruction.	The lesson plan was not adequate, or it did not reflect instruction.	The lesson plan was not turned in.
<b>Reflection (X 3 for scoring)</b>	All 4 points of the reflection are addressed thoroughly.	3 of 4 points of the reflection are addressed thoroughly.	2 or less points of the reflection are addressed thoroughly.
<b>Mechanics and Conventions</b>	The reflection demonstrates a strong command of conventions: few, if any, errors in usage and sentence formation; effective and consistent use of punctuation, capitalization, and spelling	The reflection demonstrates an adequate command of conventions; some errors in usage and sentence formation; adequate use of punctuation, capitalization, and spelling.	The reflection demonstrates a weak command of conventions; errors in usage and sentence formation; ineffective and inconsistent use of punctuation, capitalization, and spelling
<b>Textual Evidence</b>	ALL content is clear and focused;	MOST content is clear and	Content is unclear;

	Topic is narrow and manageable; ALL evidence is synthesized, thorough, and relevant to the topic; All citations are from referenced, evidence-based articles; ALL literature was published in the past 3-5 years	focused; Topic is mostly narrow and manageable; Most evidence is somewhat synthesized, thorough, and relevant to the topic; Most citations are from referenced, evidence-based articles; Most literature was published in the past 3-5 years	information is limited; Extensive use of direct quotes with limited summarization; little or no synthesis of information; some literature is not relevant to the topic and/or citations are not from referenced, evidence-based articles
<b>APA Format</b>	ALL articles/ authors are cited correctly in the body of the paper; ALL direct quotations are accurately cited; ALL headers are used correctly; reference list is correctly formatted and includes a references for all citations in the paper; Paper, including references, meets ALL APA formatting requirements	Most articles/authors are cited correctly in the body of the paper; most direct quotations are accurately cited; most headers are used correctly; reference list format is mostly correct and includes references for most citations in the paper; Paper, including references, meets MOST APA formatting requirements	Major APA errors in citations in the body of the paper; quotations not accurately cited; major errors in the reference list; does not meet APA formatting requirements
<b>Organization</b>	Introduction explains topic; paper flows smoothly; transitions clearly connect the content; paragraphs/sections are sequenced logically; conclusion concisely summarizes the content of the paper	Introduction explains topic; paper flows somewhat; transitions somewhat connect the content; paragraphs/sections are sequenced logically; conclusion somewhat summarizes the content of the paper	Paper lacks clear focus; introduction is does not explain topic or is inadequate; paper does not flow; transitions are unclear or missing; paragraphs/sections are not sequenced or logical; conclusion inadequately summarizes the content of the paper

Total = 285

RECAP AND PLAN #1 RUBRIC  
(RAP)

- 1. Career Plan (40 points) \_\_\_\_\_
- 2. Junior Observation \_\_\_\_\_
- 3. Week of Career Observation \_\_\_\_\_
- 4. Private School Observation \_\_\_\_\_
- 5. Assist in Cafeteria \_\_\_\_\_
- 6. Observe Secretary \_\_\_\_\_
- 7. Ride a School Bus \_\_\_\_\_

Be sure to include data, location, and initials of person observing.  
(Components are worth 10 points each unless noted otherwise.)

TOTAL SCORES: \_\_\_\_\_

RECAP AND PLAN #2 RUBRIC  
(RAP)

- 1. COI of Junior + 1 page reflection (100 points) \_\_\_\_\_
- 2. Analysis of Observations \_\_\_\_\_
  - a. Career Observations \_\_\_\_\_
  - b. Private School \_\_\_\_\_
  - c. Cafeteria \_\_\_\_\_
  - d. Secretary \_\_\_\_\_
  - e. School Bus \_\_\_\_\_

Be sure to include date, location, and initials of person observing.  
(Components are worth 50 points each unless noted otherwise.)

## PROGRAM PROGRESSION PORTFOLIO RUBRIC

1. Updated Resume \_\_\_\_\_
2. Updated Call to Teach \_\_\_\_\_
  - a. (original from ED 301 / ED 309 or MU 374) \_\_\_\_\_
3. Updated Transcript \_\_\_\_\_
4. Updated Degree check sheet \_\_\_\_\_
5. Most recent GACE scores \_\_\_\_\_
  - a. Program Admissions (or scores of ACT / SAT if exempt)
  - b. Ethics Entrance and Exit Certificate
  - c. Content Area Assessment
6. An updated table that demonstrates your GPA in each content area \_\_\_\_\_
7. Field Experience placement chart that is updated \_\_\_\_\_
8. Hour logs from ALL field placement experiences in chronological order \_\_\_\_\_
9. Evaluations from all field placement experiences in chronological order \_\_\_\_\_
10. All portfolio paperwork was placed in the assigned color folder \_\_\_\_\_
11. All portfolio paperwork was professionally presented \_\_\_\_\_

Each component is worth 100 points each for a total of 1100.  
Be sure each section is properly tabbed and labeled.

TOTAL SCORE: \_\_\_\_\_

COMMENTS:

## READING PORTFOLIO RUBRIC

1. Each standard has appropriate evidence and labeled appropriately.
  - a. a = \_\_\_\_\_
  - b. b = \_\_\_\_\_
  - c. c = \_\_\_\_\_
  - d. 1.1 & 1.2 = \_\_\_\_\_
  - e. 1.3 = \_\_\_\_\_
  - f. 1.4 = \_\_\_\_\_
  - g. 2.1 = \_\_\_\_\_
  - h. 2.2 = \_\_\_\_\_
  - i. 2.3 = \_\_\_\_\_
  - j. 3.1 = \_\_\_\_\_
  - k. 3.2 = \_\_\_\_\_
  - l. 3.3 = \_\_\_\_\_
  - m. 3.4 = \_\_\_\_\_
  - n. 4.1 = \_\_\_\_\_
  - o. 4.2 = \_\_\_\_\_
  - p. 4.3 = \_\_\_\_\_
  - q. 4.4 = \_\_\_\_\_
2. At least four pieces of evidence are examples of student work.
  - a. 1 = \_\_\_\_\_
  - b. 2 = \_\_\_\_\_
  - c. 3 = \_\_\_\_\_
  - d. 4 = \_\_\_\_\_
3. The Teacher Candidate completed the reading portfolio rubric appropriately.  
\_\_\_\_\_
4. The folder is presented professionally. \_\_\_\_\_

Each component is worth 100 points each for a total of 2300.

TOTAL SCORE: \_\_\_\_\_

COMMENTS:

## FAMILY / COMMUNITY PORTFOLIO RUBRIC

1. Each standard has appropriate evidence and labeled appropriately.
  - a. 3.1 = \_\_\_\_\_
  - b. 3.2 = \_\_\_\_\_
  - c. 3.3 = \_\_\_\_\_
  - d. 3.4 = \_\_\_\_\_
  - e. 3.5 = \_\_\_\_\_
  - f. 3.6 = \_\_\_\_\_
  - g. 3.7 = \_\_\_\_\_
  - h. 3.8 = \_\_\_\_\_
2. The Teacher Candidate completed the family / community portfolio rubric appropriately. \_\_\_\_\_
3. The folder is presented professionally. \_\_\_\_\_

Each component is worth 100 points each for a total of 1000.

TOTAL SCORE: \_\_\_\_\_

COMMENTS:

# Professional Seminar Final Senior Presentation Rubric

Student Name: \_\_\_\_\_

**Task Description:** Student will create a video project that details application of Intern Keys during internship. The presentation should include appropriate photographs, video, music, graphs, and other visual aids. The final project should be a full quality QuickTime movie format, iMovie, or a similar video format. PowerPoint, Google Slides, or variations of applications **cannot be used** to create final product.

ACTIVITY		Excels (325-293 Points)	Meets (292-260 Points)	Does Not Meet (259-228 Points)	Not Evident (0 Points)	POINTS
<b>Introduction</b>		Introduction concisely introduces the material. Transition to multimedia presentation clearly connects content.	Introduction introduces the material. Transitions somewhat connect the content.	Introduction is vague. Transitions are unclear or missing.	Not Evident	
<b>Intern Keys</b> Professional Knowledge Instructional Planning Instructional Strategies Differentiated Instruction Assessment Strategies Assessment Uses Positive Learning Environment Academically Challenging Environment Professionalism Communication	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	All components of Intern Keys are addressed.	8-9 components of the Intern Keys are addressed.	6-7 components of the Intern Keys are addressed.	Not Evident	
<b>Reflection</b>		Student summarized experience and included 2 areas of strength, 2 areas of growth, and a professional development plan for addressing areas of growth.	Student summarized experience and included 2 areas of strength and 2 areas of growth. A professional development plan is included but goal of plan is unclear.	Student summary lacks focus. Only 1 area of strength and/or 1 area of weakness are included. The professional development plan is unclear or not included.	Not Evident	

<b>Concept</b>	Has a clear picture of what they are trying to achieve. Adequate description of what they are trying to do and generally how his/her work will contribute to the final project.	Has a fairly clear picture of what they are trying to achieve. Can describe what they are trying to do overall but has trouble describing how his/her work will contribute to the final project.	Has brainstormed their concept, but no clear focus has emerged. Goals/final product not clearly defined.	Little effort has been spent on brainstorming and refining a concept. Unclear on the goals and how the project objectives will be met.	
<b>Content</b>	The content includes a clear statement of purpose or theme and is creative, compelling and clearly written. A rich variety of supporting information in the video contributes to the understanding of the project's main idea.	Information is presented as a connected theme with accurate, current supporting information that contributes to understanding the project's main idea. Details are logical and persuasive information is effectively used.	The content does not present a clearly stated theme, is vague, and some of the supporting information does not seem to fit the main idea or appears as a disconnected series of scenes with no unifying main idea.	Content lacks a central theme, clear point of view and logical sequence of information. Much of the supporting information is irrelevant to the overall message. The viewer is unsure what the message is because there is little persuasive information and only one or two facts about the topic are articulated.	
<b>Organization</b>	Events and messages are presented in a logical order with application of Intern Keys clearly identified. Includes properly cited sources.	The content includes a clear point of view with a progression of ideas and supporting information. Application of Intern Keys is somewhat clear. Includes properly cited sources.	Application of Intern Keys is unclear. Includes few citations and few facts.	Information is incomplete and application of Intern Keys is not included. No citations included.	
<b>Quality</b>	Movie was completed and had all required elements. The video was well edited and moves smoothly from scene to scene with proper use of transitions. Audio and other enhancements were well used.	Movie was completed and contained all required items. Editing was not done as well as it should have been. Some poor shots remain. Movie is still somewhat choppy. Audio and other enhancements were utilized, but not for maximum effect.	Movie was made, but had very little if any editing. Many poor shots remain. Video was very fragmented and choppy with little to no audio reinforcement. Majority of presentation was created using PowerPoint, Google Slides, or variations of applications to create presentation.	There was no movie, or footage was totally unedited with no transitions or audio support of any kind. Student used PowerPoint, Google Slides, or variations of applications to create presentation.	
<b>Time Length</b>	3-4 Minute Intro <input type="checkbox"/> 10 Minute Video <input type="checkbox"/> 5-6 Minute Reflection <input type="checkbox"/>	2-3 Minute Intro <input type="checkbox"/> 8 Minute Video <input type="checkbox"/> 3-4 Minute Reflection <input type="checkbox"/>	1-2 Minute Intro <input type="checkbox"/> 7 Minute Video <input type="checkbox"/> 1-2 Minute Reflection <input type="checkbox"/>	Did not adhere to time length requirements. Presentation either went over time recommendations <b>or</b> did not meet the minimum qualification for time length of presentation.	
<b>Final Score</b>					_____/2600

### SPRING INTERNSHIP SCHEDULE 2020

Requirement	Date Due	Signed by Coop. Teacher	E-mailed to College Supervisor	Keep in Notebook
Notebook: Internship Chart	12/9/19 (first day of internship), and ongoing			X
Long-Range Plan	1/6/20	X	X	X
Classroom Management Plan	1/6/20			X
Daily Lesson Plans	1 <sup>st</sup> is due 1/6/20 (approved min. of 3 school days in advance; MUST have a lesson plan for every lesson taught)	X		X
Weekly Schedule of Plans	1 <sup>st</sup> is due 1/10/20 (end of each week thereafter until intern is no longer teaching a subject)			X
Classroom Management Reflections	Ongoing; <b>completed at end of each week of the internship</b>			X
Weekly Conference Report	1 <sup>st</sup> is due 1/10/20; (complete at the end of each week)	X (Notebook copy)	X	X
1 <sup>st</sup> COI completed	1/10/20			X
1 <sup>st</sup> Senior Seminar	1/24/20			
Monthly Dispositional Analysis	1/31/20		X	X
Video-Taped Lesson	2/15/20 by 5 PM		Submitted to	
Monthly Dispositional Analysis	2/28/20		X	X
2 <sup>nd</sup> Senior Seminar	3/2/20			
Final COI completed	2/28/20			X
RAP (Recap and Plan) Part #1	3/19/20		Submitted to	
Unit Plan	3/27/20 by 5 PM		Submitted to	
Monthly Dispositional Analysis	3/27/20		X	X
Final Portfolios	4/13/20 by 5 PM		Submitted to	
Final Day of Internship	4/23/20			
Honors Chapel and Reception	4/21/20			
RAP (Recap and Plan) Report #2	4/24/20			
Capstone Paper	4/24/20		X	
Final Conferences	4/28/20 & 4/29/20			Final Conferences
Senior Presentations	4/15/20 & 4/16/20			
e-Portfolio	4/24/20		Submitted to	

## **edTPA SCHEDULE**

This schedule is to help interns stay on schedule to submit on the March 14 due date. By submitting in March, the intern will have time to make corrections if needed while still in his/her placement.

- 1/3/20 – completed Section 4 (Math Section for EE)
- 1/31/20 – completed Section 1
- 2/14/20 – completed Section 2
- 2/28/20 – completed Section 3
- 3/12/20 – Final Submission date
- 3/26/20 – Resubmission date if needed
- 4/9/20 – Resubmission date if needed