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**CTES 7920**

**Auburn University**

Department: Curriculum & Teaching

Program: English to Speakers of Other Languages Education

Course Title: cLINICAL rESIDENCY IN esol education

Course Number: CTES 7920

Course Credit: 3 hours

Semester: Fall 2022

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| --- | --- | --- |
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**1.COURSE DESCRIPTION**

**Catalog Description:**

Supervised on-the-job experience in a school, college, or other appropriate setting, accompanied by regularly scheduled, on-campus discussion periods.

**Overview**

The Clinical Residency in ESOL education (certification track) may be completed by working with students in a public school setting, the Summer English School setting, and/or private tutoring sessions. The non-certification track may utilize Auburn Global or another adult education setting to fulfill requirements. On-the-job experiences are accompanied by scheduled observations and discussions that allow the university supervisor and the interning teacher to analyze and evaluate teaching experiences and abilities to apply research-based practices and knowledge base addressed in objectives and content for courses in the reading program.

The Clinical Residency experience is set up in three unique stages. 1) observations in ESL classes that encompass the wide range of language levels and language domains 2) shadowing/assisting practicing teachers with all aspects of ESL teaching, and/or tutoring one-on-one in class and private settings 3) small group teaching and full time teaching of at least one class of students for the duration of at least one unit. Each stage is comprised of at least 100 hours, but may be split up throughout the entire course of study.

Students working toward Alabama’s Class A ESOL Education certification must complete all three options. Students wishing to develop expertise in other areas of reading education may work with a university supervisor to create additional Clinical Residency options (e.g., teaching reading to children with special needs; working with adult readers).

**Required Text-**none required

**Student Learning Outcomes:** Course objectives include a subset of key indicators from the Alabama Quality Teaching Standards and program-specific indicators. Indicators assigned to CTES 7920 are highlighted on the performance assessment templates included in the attachments. [Or noted below.]

Alignment of objectives with the Alabama Quality Teaching Standards (AQTS) is noted.

1. Students will be introduced to the ethical standards for professionalism.
2. Students will demonstrate the ability to apply course material (to improve thinking, problem solving, and decisions); related to the principles and methods of teaching and learning of English language.
3. Students will develop and demonstrate skills, competencies, and points of view needed by professionals; related to lesson planning, classroom management, and student peer relationships
4. Students will develop an appreciation for the breadth of the field in terms of the four language modalities + grammar, pronunciation, and vocabulary teaching, as well as integrated approaches.
5. Students will use the practicum to gain competence in the field and use course work to support the development of effective teaching as well as the ability to reflect critically about their own teaching techniques and the teaching of others

**2. COURSE REQUIREMENTS**

Students will work with the university supervisor to develop weekly plans for addressing and demonstrating competence in the objectives listed above.

The entire clinical residency will consist of 3 credit hours, with 100 clock hours per stage. Additional clock hour configurations can be made on individual basis in consultation with university supervisor. Requirements for each option include weekly entries in a professional journal that includes annotations to standards or theory, self-evaluations completed at midterm and at the end of the term, and participation in professional conversations about the Clinical Residency.

**Course Requirements**

**Goal Statement**-

1. By the end of week 2, please make a list of at least three personal goals for this stage of the internship that you hope to accomplish by the end of the current semester. These goals can focus on teaching skills, classroom management skills, lesson planning, facilitating student interaction, etc. Just make sure the goals are important to you and are areas that you haven’t already mastered. Please be realistic and set goals that can reasonably be met in the prescribed time frame. **Please email them to your advisor by September 2, 2022.**This way she can work with you to help you move towards accomplishing your goals by the end of the semester.

**Formal Classroom Observations (9/9, 10/7, 11/4, 12/2)**

Each intern will be observed by your advisor **four** times throughout the course of the semester. Each of the four lessons must address at least one language domain (listening, speaking, reading, writing) and all domains must be represented among the lessons. Lessons could address multiple domains, but you must address all four domains. The lesson should be a complete lesson that can be evaluated as a stand-alone lesson or activity. Each observation must be scheduled and confirmed with your supervisor at least 48 hours before the lesson is actually taught. On the day of the observation, each intern should provide the supervisor with a copy of the lesson plan that is being taught, and the completed pre-observation report with a blank copy of the evaluation rubric. Please see **Appendix A**. After the observation, a time must be scheduled shortly thereafter to discuss the observation with your supervisor. The observations are designed to help you analyze and improve your teaching skills. The observations will be spaced throughout the semester, so it is important to make sure that you meet your deadlines.

**B: Reflective Teaching Journal**

Complete this form each week during your student teaching experiences. It provides a way for you to summarize your weekly written reflections about insights, new understandings, acquired skills, problems, and successes during the previous week. Be specific since this is an opportunity to practice self-analysis in such areas as relationships with students and relationships with your supervising teacher and other school personnel. It also demonstrates your planning and how you are working toward personal goals.

You should answer the following questions each week with a different paragraph for each question:

1. I am currently teaching and/or my activities were…
2. My schedule next week… (include a detailed teaching / activity schedule)
3. Overall, this week went… (provide professional, insightful reflections)
4. I achieved success this week…
5. My challenges this week…
6. I have learned that…

Please make sure that your answers connect back to theory and research that you have gained through your coursework. You should upload the journal to Canvas on the following dates: 9/23, 10/21, and 12/2.

See Rubric in Appendix B.

**C: Professional Work Sample Due November 14, 2022**

The focus of this professional work sample is on comprehensive planning of instruction for ELLs that incorporates best practices in sheltered instruction and technology infused instruction, while supporting the acquisition of English in multiple environments. Responses must be well-written, clear, well-organized and free of major grammatical and usage errors. Use APA format when citing any research.

**Planning for Multiple Instructional Interactions**

Complete your plans for multiple instructional interactions with your English language learners. Then respond to the following questions. Attach your plans to your responses.

1. What is the setting for which these plans are designed? Describe the school setting and the student characteristics.

2. What are your learning outcomes and why did you choose them? Describe how they integrate more than one of the language domains of listening, speaking, reading or writing.

3. How will you determine if all students made progress toward achieving the learning

outcomes? Be sure to discuss multiple assessments.

4. How do your plans address the diverse linguistic and cultural backgrounds of your students? Be sure to include a variety of effective instructional strategies you plan to use that are based on recent relevant research. Explain how your plans accommodate the various differences in your student population.

5. Select one or two students that you would like your observer to focus on during the

observation of one of your instructional interactions. Discuss these students’ learning

needs and how you will scaffold instruction to meet the students’ proficiency levels and content knowledge levels.

6. How do your unit plan and/or the learning environment promote student engagement and

encourage supportive interactions that will facilitate their language development?

7. How do you plan to integrate technology into your unit plan? How does technology enhance the instructional effectiveness in this lesson sequence?

**Implementation and Discussion of One Instructional Interaction**

Arrange for your internship supervisor and/or your cooperating teacher to observe one of your multiple instructional interactions. Conduct a brief pre-conference with the observer(s) and share an overview of your instructional plans including the learning outcome(s). After the observation, facilitate a discussion with your observer(s) that focuses on the classroom observation instrument.

1. Did all students make progress toward achieving the language and content outcome(s)?

What evidence did you observe during the instructional interaction to support your response?

2. Discuss the one or two focus students you selected during your planning. How did

these students engage with your lesson? Did you believe you met their needs? Why or

why not? If not, what were the obstacles that prevented the student from achieving the outcomes and what strategies did you implement to address these challenges?

**Reflection on Multiple Instructional Interactions**

1. Reflect on how your *planning* and *instruction* changed over the multiple instructional

interactions and explain what changes you made and why you made the changes you

did.

2. How has your experience teaching this unit changed how you approach lesson planning for English learners? How do you feel that this change will affect the student learning outcomes for your English learner students?

3. Did all students make progress toward achieving the language and content learning outcomes for the unit? What evidence did you observe while teaching the unit that supports your response?

4. What parts of the unit were effective? What parts of the unit were less effective? Utilize

current research about English language teaching to support your answer.

5. In what ways was technology useful as you planned, implemented, or reflected on the unit. Describe how technology extended your instructional capabilities to address the linguistic or sociocultural needs of your students.

**Assessment and Analysis of Student Learning**

Your analysis of student learning should consist of multiple assessments that were included in your unit plan of instruction. Assessments should be both formal and informal. Carefully analyze the assessment data.

1. What formal and informal assessments did you include in your analysis? Why did you choose

these measures? Identify each assessment as formative or summative.

2. How did the assessments match the student’s WIDA language proficiency levels or how were the mainstream assessments adapted to meet the student’s WIDA language proficiency levels?

3. What did the assessment data reveal about the learning of all students? Attach the data

and supporting artifacts such as samples of the assessment(s), rubrics, and student

work samples. Be sure to include a table for each formal assessment that includes a breakdown

of grades. Create a chart based on the table(s).

4. What feedback did you provide to the student to respond to their linguistic or content mastery? How was the feedback understood and incorporated into the student’s subsequent work?

**Items to be Included in Appendices**

1. Unit Plan

2. Course from Alabama Course of Study

3. All supplemental unit materials (PowerPoints, handouts, assessments and rubrics, answer keys, etc.)

4. Student work samples (do not include identifying information)

5. Completed observation tools

6. APA style reference list

**For PWS Rubric See Appendix C**

**Professional Growth Paper due 12/9/2022**

In this paper you will reflect on the professional growth in reflective teaching that you have achieved throughout the semester. Please connect your reflections back to theory or standards. This paper should be 3-4 pages long. Questions that should be answered are:

1. Describe the journey that you have taken towards the goals that you set at the beginning of the semester. How did you meet these goals, or what challenges prevented you from meeting these goals?
2. What did you learn from this internship that surprised you the most?
3. Describe a critical incident that occurred in your EL classroom this semester and explain how this event changed your views on teaching ELs.
4. Describe how your connection with the institution and community in which you were teaching has influenced your professional growth.

**See Appendix D**

**Grading and Evaluation Procedures:**

A grade of Satisfactory or Unsatisfactory is assigned. Students must satisfy all objectives to receive a satisfactory grade.

Evaluation:

The Alabama State Board of Education requires all students completing teacher certification programs to be assessed using the Alabama Quality Teaching Standards and program-specific standards. Assessments used during Clinical Residency to assess these standards are (1) the Professional Work Sample and (2) the Inventory of Candidate Proficiencies. Information regarding the following is provided in the attachments:

* alignment of state standards with the College’s 15 candidate proficiencies – performance assessment templates
* alignment of candidate proficiencies with the key assessments

The final Clinical Residency grade (S, U) is determined by the university supervisor and the cooperating teacher based on the key assessments which include a holistic evaluation of the student’s performance throughout the semester (e.g., Inventory of Candidate Proficiencies).

**3. University and College Policies**

1. Attendance: Attendance is required for all classes unless excused prior to class meeting.
   1. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Tiger Cub* for more information on excused absences. It is the student’s responsibility to notify the cooperating teacher of the absence.
   2. Make-Up Policy: Arrangement to make up missed work due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, make-up work will be completed within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up work will be arranged during the last three days before the final exam period begins.
2. Academic Honesty Policy: All portions of the Auburn University student academic honesty code found in University Policies (<https://sites.auburn.edu/admin/universitypolicies/default.aspx>)will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee
3. Disability Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the PSD office, but need accommodations, make an appointment with The Program for Students with Disabilities, 1228 Haley Center, 844-2096 (V/TT).
4. Course contingency : If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.
5. As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:
   1. Engage in responsible and ethical professional practices
   2. Contribute to collaborative learning communities
   3. Demonstrate a commitment to diversity
   4. Model and nurture intellectual vitality
6. Professionalism Conduct Code
   1. Clothing should be neat and professional. Men should wear pants (not jeans) and a shirt/sweater- T-shirts and sweat shirts are inappropriate. Women can wear pants or skirts, however, they should not be really tight or short. T-Shirts, and spaghetti strap shirts are not appropriate for the classroom. Wear clothing that is not too low-cut.
   2. You should take off your coat during classroom teaching and observations.
   3. You should be punctual in arriving at the placement, ingetting to the class for your lessons, and in the discharge of all professional duties. If you are running late, you should notify your cooperating teacher. You are not allowed to leave early as this disrupts the students’ learning.
   4. You must notify the instructor if you are ill and unable to report to class. If you are scheduled to teach on a particular day and are unable to attend, you still must submit lesson plans so that the instructor can teach the class in your absence.
   5. Please remember you are a guest at your placement. You are to treat the faculty and students with the utmost respect and not interfere with the daily learning practices that the school has set in place. If a difficulty arises, you may be reassigned to a different placement.
   6. You are to be actively engaged in the classroom either through observation or interacting with students or faculty throughout your time in the classroom. Your hours in the classroom are not to be spent doing outside assignments or computer work. This is not a study period.

**Justification for Graduate Credit:**

CTES 7920 provides students with the opportunity to develop graduate-level skills in a professional context through supervised experience. The Clinical Residency promotes the integration of theory, research, and practice in a professional context and fosters self-directed professional development.

**Appendix A:**

**Observation Rubric that will be used when I observe you.**

**Formal Teaching Observation Grading Scale**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Obs.:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Pre-Observation Notes: \_\_\_\_\_/25 Points

Completed Lesson Plan: \_\_\_\_\_/25 Points

Observation Rubric \_\_\_\_\_/40 Points (10 categories: 4 points for “Proficient”, 2 points

for “Developing”, and 1 point for “Unsatisfactory”)

Post Conference\_\_\_\_\_/10

TOTAL: \_\_\_\_\_/100 Points Grade: \_\_\_\_\_\_\_\_

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**Pre-Observation Notes**

*Prior to your formal observation you will need to (The morning of your scheduled lesson observation):*

a. Complete the top half with your name and date

b. Complete this bottom half with your required Pre-Observation Notes

c. Attach a copy of your lesson plan

d. Hand in to your observer

Based on the lesson you are teaching today, identify the strengths?

What strategies/techniques will you use to engage students in your lesson?

What are areas that you have concerns for or are unsure about?

Specific areas you want feedback in

## ESOL Education Clinical Residency Observation Chart (Adapted from Coady et al., 2018)

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|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Criteria | Unsatisfactory | Developing | Effective | Highly Effective | Comments |
| **Creating an environment of respect and rapport** | Teacher does not create an atmosphere of respect and/or support for MLLs | Teacher infrequently or sometimes creates an atmosphere of respect and/or support for MLLs. | Teacher generally and effectively creates an atmosphere of respect and/or support for MLLs. | Teacher consistently and effectively creates an atmosphere of respect and/ or support for MLLs. |  |
| **Establishing a culture for learning.** | Teacher does not establish a culture for MLL learning. | Teacher infrequently or sometimes establishes a culture for MLL learning. | Teacher generally and effectively establishes a culture for MLL learning. | Teacher consistently and effectively establishes a culture for MLL learning. |  |
| **Managing classroom procedures** | Teacher does not manage classroom procedures for MLLs. | Teacher infrequently or sometimes demonstrates management of classroom procedure for MLLs. | Teacher generally and effectively manages classroom procedures for MLLs. | Teacher consistently and effectively manages classroom procedures for MLLs. |  |
| **Managing student behavior** | Teacher does not manage student behavior for MLLs. | Teacher infrequently or sometimes demonstrates management of student behavior. | Teacher generally and effectively manages student behavior. | Teacher consistently and effectively manages student behavior. |  |
| **Organizing physical space** | Teacher does not organize the physical environment in a safe and inclusive way that fosters learning for MLLs | Teacher infrequently or sometimes demonstrates organization of the physical space. | Teacher generally and effectively organizes of the physical space. | Teacher consistently and effectively organizes the physical space. |  |
| **Communicating with students** | Teacher does not communicate with MLLs. | Teacher infrequently or sometimes communicates/sometimes communicates effectively with MLLs. | Teacher generally and effectively communicates with MLLs. | Teacher consistently and effectively communicates with MLLs. |  |
| **Using questioning and discussion techniques** | Teacher does not use appropriate questioning and/or discussion techniques appropriate to MLLs’ linguistic and cultural backgrounds. | Teacher infrequently or sometimes uses limited questioning and/or discussion techniques appropriate to MLLs’ linguistic and cultural backgrounds. | Teacher generally and effectively uses questioning and/or discussion techniques appropriate to MLLs’ linguistic and cultural backgrounds. | Teacher consistently and effectively uses questioning and/or discussion strategies for MLLs. |  |
| **Engaging students in learning** | Teacher does not engage MLLs in learning. | Teacher infrequently or sometimes engages ELLs in learning. | Teacher generally and effectively engages MLL students in learning. | Teacher consistently and effectively engages MLLs in learning |  |
| **Using assessment in instruction** | Teacher does not demonstrate use of assessment in instruction for MLLs. | Teacher infrequently or sometimes demonstrates use of assessment in instruction for MLLs | Teacher generally and effectively demonstrates use of assessment in instruction for MLLs | Teacher consistently and effectively demonstrates use of assessment in instruction for MLLs |  |
| **Demonstrating flexibility and responsiveness** | Teacher does not demonstrate flexibility and responsiveness to the instruction plan for MLLs, even when a change would improve the lesson or interest of MLLs | Teacher infrequently or sometimes demonstrates flexibility and responsiveness to the ieranstruction plan for MLLs. | Teacher generally and effectively demonstrates flexibility and responsiveness to the instruction plan for MLLs. | Teacher consistently and effectively demonstrates flexibility and responsiveness to the instruction for MLLs. |  |

Overall Comments:

**Appendix B: Reflective Teaching Journal**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **1 Pre-Reflection** | **2-Surface Reflection** | **3-Pedagogical Reflection** | **4-Critical Reflection** |
| **Overall Analysis of Teaching** | Describes problems unidimensionally, is preoccupied with management, control and student compliance; Does not support analysis with evidence from experience, theory or research. | Limits analysis of teaching practices to technical questions about teaching techniques. Supports analysis only with evidence from experience. | Engages in constructive criticism of one’s own teaching. Supports analysis with evidence from experience theory and research. | Views practice within the broader sociological, historical, and political contexts. |
| **Student Learning & Differentiation** | General or broad statements about student performance are made with no evidence of specific literacy performance to support claims. Statements may not be linked to lesson objectives. Does not identify instructional next steps for students. Fails to connect methods to experience, research or theory. Fails to identify the differing needs of learners. | Some statements about student performance linked to lesson objectives are made with limited evidence of specific student literacy performance/ behaviors to support claims. Identifies general instructional next steps for students based on student performance. Supports instructional decisions with limited connections to experience, but fails to connect specific methods to underlying theory or research. Identifies opportunities and/or instances of limited accommodations for differing needs of learners. | Describes student performance linked to lesson objectives, and supports claims with specific examples of student literacy performance/behaviors. Identifies specific instructional next steps for students based on student performance. Supports instructional decisions with specific connections to experience, theory and research.  Identifies some opportunities or instances of differentiated instruction to address the differing needs of learners and strives to enhance learning for all students. | Describes the value of authentic student literacy behaviors in a larger social context.  Describes the value of authentic instruction in a larger social context.  Challenges assumptions about students and expectations for students. |
| **Areas of Growth** | Does not describe adjustments/ improvement that could be made for teaching practices. Does not support analysis with evidence from experience, theory or research.  Views student and classroom circumstance as beyond the teacher’s control, sees oneself as a victim of circumstance | Describes adjustments/ improvements that could be made to teaching practices, but these are limited to the current situation. No mention of future teaching episodes. Supports analysis only with evidence from experience. | Demonstrates a commitment to continuous learning and improved practice by describing specific improvements that could be made to teaching practices in future teaching. Supports analysis with evidence from experience, theory, and research. Accepts responsibility for one’s own professional practice and learning outcomes. Analyzes the relationship between teaching practices and student learning. | Acknowledges that teaching practices and policies can either contribute to or hinder the realization of more just and more humane society; calls commonly held beliefs into question. Acknowledges the social and political consequences of one’s teaching; considers the ethical ramifications of classroom practices and policies |
| **Utilization of Feedback to Improve Instruction** | Does not identify any utilization of feedback to improve instruction. | Utilizes constructive criticism from colleagues, and/or self-reflection to improve instruction. General improvements are noted. | Successfully utilizes criticism from colleagues and self-reflection to improve instruction. Specific improvements are identified in the teaching episode. | Enact change in one’s own teaching practice that impacts the school/district/society’s literacy practices. |

**Appendix C: Professional Work Sample Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Professional Work Sample Rubric**  **Professional Work Sample Rubric** | | | | |
| Shape**Rating**  Shape**Indicator** | **Not Approaching competence** | **Approaching Competence** | **Competent** | **Exemplary** |
| **Planning for Multiple Instructional Interactions**  **CAEP A.1.1 & A.1.2** | Instructional plans are incomplete and/or do not meet program guidelines. | Instructional plans are rather poorly developed and/or do not meet program guidelines. | Plans are complete and developed according program guidelines. | Plans are well-developed, meet program guidelines, and providing a comprehensive view of instruction. |
| Reasons for selecting learning outcomes are not adequate nor based on professional and state content standards. | Some learning outcomes are based on appropriate standards. | Most learning outcomes are based on professional and state content standards. | All learning outcomes are based on professional and state content standards. |
| Candidate’s response does not reveal an understanding of subject content nor the ability to create meaningful, relevant curriculum for students. | Candidate’s response reveals some understanding of subject content and an attempt to create meaningful, relevant curriculum for students. | Candidate’s response reveals knowledge of subject content and the ability to create meaningful, relevant curriculum for students. | Candidate’s response reveals an in-depth knowledge of subject content and the ability to create meaningful and relevant curriculum for all students. |
| Little consideration is given to learning context, student developmental levels, and prior cultural or linguistic background when developing instructional plans. | Some consideration is given to learning context, student developmental levels and prior linguistic or cultural background when developing instructional plans. | Consideration is given to learning context, student developmental levels, and prior linguistic and cultural experience is given when developing instructional plans. | Great consideration is given to learning context, student developmental levels, and prior linguistic and cultural experiences when developing instructional plans. |
| Technology is not integrated. | Some opportunities to integrate technology are not taken. | Technology is integrated as appropriate. | Technology is integrated consistently and as appropriate. |
| No strategies for monitoring student learning are reported. | Few effective strategies for monitoring student learning are reported. | Effective strategies for monitoring student learning are selected. | A variety of effective strategies for monitoring student learning are selected. |
| Plans for meeting the diverse needs of students are inadequate and/or inappropriate. | Plans for meeting the diverse needs of some students are not addressed. | Plans for meeting the diverse needs of most students were shared. | Plans for meeting the diverse needs of all students are shared. |
| Few instructional strategies are appropriate for the students and content. | Some instructional strategies are appropriate for the students and content. | Candidate incorporates effective instructional strategies that are appropriate for the learners and content. | Candidate incorporates a variety of effective instructional strategies which are appropriate for the learners and content. |
| Response is unclear, poorly organized, or contains multiple grammatical and usage errors. | Parts of the response lack clarity and contain some grammatical and usage errors. | Response is clear, organized and free of major grammatical and usage errors. | Response is well-written, clear, well-organized and free of major grammatical and usage errors. |
| **Implementation and Discussion of One Instructional Interaction**  **CAEP A.1 & A.2** | Content is not presented in challenging, clear, and/or meaningful way. | Some content is presented in challenging, clear, meaningful, and compelling ways using real-world contexts. | Most content is presented in challenging, clear, meaningful, and compelling ways, using real-world contexts as appropriate. | Content is presented in challenging, clear, meaningful, and compelling ways, using real-world as appropriate. |
| Technology is not used or not used appropriately. | Some opportunities to integrate technology are not taken. | Technology is integrated as appropriate. | Technology is consistently and appropriately integrated. |
| Candidate fails to provide explanations and to use effective instructional strategies so that students learn. | Candidate fails to provide sufficient explanations and to use effective instructional strategies so that students learn. | Candidate provides explanations and utilizes instructional strategies so that students learn. | Candidate provides multiple explanations and utilizes a variety of instructional strategies so that all students learn. |
| Candidate fails to use inquiry, critical analysis, or synthesis. | Candidate misses opportunities to use inquiry, critical analysis, or synthesis. | Candidate employs inquiry, critical analysis, or synthesis. | Considering both the content and students, the candidate effectively employs inquiry, critical analysis, or synthesis. |
| The learning environment is not caring and supportive, and/or fails to encourage self-directed learning by students. | The learning environment is somewhat caring and supportive, and occasionally encourages self-directed learning by students. | The learning environment is caring and supportive, and encourages self-directed learning by students. | The learning environment is caring and supportive, and encourages self-directed learning by all students. |
| Candidate’s actions fail to be consistent with the ideal of fairness and the belief that students can learn. | Candidate’s actions are somewhat consistent with the ideal of fairness and the belief that students can learn. | Candidate’s actions are generally consistent with the ideal of fairness and the belief that students can learn. | Candidate exhibits actions that are consistent with the ideal of fairness and the belief that all students can learn. |
| Candidate fails to clearly communicate ideas to students and to the observer(s). | Candidate’s efforts to communicate ideas to students and to the observer(s) are inconsistent. | Candidate communicates ideas to students and to the observer(s). | Candidate clearly communicates ideas to students and to the observer(s). |
| The candidate’s discussion fails to reflect an understanding of the relationship of the content and content-specific pedagogy. | Some of the candidate’s discussion fails to reflect an understanding of the relationship of the content and content-specific pedagogy. | Most of the candidate’s discussion of reflects an understanding of the relationship of the content and content-specific pedagogy as well as a thorough understanding of professional and pedagogical knowledge and skills as described in professional, state, and institutional standards. | Candidate’s discussion reflects an in-depth understanding of the relationship of the content and content-specific pedagogy as well as a thorough understanding of professional and pedagogical knowledge and skills as described in professional, state, and institutional standards. |
| Candidate fails to consider contexts and the developmental levels and prior experience of students when developing learning experiences. | Candidate occasionally considers various contexts and the developmental levels and prior experience of students when developing learning experiences. | Candidate considers various contexts and the developmental levels and prior experience of students when developing learning experiences that advance learning for students. | Candidate thoughtfully considers school, family, and community contexts and the developmental levels and prior experience of students when developing learning experiences that advance learning for all students. |
| **Reflection**  **CAEP A.1 & A.2** | Candidate fails to provide examples of student progress monitoring and/or to describe how instructional adjustments are made to help students learn. | Candidate provides a few examples of student progress monitoring and occasionally describes how instructional adjustments are made to help some students learn. | Candidate provides examples of student progress monitoring and describes how instructional adjustments are made to help students learn. | Candidate provides a variety of examples of student progress monitoring and describes how appropriate instructional adjustments are made to help all students learn. |
| Modifications to instruction fail to reflect an understanding of how students learn and how to make ideas accessible to them or necessary modifications are made. | Some modifications to instruction reflect an understanding of how students learn and how to make ideas accessible to them. | Modifications to instruction generally reflect an understanding of how students learn and how to make ideas accessible to them. | Modifications to instruction reflect an understanding of how students learn and how to make ideas accessible to all students. |
| Response fails to show how the candidates understanding of professional and pedagogical knowledge is applied to instruction. | Occasionally the response reveals how the candidate’s understanding of professional and pedagogical knowledge is applied to instruction. | Response shows how the candidate’s understanding of professional and pedagogical knowledge is applied to instruction. | Response clearly shows how the candidate’s understanding of professional and pedagogical knowledge is applied to instruction. |
| Insights shared by candidate are not reflective of major schools of thought about teaching and learning. | Candidate’s insights are somewhat reflective of major schools of thought about teaching and learning. | Candidate’s insights are generally reflective of major schools of thought about teaching and learning. | Candidate’s insights are clearly reflective of major schools of thought about teaching and learning. |
| Candidate does not provide evidence of an understanding of content and instructional strategies that help students learn. | Candidate provides some evidence of an understanding of content and instructional strategies that help students learn. | Candidate’s response generally provides evidence of an understanding of content and of instructional strategies that help students learn. | Candidate’s response provides evidence of an in-depth understanding of content and of instructional strategies that help all students learn. |
| **Analysis of Student Learning**  **CAEP A.1 & A.2** | Candidate fails to use multiple assessments to study the effects of teaching on student learning. | Candidate uses assessments to study the effects of teaching on student learning. | Candidate uses multiple assessments to study the effects of teaching on student learning. | Candidate uses multiple and comprehensive assessments to study the effects of teaching on student learning. |
| Candidate fails to provide a clear, complete summary of data. | Candidate provides confusing and/or incomplete summary of data. | Candidate provides a clear, complete summary of data. | Candidate provides a clear, complete, comprehensive summary of data. |
| Supporting artifacts such as rubrics and student work samples fail to support the candidate’s analysis of data. | Supporting artifacts such as rubrics and student work samples are somewhat supportive of the candidate’s analysis of data. | Supporting artifacts such as rubrics and student work samples support the candidate’s analysis of data. | Supporting artifacts such as rubrics and student work samples clearly support the candidate’s analysis of data. |
| Candidate’s response suggests that inappropriate adjustments are made to instruction, and that student progress is not monitored adequately. | Candidate’s response suggests that some appropriate adjustments are made to instruction, and that student progress is monitored occasionally. | Candidate’s response suggests that appropriate adjustments are made to instruction, and that student progress is monitored adequately. | Candidate’s response provides confirmation that appropriate adjustments are made to instruction, and that student progress is monitored systematically. |
| Data show that instruction has little positive effect on learning for students. | Data show that instruction has a somewhat positive effect on learning for students. | Data show that instruction has a positive effect on learning for students. | Data show that instruction has an exceptionally positive effect on learning for all students. |
| **Connections to Research**  **CAEP A.1 & A.2** | Candidate fails to utilize instructional strategies that research has shown to be effective practices. | Candidate utilizes some instructional strategies that research has shown to be effective practices. | Candidate utilizes instructional strategies that research has shown to be effective practices. | Candidate utilizes multiple instructional strategies that research has shown to be effective practices. |
| Candidate fails to connect current research in their field of study to the strategies she/he employs. | Candidate occasionally connects current research in their field of study to the strategies she/he employs. | Candidate generally connects current research in their field of study to the strategies she/he employs. | Candidate connects current research in their field of study to the strategies she/he employs. |
| Candidate’s response does not demonstrate an understanding of current educational research that is reflective of major schools of thought about schooling, teaching, and learning. | Candidate’s response demonstrates some understanding of current educational research that is reflective of major schools of thought about schooling, teaching, and learning. | Candidate’s response demonstrates an understanding of current educational research that is reflective of major schools of thought about schooling, teaching, and learning. | Candidate’s response demonstrates an in-depth understanding of current educational research that is reflective of major schools of thought about schooling, teaching, and learning. |

**Appendix D: Professional Growth Paper Rubric**

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|  | **10-9** | **8-7** | **6-4** | **3-2** |
| **Organization** | Information is very organized with well constructed paragraphs, use of subheadings, and information is factual and correct | Information is organized with well constructed paragraphs and information is factual and correct | Information is organized but paragraphs are not well constructed and information is factual | The information appears to disorganized information is suspect to being correct and factual |
| **Depth of Reflection** | Author provides well-reasoned responses that illustrate serious thought. It provides numerous examples that demonstrate the author’s points of view. | Author provides responses that indicate serious thought. Numerous examples are given, but they are not fully explained. | Author provides responses that indicate thoughtful reflection. Although it provides examples, the examples are not connected to the author’s main points. | Author provides responses that show lack of development in supporting their discussion. Only one or two examples are given, so more examples are needed. |
| **Theoretical/ Standards connections** | Paper is clearly connected to research literature or standards and cites four sources. | Paper is rooted in theory and standards and cites three sources | Paper is connected to theory and standards, but it only cites two sources. | Paper is related to research and standards, but only cites one reference. |
| **Mechanics** | No grammatical, spelling or punctuation errors | Almost no grammatical, spelling, or punctuation errors | A few grammatical, spelling, or punctuation error | Many grammatical, spelling, or punctuation errors |
|  |  |  |  |  |