

Date of request: 05-OCT-2018

Request ID: E-2018-TLES-89

College: E

Department: TLES

Initiator name: Amy Bentz

Initiator email: amy.e.bentz@wmich.edu

Proposed effective term: 202040

Does course need General Education approval?: Y

Will course be used in teacher education?: Y

If 5000 level course, prerequisites apply to: B

Proposed course data:

1. Proposed course prefix and number:

ED 4200

2. Proposed credit hours:

3

3. Proposed course title:

Clinical Rotations in Secondary Education

4. Proposed course prerequisites:

ES 2000

5. Proposed course corequisites:

none

6. Proposed course prerequisites that may be taken concurrently (before or at the same time):

none

7. Minimum grade for prerequisites (default grades are D for Undergrad and C for

Grad):
CB

8. Major and/or minor restrictions:
Include

9. List all the four-digit major and/or minor codes (from Banner) that are to be included or excluded:
Banner codes TBD. "Post-Baccalaureate Program for Initial Certification in Secondary Education" "Masters of Arts in Teaching in Secondary Education"

10. Classification restrictions:
Include

11. List all the classifications (freshman, sophomore, junior, senior) that are to be included or excluded:
junior and senior

12. Level restriction:
Include

13. List the level (undergraduate, graduate) that is to be included or excluded.
UG

14. Do prerequisites and corequisites for 5000-level courses apply to undergraduates, graduates, or both?
Both

15. Is this a multi-topic course?
No

16. Proposed course title to be entered in Banner:
Clinical Rotation in SED

17. Is this course repeatable for credit?
No

18. Is this course mandatory credit/no credit?
No

19. Select class type:
Seminar

20. How many contact hours per week for this course?

4

A. Please choose Yes or No to indicate if this class is a Teacher Education class:

Yes

B. Please choose the applicable class level:

Both

C. Please choose Yes or No to indicate if this is a class for our current General Education program OR for the WMU Essential Studies program:

No

D. Explain briefly and clearly the proposed improvement.

The TLES department is proposing to create a 4000 level course that provides teacher candidates with multiple field experiences in educational settings. ED4200-Clinical Rotations in Secondary Education will serve to provide this content for the proposed program. The ED4200 course prefix and number have been cleared by Kelly Oliver in the Registrar's office, 6/11/18.

E. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.).

The TLES department, Program in Secondary Education, is proposing a new graduate certificate program and a new Masters degree program. This is to replace the current undergraduate program in Secondary Education. The existing undergraduate courses cannot be used. There are three recommended courses at the undergraduate level that students may choose to take prior to admission into the new program; two of these recommended courses are new courses. Therefore, the following new undergraduate and graduate-level courses are being created: Undergraduate Coursework: ED 3200 Clinical Experience in Education (3 credits) Pre-req or Co-req: ES2000 ED 4200 Clinical Rotations in Education (3 credits) Pre-req: ES2000 Graduate Coursework: ES 5200 Education from a Socio-Cultural Perspective (3 credits) Pre-req: Admission into program ED 5310 Educational and Developmental Psychology (3 credits) Co-req: ES5200 ED 5450 Curriculum and Assessment (2 credits) Co-req: ES5200 ED 6320 Secondary Instructional Practice (1 credit) Pre-req: ES2000, ED5310, ED5450, LS6870 Co-req: ED6445, ED6455

F. List the student learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

Teacher education programs at WMU are accredited by the Council for the Accreditation of Educator Preparation (CAEP) which uses standards laid out by Interstate Teacher Assessment and Support Consortium (InTASC). The proposed course will address the following InTASC standards: InTASC Standard 1 - Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs

and implements developmentally appropriate and challenging learning experiences. Sub-standards include: Teacher education programs at WMU are accredited by the Council for the Accreditation of Educator Preparation (CAEP) which uses standards laid out by Interstate Teacher Assessment and Support Consortium (InTASC). The proposed course will address the following InTASC standards: InTASC Standard 1 - Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. Sub-standards include: 1H 1I 1K InTASC Standard 2 - Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. Sub-standards include: 2L 2M 2N 2O InTASC Standard 3 - Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation. Sub-standards include: 3N 3O 3P 3Q 3R Standard #6: Assessment The intern teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to inform ongoing planning and instruction. Sub-standards include: 6U 6V Standard #7: Planning for Instruction The intern teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary, and pedagogy, as well as knowledge of learners and the community context. Sub-standards include: 7N 7O 7P 7Q Standard #8: Instructional Strategies The intern teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to access and appropriately apply information. Sub-standards include: 8P 8Q InTASC Standard 9 - Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. Sub-standards include: 9E 9M 9N 9O InTASC Standard 10 - Leadership and Collaboration The intern teacher seeks appropriate leadership roles and collaborates with students, families, colleagues, other professionals, and community members to share responsibility for student growth and development, learning, and well-being. Sub-standards include: 10 Q 10 R 10 S 10T

G. Describe how this curriculum change is a response to student learning assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

This curriculum change has resulted from a 2-year discussion between CAS concerning declining enrollment in the undergraduate programs housed in the CAS. Currently, each teachable major in CAS is considered a separate program. Many of these majors have only a handful of students, which is financially unsustainable.

H. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.

The proposed course has no effect on other colleges, departments, or programs. Letters of

support from the deans of CAS and CEHD, as well as the department chair of TLES/SPLS, are included within the certificate and graduate program proposals, supporting the creation of this new course.

I. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

This new course will serve a new iteration of the existing secondary education program that is currently housed within our department.

J. Effects on enrolled students: are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

Currently enrolled students will continue to have the current undergraduate courses available. A 3-year teach-out plan is attached. Current undergraduate students will be given an opportunity to apply for the new certification/certificate program(s). Proposed program completion is designed to take the same amount of time as it is to complete the current undergraduate program.

K. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

There has been consistent interest in a post-baccalaureate program over the last two decades. Anticipated students would be WMU undergraduates with interest in pursuing a teaching certification as well as other individuals who hold bachelor's degrees from accredited colleges and universities who are seeking professional teaching certification.

L. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

The proposed program will directly affect department (TLES) resources. Because the proposed program is a year-round program, alternative scheduling and summer contracts will be necessary for some secondary education faculty. ED4200 is a recommended undergraduate course offered only in Spring. Teacher candidates can take this course prior to being admitted into the program. The proposed program will require a different advising structure than we currently use. Undergraduate advisors in CAS will need to be trained on the proposed program and will need to advise undergraduate students in such a way that they can pass the requisite MTTC subject area exam(s). CEHD advisors will also need training on the proposed program and the workflow processes to communicate with GPSTC director and/or faculty. The current university resources (equipment, space, technology, and library holdings) should be sufficient to support the proposed course.

M. With the change from General Education to WMU Essential Studies, this question is no longer used.

For courses requesting approval as a WMU Essential Studies course, a syllabus identifying the student learning outcomes and an action plan for assessing the student learning outcomes must be attached in the Banner Workflow system.

Not Applicable

N. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.

Not Applicable

O. Current catalog copy:

Not Applicable

P. Proposed catalog copy:

ED4200: Clinical Rotations in Secondary Education This course will place the teacher candidate in structured educational clinical rotations under the supervision of qualified mentor teachers. Teacher candidates will spend two hours per week in the field. Rotations will focus on the complex processes that encompass teaching and learning; focusing on effective practices to meet the needs of all students. Students will be expected to demonstrate a variety of professional dispositions, and develop competence in classroom observation skills and effective communication strategies. This course is paired with a weekly seminar designed to further the candidates' practical understanding and knowledge about teaching and learning in diverse educational settings, and to support the development of a professional identity through self-reflection. Program requires a grade of "CB" or better. May repeat course one time only. Restricted to Juniors or Seniors. Prerequisite: ES 2000, with a grade of "CB" or better. 3 hours

Department Curriculum Chair approver: James Muchmore

Department Curriculum Chair comment: There was a technical problem with the original submission of this proposal. It somehow got truncated on WorkFlow. This is the second attempt to submit the proposal. This time, the full proposal, syllabus, and teachout schedule are included as attachments. Hopefully, this will solve the problem. -Jim Muchmore

Date: 09-OCT-2018

Department approver: Regena Nelson

Chair comment:

Date: 09-OCT-2018

Western Michigan University – Department of Teaching, Learning, and Educational Studies
(TLES)

ED 4200: Clinical Rotations in Secondary Education

TERM and TIME:

Instructor:

Office:

Email:

Office hours:

Course Description

This course will place the teacher candidate in structured educational clinical rotations under the supervision of qualified mentor teachers. Teacher candidates will spend two hours per week in the field. Rotations will focus on the complex processes that encompass teaching and learning; focusing on effective practices to meet the needs of all students. Students will be expected to demonstrate a variety of professional dispositions, and develop competence in classroom observation skills and effective communication strategies. This course is paired with a weekly seminar designed to further the candidates' practical understanding and knowledge about teaching and learning in diverse educational settings, and to support the development of a professional identity through self-reflection. Prerequisite: ES 2000 with a grade of "CB" or better in all prerequisites. 3 hours

Course Texts and Materials (Required Materials):

1. Good and Lavigne. (2018). Looking in Classrooms. Routledge.
ISBN: 978-1-4166-2018-

eLearning and TK20

The WMU eLearning classroom management system will serve several functions this semester. Including but not limited to: downloading course content, submitting assignments, and receiving feedback from the instructor. There will be in-class tutorials on the technology tools utilized in this course during the first week of class. **Please check e-learning for instructions/rubrics and due dates for each assignment. It is your responsibility to be aware of your assignments and when they are due!** If you have questions, email or ask me prior to the day an assignment is due. If you have issues with the eLearning platform, contact the WMU help desk (<http://www.wmich.edu/elearning/students/index.html>) All assignments should be turned in on eLearning, unless otherwise specified.

TK20 is an assessment and data management system that has been adopted by the College of Education and Human Development. The following evaluations should be uploaded to TK20 (NOT eLEARNING) for credit

- Clinical Rotations SELF Evaluation
- Clinical Rotations *Final Review (Mentor responsibility)*
- Clinical Rotations *Professional Dispositions Form (Mentor responsibility)*
- Clinical Rotations Log Sheet

Your cooperating teacher from each field rotation will need to upload the professional dispositions form and review. Cooperating teachers will be emailed with specific instructions on how to upload documents and electronically "sign" evaluation forms.

Course Objectives

Upon completion of the course, the successful teacher candidate will demonstrate the ability to:

1. from observation and discussion, examine and explain how learner diversity influences instructional choices; specifically interactions (3o, 3p), and instructional(6v)/assessment(6u) modifications based on the needs of the students.
 - 3(o) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
 - 3(p) The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.
 - 6(u) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
 - 6(v) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.
2. identify and describe inclusive practices (7n, 7p, 7q) and policies (9o) in the classroom, including the use of digital technologies.
 - 7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.
 - 7(p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.
 - 7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.
 - 9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.
3. observe, discuss, and reflect on how teaching professionals collaborate to better achieve student learning outcomes (1k, 3n, 7o, 10q, 10r and A1.1).
 - A1.1 Leading and/or participating in collaborative activities with others (peers/colleagues/teachers)
Application of professional dispositions
 - 1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.
 - 3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
 - 7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.
 - 10(q) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.
 - 10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.
4. observe and reflect on the classroom as complex spaces (9e, 9m, 9n)
 - 9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.
 - 9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.
 - 9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

5. describe and discuss the diversity of learners in public school classrooms, with special emphasis on SPED/Exceptionalities and ELLs (2g, 2j, 3l, 8p, 8q.)
 - 2(g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.
 - 2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.
 - 3(l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.
 - 8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
 - 8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

6. value the strengths of diverse learners (1h, 1i, 2m, 2n, 2o)
 - 1(h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.
 - 1(i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.
 - 2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
 - 2(n) The teacher makes learners feel valued and helps them learn to value each other.
 - 2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

7. hold high expectations for all learners (2l)
 - 2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

8. demonstrate respectful communication, responsive listening (3q, 3r)
 - 3(q) The teacher seeks to foster respectful communication among all members of the learning community.
 - 3(r) The teacher is a thoughtful and responsive listener and observer.

9. demonstrates understanding of professional responsibilities (9o, 10s, 10t)
 - 9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.
 - 10(s) The teacher takes responsibility for contributing to and advancing the profession.
 - 10(t) The teacher embraces the challenge of continuous improvement and change.

Cooperating Mentor Expectations:

Cooperating mentors should provide opportunities to engage in classroom practice and professional discussions around:

1. instructional choices, interactions, modifications based on diverse learners.
2. professional collaboration to better achieve learning outcomes for all students

Policies and Procedures

Students are responsible for making themselves aware of and understanding the University policies and procedures that pertain to Academic Honesty. These policies include cheating, fabrication, falsification

and forgery, multiple submission, plagiarism, complicity and computer misuse. The academic policies addressing Student Rights and Responsibilities can be found in the Undergraduate Catalog at <http://catalog.wmich.edu/content.php?catoid=24&navoid=974> and the Graduate Catalog at <http://catalog.wmich.edu/content.php?catoid=25&navoid=1030>.

If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s) and if you believe you are not responsible, you will have the opportunity for a hearing. You should consult with your instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test. Please visit the following site for more information on WMU's Academic Honesty Violations: <https://wmich.edu/conduct/honesty/definitions>

In addition, students are encouraged to access the Code of Honor, as well as resources and general academic policies on such issues as diversity, religious observance, and student disabilities:

- Office of Student Conduct: www.wmich.edu/conduct
- Division of Student Affairs: www.wmich.edu/students/diversity
- Registrar's Office: www.wmich.edu/registrar and www.wmich.edu/registrar/policies/interfaith
- Disability Services for Students: www.wmich.edu/disabilityservices.

Assignments

The following assignments will be used to assess student understanding of course materials and evaluate student performance throughout the course. Detailed DESCRIPTIONS along with RUBRICS are posted on eLearning. Due dates are on eLearning, the Course Schedule, and on the Grade Sheet. **The instructor may modify assignments, scoring, and/or due dates depending on the needs of the class.** I provide typed feedback on every assignment, so please upload your work as a *word* or *pages* documents. PDFs and RTFs will not be accepted.

IMPORTANT: When turning in ANY assignment, please use the following file naming protocol: LAST NAME_ASSIGNMENT NAME (Example: Smith_REstudentshadow)

1. Reflective Essays

During this semester, you will compose a set of written reflections for each clinical rotation. These essays are intended to allow you to synthesize, reflect and/or expand upon topics from the course specifically in the context of your field classroom. All essays must be submitted on the specified due dates as indicated on eLearning and your course schedule. A typical essay is *approximately* 4 pages, but can be longer if needed. The time you spend doing the following activities counts towards your required Pre-Internship hours.

Each essay should be explicitly connected to any of the appropriate **10 standards of effective practice for teachers as adopted by the Michigan Department of Education (MI-InTASC)**. You should specifically identify the MI-InTASC standard you have employed or observed, including examples for evidence. You should take the time to review the MI-InTASC standard document, which is attached to the syllabus and posted on eLearning. These essays are an opportunity to process your experiences, and to develop a professional identity as a teacher in relation to the MI-InTASC standards. All reflections should be submitted to eLearning on or before the due date.

2. Seminar Readings and Discussions

You will be asked to read current research about secondary education. Seminars will provide an opportunity to critically analyze these readings, and help to transfer content to practice in the field.

6. Active Participation/Professional Disposition

To facilitate student learning and the development of instructional competencies, the following expectations guide student conduct in this course:

A. Attendance. **Every** seminar we will discuss new topics and ideas that directly affect the quality of your field experiences. Course attendance is critical to success. However, there are unexpected life events that may interfere with the ability to attend seminar. Students can miss one class period during the semester without penalty. If you miss any seminar session you are required to make contact with the instructor within 24 hours of the end of the missed class, although prior notification is appreciated. **After you have missed a seminar, it is highly recommended that you schedule a time to see me in my office to collect missed assignments, as well as to go over any new information that may be needed for the following class period.** Attendance will be taken every seminar, and seminar will start on time. **More than one absence at either your field placement or seminar may result in a deduction of your grade and may impede forward progress in the seminar/placement.**

B. Assignments. Teacher candidates demonstrate understanding of seminar materials and content through the successful completion of assignments. All assignments must be typed and submitted through e-Learning, unless otherwise specified. Unexpected life circumstances may inhibit you from turning in an assignment on time; therefore, you are allowed to turn in **one late assignment (no later than one week overdue) during the semester.** All other assignments must be turned in on or before the due date to be graded. **No other late assignments will be accepted. These additional late assignments will be recorded as a “zero.”**

C. Participation. Teacher candidate success is contingent upon active and prepared participation in class activities and discussions. Please read and take notes on all assigned readings, and take an interested role in classroom activities. The instructor will provide feedback on student participation, and will request a conference with students if concerns over participation arise. Please see the Grade Sheet for a specific break down of participation points associated with the overall grade.

D. Communication. It is the responsibility of the student to communicate individual needs and concerns in a timely manner. Contact the instructor about attendance or assignments as soon as possible. Do not wait until the night before!

Grading Scale

A 93-100%	BA 87-92.99%	B 83-86.99%	CB 77-82.99%
C 73-76.99%	DC 67-72.99%	D 63-66.99%	E 62.99-0

Incomplete. A grade of incomplete will only be given in extreme situations. A written request with justification is required. Please contact the instructor as soon as possible with concerns.

**Ten standards of effective practice for teachers as adopted by
the Michigan Department of Education (MI-InTASC):**



WESTERN MICHIGAN UNIVERSITY

College of Education

Preparing Reflective Practitioners

Program Goals and Indicator Reference Guide

PRE-INTERNSHIP EXPERIENCE

Secondary Education Unit

***THIS IS THE MODIFIED VERSION OF THE INTASC STANDARDS. THE FULL VERSION CAN BE FOUND ON:**
https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf

This assessment is based on the ten standards of effective practice **for teachers** as adopted by the Michigan Department of Education (MI-InTASC). Bulleted lists describe what needs to be addressed to achieve each standard.

Standard #1: Learner Development:

The intern teacher understands how children learn 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.

- Designs developmentally appropriate instruction
- Implements developmentally appropriate instruction

Standard #2: Learning Differences

The intern teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to meet standards.

- Adapts instruction for individual needs
- Inquires about students as individuals with diverse personal and family backgrounds
- Exhibits fairness in supporting all students to learn.

Standard #3: Learning Environments

The intern teacher works with others to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.

- Fosters a safe and respectful environment that promotes learning.
- Organizes time and resources to actively engage students in learning.
- Manages classroom activity and behavior effectively.
- Proactively intervenes to redirect student misbehaviors whenever possible.

Standard #4: Content Knowledge

The intern teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) she/he teaches and creates learning experiences that make the discipline accessible and meaningful for learners.

- Demonstrates knowledge of subject matter.
- Creates meaningful learning experiences.

Standard #5: Applications of Content

The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in

critical/creative thinking and collaborative problem solving related to authentic local and global issues.

- Connects content knowledge to relevant issues in students' lives.
- Engages students in higher level thinking skills.

Standard #6: Assessment

The intern teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to inform ongoing planning and instruction.

- Integrates formal and informal assessments.
- Communicates timely and useful descriptive feedback.
- Aligns assessments with objectives and standards.
- Exhibits fairness in grading practices.
- Uses a variety of formative and summative assessments.

Standard #7: Planning for Instruction

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

- Connects lesson goals with school curriculum and state standards.
- Uses assessment data to inform planning for instruction.

Standard #8: Instructional Strategies

The intern teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to access and appropriately apply information.

- Varies instructional strategies to engage learners
- Uses technology appropriately to enhance instruction.
- Differentiates instruction to meet learner needs.
- Paces lessons to allow learners to integrate their new learning.

Standard #9: Professional Learning and Ethical Practice

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

- Seeks and accepts feedback to improve teaching effectiveness.
- Uses self-reflection to improve teaching effectiveness.
- Demonstrates commitment to the profession.

Standard #10: Leadership and Collaboration

The intern teacher seeks appropriate leadership roles and collaborates with students, families, colleagues, other professionals, and community members to share responsibility for student growth and development, learning, and well-being.

- Works effectively with school personnel.
- Works effectively with parents

Teachout Schedule

	Sum1	Sum2	Fall	Spring
2018-2019			ES2000	ES2000
			ED3000	ED3000
			ED4060	ED4060
			ED4065	ED4065
			ED4086	ED4086
			ED4085	ED4085
2019-2020			ES2000	ES2000
			ED3000	ED3000
			ED4060	ED4060
			ED4065	ED4065
			ED4086	ED4086
			ED4085	ED4085
	*Applications for first cohort due Jan 2020			
2020-2021	ED5450		ES2000	ES2000
	ED4060		ED3200	ED3200
	ED4065		ED3000	ED3000
	ES5200		ED6320	ED4200
			ED6445	ED6452
			ED6455	ED6455
			SCI4040	ED4085
				ED4086
2021-2022	ES5200		ES2000	ES2000
	ED5310		ED3200	ED3200
	ED5450		ED3000	ED3000
	ED4060		ED6320	ED4200
	ED4065		ED6445	ED6452
	ED6452		ED6455	ED6455
	ED6455		SCI4040	ED4085
				ED4086
2022-2023	ES5200		ES2000	ES2000

	ED5310		ED3200	ED3200
	ED5450		ED6320	ED6452
	ED6452		ED6445	ED6455
	ED6455		ED6455	
			SCI4040	
2023-2024	ES5200		ES2000	ES2000
	ED5310		ED3200	ED3200
	ED5450		ED6320	ED6452
	ED6452		ED6445	ED6455
	ED6455		ED6455	
			SCI4040	