

Developmental Continuum for Clinical Experiences in Teacher Education

CAEP Clinical Experience State Alliance Design Team

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, emotion, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

	Beginning	Intermediate		Profession Ready	
Teacher Candidate development	The teacher candidate understands how learners grow and develop.	The teacher candidate understands how learners grow and develop, recognizing that patterns of learning vary across the cognitive, linguistic, social, emotional, or physical areas.	The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, or physical areas.	The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, or physical areas, and designs and implements developmentally appropriate learning experiences.	The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, or physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
Early Childhood	FLDX 2150 Students in 2150 observe students in different settings. They may work with individual students per request of teacher.	FLDX 2150 Students in 2150 respond to reflection prompts concerning how teachers differentiate instructions	ECEL 3150 Early childhood teacher candidates collect developmental (early learning domains, stages of play, etc) data on small groups of early learners (PK-K students) to develop and implement child-centered curriculum activities. Based on this assessment data, teacher candidates plan and implement five consecutive learning activities with children (activity plans, Prop box, family involvement activity, and PBL experience). They reflect and assess student data between planning of the next experience.	ECEL 3151 YL teacher candidates conduct getting to know you sessions and ELA and math assessments for four students then develop data-driven lessons. Each candidate typically teaches the small group a total of seven lessons. They reflect after the plan is implemented with a peer coach or instructor then complete an analysis and evaluation of the effectiveness of the plan and revise future plans accordingly.	Senior Block <i>Candidates teach whole group lessons in math, communication arts and curriculum assessment. They take their lessons and cooperating teacher's feedback and reflect on their teaching through a series of questions provided. They also gain experience analyzing a whole data set to make instructional decisions.</i> FLDX 4493 and 4496
Elementary, Grades 1 - 6	FLDX 2150 Students in 2150 observe students in different settings. They may work with individual students per request of teacher.	FLDX 2150 Students in 2150 respond to reflection prompts concerning how teachers differentiate instructions	ECEL 3152 Our teacher candidates work with a focus student in ELA where they administer reading assessments and implement strategies to move the student forward in his or her understanding. In math, they use a fraction interview to interview a student, analyze the responses, and plan an intervention addressing misconceptions or enrichment. Our teacher candidates also teach two small	ECEL 3151 YL teacher candidates conduct getting to know you sessions and ELA and math assessments for four students then develop data-driven lessons. Each candidate typically teaches the small group a total of seven lessons. They reflect after the plan is implemented with a peer coach or instructor then complete an analysis and evaluation of the	Senior Block <i>Candidates teach whole group lessons in math, communication arts and curriculum assessment. They take their lessons and cooperating teacher's feedback and reflect on their teaching through a series of questions provided. They also gain experience analyzing a whole data set to make instructional decisions.</i>

			group lessons in math and ELA.	effectiveness of the plan and revise future plans accordingly.	FLDX 4495 and 4496
Middle School	FLDX 2150 Students in 2150 observe students in different settings. They may work with individual students per request of teacher.	FLDX 2150 Students in 2150 respond to reflection prompts concerning how teachers differentiate instructions	MLED 4130: Teacher candidates develop and deliver a lesson based on the diverse learning needs in their assigned clinical classroom.	MLED 4135: Teacher candidates develop and implement a formative assessment in their clinical classroom, they chart the data, analyze the data and develop a differentiated plan based on their classroom data.	MLED 4340: Teacher candidates develop and implement three whole class lessons and identify how they will differentiate content, process and product in each lesson. FLDX 4497 and 4498
Special Education	FLDX 2150 Students in 2150 observe students in different settings. They may work with individual students per request of teacher.	FLDX 2150 Students in 2150 respond to reflection prompts concerning how teachers differentiate instructions	EDSP 4310; EDSP 4385; EDSP 4320 Basic information pertaining to the characteristics, care, treatment, and education of young children with special needs, or children with significant disabilities, or children with mild/moderate disabilities. As part of the introductory course for each major, students are required to spend time with students with the disability related to their plan of study.	EDSP 4330; EDSP 4450; EDSP 4421; EDSP 4422; EDSP 4423; EDSP 4440 Students complete their methods courses in their respective major areas. As part of the requirements for these experiences students are required to develop and provide a variety of intervention implementations and lessons throughout the experience.	FLDX4395 and 4468 Students complete their student teaching experience in their respective major area. Due to the nature of the major, students are required to provide evidence of their ability to differentiate lessons in a variety of ability areas based on the needs of the students in their experience.
Secondary and K-12	FLDX 2150 Students in 2150 observe students in different settings. They may work with individual students per request of teacher.	FLDX 2150 Students in 2150 respond to reflection prompts concerning how teachers differentiate instructions	FLDX 3000 and FLDX 4970 UCM students engage in the design and implementation of three mini lessons in the field. Their plans reflect the analysis of the differences of developmental stages within groups of students, and the resulting assessments provide data to support the degree to which students achieve the desired learning outcome(s). Our students also submit classroom observation summaries through which they document their discussions with their cooperating teacher about emerging patterns of learning and development in individual students as well as in small groups of students		FLDX 4468 and 4495
Library Science	LIS 5150 - Practicum 1 in School Libraries		LIS 5820 - Practicum 2 in School Libraries		LIS 6830 - Internship in School

	<p>Candidates observe supervising librarian and write reflections related to Standard #1 Teaching for Learning: <i>Quality Indicator 1: Knowledge of learners and learning</i> - Applies knowledge of the academic, personal, social, and cultural characteristics of students and relates them to learning through effective instructional strategies and assessments.</p>	<p>Candidates develop and deliver at least one lesson based on the diverse learning needs in in the school library.</p>	<p>Libraries Candidates adapt and develop lessons that effectively relate to students' academic, personal, social, and cultural characteristics.</p>
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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.

	Beginning		Intermediate		Profession Ready
Teacher Candidate development	<i>The teacher candidate understands how diverse cultures and communities affect a learning environment.</i>	The teacher candidate understands how <i>individual differences</i> and diverse cultures and communities affect a learning environment.	The teacher candidate uses their understanding of individual differences and diverse cultures and communities to <i>ensure inclusive learning environments.</i>	The teacher candidate uses their understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments <i>that enable each learner to meet high standards in a small group.</i>	The teacher candidate uses their understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments <i>that enable each learner to meet high standards in a large group.</i>
Early Childhood, Birth - Grade 3		<p>FLDX 2150 Most 2150 students are also enrolled in EDSP 2100 and observe how special needs are met in the classroom.</p> <p>ECEL 3151 YL teacher candidates typically work in schools with children who are culturally diverse. TCs work closely with a classroom teacher who shares how all students' SEL and academic needs are met. As novice teachers TCs are typically assigned four learners who do not need additional support; however they support all students within the classroom environment as the teacher conducts lessons.</p>	<p>ECEL 3150 ICP activity planning and implementation, Prop box experience, family involvement plan, and PBL activity: Each of these experiences require the candidate to assess individual student abilities and needs to differentiate for instruction and support students. Candidates consider physical, cultural, linguistic, academic needs in planning for instruction and work with students. This course does not address IEPs, 504 plans, IFSP's, gifted/talented plans or other legal requirements, however candidates work with students who have one or more of these needs and do discuss needs with the cooperating teacher/instructors during planning, implementation, and reflection.</p>		<p>Senior Block <i>Candidates work on contextual factors charts to gain an understanding of the students they serve in their practicum. They plan for instruction and reflect on their teaching and how they will make adjustments. They work on identifying focus students in their writing lesson and make instructional decisions based on what they know about the student and the results of the writing sample.</i></p> <p>FLDX 4493 and 4496</p>
Elementary, Grades 1 - 6	ECEL 3152 <i>Students learn strategies for differentiation in order to meet the needs of all learners. Because this may be a teacher</i>	<p>FLDX 2150 Most 2150 students are also enrolled in EDSP 2100 and observe how special needs are met in the classroom.</p>			<p>Senior Block <i>Candidates work on contextual factors charts to gain an understanding of the students they serve in their practicum. They plan for instruction and reflect on</i></p>

	<i>candidate's first time actively involved in teaching, they are exposed to diversity within their cooperating teacher's classroom.</i>	ECEL 3151 YL teacher candidates typically work in schools with children who are culturally diverse. TCs work closely with a classroom teacher who shares how all students' SEL and academic needs are met. As novice teachers TCs are typically assigned four learners who do not need additional support; however they support all students within the classroom environment as the teacher conducts lessons.			<i>their teaching and how they will make adjustments. They work on identifying focus students in their writing lesson and make instructional decisions based on what they know about the student and the results of the writing sample.</i> FLDX 4495 and 4496
Middle School		FLDX 2150 Most 2150 students are also enrolled in EDSP 2100 and observe how special needs are met in the classroom.	MLED 4130: Teacher candidates develop and deliver a lesson based on the diverse learning needs in their assigned clinical classroom. Teacher candidates need to complete STWS Section 1, contextual factors component.	MLED 4135: Teacher candidates develop and implement a formative assessment in their clinical classroom, they chart the data, analyze the data and develop a differentiated plan based on their classroom data.	MLED 4340: Teacher candidates develop and implement three whole class lessons and identify how they will differentiate content, process and product in each lesson. Teacher candidates identify instructional plans for Focus students. FLDX 4497 and 4498
Special Education		FLDX 2150 Most 2150 students are also enrolled in EDSP 2100 and observe how special needs are met in the classroom.	EDSP 4310; EDSP 4385; EDSP 4320 All students in all majors are required to spend time in special education programs/classrooms during their introductory courses. As part of these experiences students are afforded many opportunities to observe and interact with students with disabilities and behavioral concerns in self-contained and inclusive settings.	EDSP 4330; EDSP 4450; EDSP 4421; EDSP 4422; EDSP 4423; EDSP 4440; EDSP 4361 Teacher candidates each complete an extensive practicum experience in a variety of classrooms and situations where children experience significant behavioral concerns. They take and compile data and view the results of the strategies implemented. Students also complete a practicum in behavior management.	FLDX4395 and 4468 Teacher candidates in special education are afforded the opportunity to observe, develop strategies, take data, and see the outcomes/effectiveness of strategies throughout their student teaching experience.
Secondary and K-12		FLDX 2150 Most 2150 students are also enrolled in EDSP 2100 and observe how special needs are met in the classroom.	FLDX 3000 and FLDX 4970 <i>Through a series of seminars in FLDX 3000 about effective Differentiated Instruction, our students acquire the skills to plan and implement learning opportunities in an inclusive learning environment. This intent is reflected</i>		FLDX 4468 and 4495

			<p><i>in their written lesson plans, and through their follow up with the cooperating teacher, assessments are reviewed and adjustments are made for enhancing future instruction. This model and process is further advanced in FLDX 4970.</i></p>		
	<p>Library Science LIS 5150 - Practicum 1 in School Libraries Candidates observe supervising librarian and write reflections on Standard #2 Reading and Literacy: Quality Indicator 3: Diversity and inclusiveness - Selects reading materials in multiple formats to facilitate maximum access for all members of the school community.</p>			<p>LIS 5820 - Practicum 2 in School Libraries Candidates create and deliver a minimum of one lesson that includes planning for differentiation and accommodations.</p>	

InTASC Standard 3: Learning Environment- The teacher works with others to create environments that support individual and collaborative learning that encourages positive social interaction, active engagement in learning and self-motivation.

	Beginning		Intermediate		Profession Ready
Teacher Candidate development	<i>The teacher candidate works with others to create organized and safe environments that encourage positive social interaction.</i>	The teacher candidate works with others to create environments that support individual learning and encourage positive social interaction.	The teacher candidate works with others to create environments that support individual and collaborative learning and encourage positive social interaction.	The teacher candidate works with others to create environments that support individual and collaborative learning and encourage positive social interaction and active engagement in learning.	The teacher candidate works with others to create environments that support individual and collaborative learning that encourage positive social interaction, active engagement in learning and self motivation.
Early Childhood, Birth - Grade 3	FLDX 2150 2150 students are expected to communicate appropriately with student, and are encouraged to assist with classroom activities as the classroom teacher permits.	FLDX 2150 2150 students respond to prompts regarding classroom procedures and rules.	ECEL 3150 Environment planning and prop box experience: Candidates assess the current classroom environment using ECERS-3 and DAP considerations. The environment sketch includes learning goals, EC standards, and differentiation in the environment to address those students needing additional supports. The environment plan includes a reflection on student needs, inclusion, and learning. Candidates then plan and implement the prop box experience, with best practice in mind when teaching. Candidates use CLASS strategies to support work with students, encourage and engage them in the social learning process. The implementation is not video recorded but is observed by a university supervisor. Following the implementation, reflection and discussion occurs to disseminate data and plan for future experiences. ECEL 3151 YL teacher candidates teach lessons to small groups of four students. They create supporting materials and use appropriate classroom management	<u>Senior Block</u> <i>Senior block students work with their cooperating teachers two full days a week where they are co teaching and given support from their cooperating teacher. The Senior block students use what they learn in classroom management and other senior block courses on active engagement as well as what their cooperating teacher does to promote active learning which is a nice and appropriate transition into student teaching (profession ready)</i>	FLDX 4493 and 4496

			techniques such as setting expectations, proximity control, and established cues and signals. Although unable to record as they teach, they teach the first four of seven lessons with a peer coach. After each coaching session TCs reflect on making improvements for the next lesson(s).		
Elementary, Grades 1 - 6	<p>FLDX 2150 2150 students are expected to communicate appropriately with student, and are encouraged to assist with classroom activities as the classroom teacher permits.</p> <p>ECEL 3152 <i>Teacher candidates are observing classroom routines and learning environments that are already established. They are beginning to understand the complexity of building relationships with intermediate students both verbally and nonverbally.</i></p>	<p>FLDX 2150 2150 students respond to prompts regarding classroom procedures and rules.</p>	<p>ECEL 3151 YL teacher candidates teach lessons to small groups of four students. They create supporting materials and use appropriate classroom management techniques such as setting expectations, proximity control, and established cues and signals. Although unable to record as they teach, they teach the first four of seven lessons with a peer coach. After each coaching session TCs reflect on making improvements for the next lesson(s).</p>	<p>Senior Block <i>Senior block students work with their cooperating teachers two full days a week where they are co teaching and given support from their cooperating teacher. The Senior block students use what they learn in classroom management and other senior block courses on active engagement as well as what their cooperating teacher does to promote active learning which is a nice and appropriate transition into student teaching (profession ready)</i></p>	FLDX 4495 and 4496
Middle School	<p>FLDX 2150 2150 students respond to prompts regarding classroom procedures and rules.</p>	<p>MLED 4130: Teacher candidates develop and deliver an engaging whole class lesson based on the diverse learning needs in their assigned clinical classroom. Teacher candidates need to complete STWS Section 1, contextual factors component.</p>	<p>MLED 4135: Teacher candidates develop and implement a formative assessment in their clinical classroom, they chart the data, analyze the data and develop a differentiated plan based on their classroom data.</p>	<p>MLED 4130: Teacher candidates need to complete STWS Section 1, contextual factors component.</p>	<p>MLED 4135: Teacher candidates develop and implement three formative assessments in their clinical classroom, that incorporates every pupil response.</p>
Special Education	<p>FLDX 2150 2150 students are expected to communicate appropriately with student, and are encouraged to assist with classroom activities as the</p>	<p>FLDX 2150 2150 students respond to prompts regarding classroom procedures and rules.</p>	<p>EDSP 4310; EDSP 4385; EDSP 4320 Teacher candidates are provided an opportunity to observe and interact with students with disabilities in small group settings. Special education students learn early on to differentiate</p>	<p>EDSP 4330; EDSP 4450; EDSP 4421; EDSP 4422; EDSP 4423; EDSP 4440 Teacher candidates interact with students with disabilities in small group settings. They are expected to develop lesson plans and behavior</p>	FLDX4395 and 4468

	classroom teacher permits.		lessons to meet student needs and provide positive learning experiences to keep students engaged. There is a daily focus on addressing and developing social appropriate interaction skills for students on a daily basis.	intervention strategies to meet the needs of the students in their assigned experience.	
Secondary and K-12	<p>FLDX 2150 2150 students are expected to communicate appropriately with student, and are encouraged to assist with classroom activities as the classroom teacher permits.</p> <p>FLDX 3000 and FLDX 4970 <i>Through regular observation summaries, students analyze and reflect on existing structures and routines in their cooperating teacher's classrooms. They then detail opportunities to assist their teacher with routines and procedures in the classroom. Students are also asked to anecdotally describe occasions in which they have forged and nurtured interpersonal relationships with individuals and groups in the classrooms.</i></p>	<p>FLDX 2150 2150 students respond to prompts regarding classroom procedures and rules.</p>			FLDX 4468 and 4495
Library Science	<p>LIS 5150 - Practicum 1 in School Libraries Candidates observe supervising librarian and write reflections on Standard #4 Leadership and Advocacy: Quality Indicator 2: Advocating with the school community - Advocates for dynamic school library programs and positive learning environments by collaborating and connecting with the school community.</p>		<p>LIS 5820 - Practicum 2 in School Libraries Candidates create a portfolio that provides documentation (picture, lesson plan, flyer) of how they have demonstrated work towards creating a dynamic school library program and positive learning environment by collaborating and connecting with the school community.</p>		<p>LIS 6830 - Internship in School Libraries During university supervisor visits, candidates must effectively demonstrate their ability to create and support a dynamic school library program and positive learning environment by collaborating and connecting with the school community.</p>

InTASC Standard 4: Content Knowledge- The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) they teach and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of content

	Beginning		Intermediate		Profession Ready
Teacher Candidate development	The teacher candidate understands the <i>central concepts and structures of the discipline that they teach.</i>	The teacher candidate understands central concepts, <i>tools of inquiry</i> , and structures of the discipline(s) they teach.	The teacher candidate understands central concepts, tools of inquiry and structures of the discipline(s) they teach and <i>create learning experiences for learners to assure mastery of content.</i>	The teacher candidate understands central concepts, tools of inquiry, and structures of the discipline(s) they teach and <i>create learning experiences that make the discipline meaningful for learners to assure mastery of content.</i>	The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline (s) they teach and creates learning experiences that make the discipline <i>accessible</i> and meaningful for learners to assure mastery of content.
Early Childhood, Birth - Grade 3		FLDX 2150 2150 students respond to prompts regarding communication of learning targets to students.		ECEL 3150 Early Learner block candidates collect baseline data on students, and interview students through a variety of experiences in order to determine a topic of interest and design a sequence of activities and experiences regarding the topic, connecting learning to content areas through use of the DRDP and Early Learning Standards. Candidates identify an essential question and goals for students through teaching experiences. Activities and experiences within the unit include 3 activities, a prop box, a family involvement experience, and a problem based experience. Candidates assess and reflect after each experience in order to plan accordingly for next activities. ECEL 3151 YL teacher candidates develop seven data-driven lessons that meet state standards. These lessons are not sequential, rather they address significant areas of learning (e.g., an ELA lesson in phonics, comprehension/vocabulary/fluency, and writing). Lessons address content	FLDX 4493 and 4496

				standards, Blooms/DOK, essential questions, and opportunities to differentiate and assess. Senior Block <i>During the senior block semester, seniors work on creating a unit plan in curriculum and assessment, which focuses on the content alignment, assessments they can use, and learning targets. This is a nice transition into profession ready where they implement a unit during student teaching.</i>	
Elementary, Grades 1 - 6	ECEL 3152 <i>Teacher candidates are beginning to incorporate standards and objectives in various lesson plan formats. In addition, they are discovering tools of inquiry and building content knowledge in each of the core subject areas.</i>	FLDX 2150 2150 students respond to prompts regarding communication of learning targets to students.		ECEL 3151 YL teacher candidates develop seven data-driven lessons that meet state standards. These lessons are not sequential, rather they address significant areas of learning (e.g., an ELA lesson in phonics, comprehension/vocabulary/fluency, and writing). Lessons address content standards, Blooms/DOK, essential questions, and opportunities to differentiate and assess. Senior Block <i>During the senior block semester, seniors work on creating a unit plan in curriculum and assessment, which focuses on the content alignment, assessments they can use, and learning targets. This is a nice transition into profession ready where they implement a unit during student teaching.</i>	FLDX 4495 and 4496
Middle School	Middle School	FLDX 2150 2150 students respond to prompts regarding communication of learning targets to students.	MLED 4130: Teacher candidates develop and deliver a lesson based on the diverse learning needs in their assigned clinical classroom. Teacher candidates complete STWS Section 1, contextual factors	MLED 4135: Teacher candidates develop and implement 3 formative assessments in their clinical classroom, they chart the data, analyze the data and develop a differentiated plan based on their	MLED 4340: Teacher candidates develop and implement three whole class lessons and identify how they will differentiate content, process and product in each lesson. Teacher candidates identify instructional plans

			component.	classroom data.	for Focus students. FLDX 4497 and 4498
Special Education	Special Education	<p>FLDX 2150 2150 students respond to prompts regarding communication of learning targets to students.</p>	<p>EDSP 4310; EDSP 4385; EDSP 4320 This is something that special education majors are exposed early on in their studies. The field experience during their respective introductory course provides an opportunity for students to see this done on a daily basis and have the opportunity to begin to utilize their knowledge learned to provide for the diverse needs of the students in their setting.</p>	<p>EDSP 4330; EDSP 4450; EDSP 4421, EDSP 4422; EDSP 4423; EDSP 4440 Teacher candidates in special education learn to create individualized learning experiences in a variety of subject areas in order to meet the needs of each of their students at their individual developmental levels.</p>	FLDX4395 and 4468
Secondary and K-12	Secondary and K-12	<p>FLDX 2150 2150 students respond to prompts regarding communication of learning targets to students.</p> <p>FLDX 3000 and FLDX 4970 <i>Students create lesson plans and implement these diverse learning experiences in consultation with, and feedback from both their UCM faculty supervisors, and their cooperating teachers. These plans and teaching experiences identify the correlating standards and employ current curriculum elements</i></p>			FLDX 4468 and 4495
Library Science	<p>Library Science LIS 5150 - Practicum 1 in School Libraries Candidates observe supervising librarian and write reflections on Standard #3 Information and Knowledge: Quality Indicator 2: Information literacy skills - Teaches information literacy skills</p>		<p>LIS 5820 - Practicum 2 in School Libraries Candidates create and deliver at least one lesson during which they ensure they have provided access to information for students, teachers, staff, and administrators to satisfy all learning needs.</p>		<p>LIS 6830 - Internship in School Libraries Candidates adapt and develop lessons that integrate information literacy skills.</p>

InTASC Standard 5: Application of Content- The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creatively, and collaborative problem solving related to authentic local and global issues.

	Beginning		Intermediate		Profession Ready
Teacher Candidate development	<i>The teacher candidate understands how to connect concepts by tapping into students' prior knowledge.</i>	The teacher candidate understands how to connect concepts and use differing perspectives to engage learners.	The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in collaborative problem solving.	The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving.	The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic and global issues.
Early Childhood, Birth - Grade 3	FLDX 2150 2150 students respond to prompts on how teachers engage students in content.		ECEL 3151 YL teacher candidates develop seven data driven lessons that meet state standards. Lessons address texts and processes through content standards, Blooms/DOK, essential questions, and opportunities to differentiate and assess. Senior Block <i>Senior block students engage students in a number talk lesson and a launch -explore-summarize lesson for their mathematics course.</i>	ECEL 3150 Through guided work, candidates support young learners in their own representation of thinking and learning using a variety of modalities. Students are provided multiple options and opportunities to showcase thinking through ICP work, Play plans, prop box reflection, family involvement activity, and problem based learning activity. Candidates are taught to incorporate a variety of sources that accurately represent the topic and guide student work.	FLDX 4493 and 4496
Elementary, Grades 1 - 6	FLDX 2150 2150 students respond to prompts on how teachers engage students in content.		ECEL 3151 YL teacher candidates develop seven data driven lessons that meet state standards. Lessons address texts and processes through content standards, Blooms/DOK, essential questions, and opportunities to differentiate and assess. ECEL 3152 <i>Teacher candidates teach small group lessons using a variety of lesson plan structures that are appropriate for each subject area.</i>		FLDX 4495 and 4496

			<p><i>They use a gradual release model to teach an ELA lesson and an inquiry-based structure to teach a math lesson. Cognitive learning theory is explored and applied in all lesson planning.</i></p> <p>Senior Bock <i>Senior block students engage students in a number talk lesson and a launch -explore-summarize lesson for their mathematics course.</i></p>		
Middle School	<p>FLDX 2150 2150 students respond to prompts on how teachers engage students in content.</p>		<p>MLED 4130: Teacher candidates develop and deliver a lesson based on the diverse learning needs in their assigned clinical classroom. Teacher candidates need to complete STWS Section 1, contextual factors component.</p>	<p>MLED 4135: Teacher candidates develop and implement a formative assessment in their clinical classroom, they chart the data, analyze the data and develop a differentiated plan based on their classroom data.</p>	<p>MLED 4340: Teacher candidates develop and implement three whole class lessons and identify how they will differentiate content, process and product in each lesson. Teacher candidates identify instructional plans for Focus students. FLDX 4497 and 4498</p>
Special Education	<p>FLDX 2150 2150 students respond to prompts on how teachers engage students in content.</p>		<p>EDSP 4310; EDSP 4385; EDSP 4320 Special Education teachers are going to be expected to collaborate with classroom teachers and related services providers. Students are provided an opportunity to observe these experiences during their introductory courses in their respective major area of study</p>	<p>EDSP 4330; EDSP 4450; EDSP 4421; EDSP 4422; EDSP 4423; EDSP 4440 Teacher candidates in special education differentiate instruction on a daily basis for each of their students. They are expected/learn how to engage students and work collaboratively with colleagues in other content areas to provide appropriate lessons for the students they work with.</p>	<p>FLDX4395 and 4468</p>
Secondary and K-12	<p>FLDX 2150 2150 students respond to prompts on how teachers engage students in content.</p> <p>FLDX 3000 and FLDX 4970 <i>Written observation summaries at regular intervals include narrative examples of how teachers scaffold instruction and connect former</i></p>				<p>FLDX 4468 and 4495</p>

	<p><i>learning to current learning opportunities so that students are accessing differentiated resources and information in order to build new knowledge. This narrative also includes reflections about the success in achieving the desired outcomes, and how these occurrences might inform future instruction.</i></p> <p><i>This area is also addressed in the Differentiated Instruction seminars inFLDX 3000.</i></p>				
<p>Library Science</p>	<p>LIS 5150 - Practicum 1 in School Libraries Candidates observe supervising librarian and write reflections on Standard #3 Quality Indicator 2: Information literacy skills - Teaches information literacy skills to build proficiency for student-driven research and individual creation of knowledge through critical thinking.</p>	<p>LIS 5820 - Practicum 2 in School Libraries Candidates create and deliver at least one lesson during which they are teaching essential information literacy skills including elements of student-driven research and individual creation of knowledge through critical thinking.</p>	<p>LIS 6830 - Internship in School Libraries Candidates adapt and develop lessons that engage students actively in sharing their ideas, asking questions, and providing answers that reflect critical thinking</p>		

InTASC Standard 6: Assessment- The teacher understands and uses multiple methods of assessment to engage learners in their own growth, monitor learner progress and guide the teacher and learner’s decision making.

	Beginning		Intermediate		Profession Ready
Teacher Candidate development	<i>The teacher candidate understands methods of assessment.</i>	The teacher candidate understands and uses multiple methods of assessment.	The teacher candidate understands and uses multiple methods of assessment to monitor learner progress.	The teacher candidate understands multiple methods of assessment to monitor learner progress and guide them in decision making.	The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth , to monitor learner progress and to guide the decision making for the teacher and learner.
Early Childhood, Birth - Grade 3	FLDX 2150 2150 students observe and respond to prompts regarding formative assessment in the classroom.	FLDX 2150 2150 students respond to prompts regarding how learning targets are explained and how students’ performance is assessed.	ECEL 3150 DAP assessment requires candidates to collect baseline data on students at the beginning of the semester. Candidates observe students, collect assessments from the classroom teacher, and assess learning in early semester activities and experiences. Candidates develop/select assessments for 6 activities/experiences during the semester, assessing and reflecting on growth after each to plan for the next. Candidates write a semester-long case study identifying baseline data and discussing semester growth through the selected assessments. Candidates create a guidance plan to support a student moving into the next semester. ECEL 3151 YL teacher candidates utilize classroom assessment data along with their own data collection through informal reading inventories, writing analysis, math skills checks, and classroom observation. Each lesson is designed using the data collected and includes opportunities for formative	Senior Block <i>Senior block students teach required lessons where they are required to embed assessments. Their lessons are scripted which provide the instructor a glimpse into the lesson as well as being evaluated on their lessons by the cooperating teacher. They have to include a hook in their lessons for communication arts and state the learning objective in student friendly terms to activate prior knowledge. They reflect on their lessons by sharing how they check for understanding. Additionally, for their writing lesson, they analyze the writing samples and make informed instructional decisions on next steps.</i>	FLDX 4493 and 4496

			assessments to determine student learning patterns.		
Elementary, Grades 1 - 6	<p>FLDX 2150 2150 students observe and respond to prompts regarding formative assessment in the classroom.</p> <p><u>ECEL 3152</u> <i>Teacher candidates have the opportunity to assist cooperating teachers with grading using a key or checklist. Additionally, teacher candidates are beginning to understand the complexities of using assessment data in the classroom to organize instruction.</i></p>	<p>FLDX 2150 2150 students respond to prompts regarding how learning targets are explained and how students' performance is assessed.</p>	<p>ECEL 3151 YL teacher candidates utilize classroom assessment data along with their own data collection through informal reading inventories, writing analysis, math skills checks, and classroom observation. Each lesson is designed using the data collected and includes opportunities for formative assessments to determine student learning patterns.</p>	<p>Senior Block <i>Senior block students teach required lessons where they are required to embed assessments. Their lessons are scripted which provide the instructor a glimpse into the lesson as well as being evaluated on their lessons by the cooperating teacher. They have to include a hook in their lessons for communication arts and state the learning objective in student friendly terms to activate prior knowledge. They reflect on their lessons by sharing how they check for understanding. Additionally, for their writing lesson, they analyze the writing samples and make informed instructional decisions on next steps.</i></p>	FLDX 4495 and 4496
Middle School	<p>FLDX 2150 2150 students observe and respond to prompts regarding formative assessment in the classroom.</p>	<p>FLDX 2150 2150 students respond to prompts regarding how learning targets are explained and how students' performance is assessed.</p>	<p>MLED 4130: Teacher candidates develop and deliver a lesson based on the diverse learning needs in their assigned clinical classroom. Teacher candidates reflect on the effectiveness of their lesson</p>	<p>MLED 4135: Teacher candidates complete a Practice STWS Section 2: Analysis of Student Learning, which includes a pre-assessment, formative assessments, summative assessment, tracking individual student progress and reflection of impact on student learning.</p>	<p>MLED 4340: Teacher candidates develop and implement three whole class lessons and identify strengths, weaknesses and a specific plan for areas of improvement. FLDX 4497 and 4498</p>
Special Education	<p>FLDX 2150 2150 students observe and respond to prompts regarding formative assessment in the classroom.</p>	<p>FLDX 2150 2150 students respond to prompts regarding how learning targets are explained and how students' performance is assessed.</p>	<p>EDSP 4310; EDSP 4385; EDSP 4320 Teacher candidates are provided opportunities to discuss with the cooperating teacher or a classroom teacher to discover how they use data to make instructional decisions. This is their first targeted experience in special education where they will learn to recognize common patterns of student thinking and development in their respective area of special education relative to their major area</p>	<p>EDSP 4330; EDSP 4450; EDSP 4421; EDSP 4422; EDSP 4423; EDSP 4440 Special Education teacher candidates develop formative assessments on a daily basis for the students they work with. They continue to check for understanding and monitor their students' learning during lessons in order to make informed instructional decisions. They develop and implement various assessments based on the instructional needs of their</p>	FLDX4395 and 4468

			<p>of study. Teacher candidates observe the work of students with disabilities to note strengths, weaknesses and patterns of learning for individuals or a group of learners.</p>	<p>students and in keeping with the child's IEP goals. Select and use assessments for students with special and/or linguistic and cultural needs. Teacher candidates learn to modify classroom assessments and testing to enable their students with disabilities an opportunity to demonstrate their knowledge and skills. They are required to and learn how to provide feedback to students by addressing student strengths and areas for improvement and developing additional ways for students to improve their performance.</p>	
<p>Secondary and K-12</p>	<p>FLDX 2150 2150 students observe and respond to prompts regarding formative assessment in the classroom.</p>	<p>FLDX 2150 2150 students respond to prompts regarding how learning targets are explained and how students' performance is assessed.</p> <p>FLDX 3000 and FLDX 4970 <i>Students' detailed lesson plans identify specific learning targets with detailed correlating assessments; both formative and summative. After implementing the lesson, students analyze and describe the effectiveness of the assessments, and reflect upon the degree to which the assessment led students to mastery. Also, students analyze how these results will inform future instruction.</i> <i>These discussions happen with both their cooperating teacher and their University supervisors, and are narratively detailed in the course observation summaries.</i></p>		<p>Senior Block <i>Senior block students teach required lessons where they are required to embed assessments. Their lessons are scripted which provide the instructor a glimpse into the lesson as well as being evaluated on their lessons by the cooperating teacher. They have to include a hook in their lessons for communication arts and state the learning objective in student friendly terms to activate prior knowledge. They reflect on their lessons by sharing how they check for understanding. Additionally, for their writing lesson, they analyze the writing samples and make informed instructional decisions on next steps.</i></p>	<p>FLDX 4468 and 4495</p>

<p>Library Science</p>	<p>LIS 5150 - Practicum 1 in School Libraries Candidates observe supervising librarian and write reflections on Standard #1 Teaching for Learning: Quality Indicator 3: Effective and knowledgeable teacher - Documents and communicates the impact of instruction on student achievement.</p>	<p>LIS 5820 - Practicum 2 in School Libraries Candidates create a portfolio that provides documentation of how they show evidence of impact on student learning. In this practicum they MUST teach and collect data on their teaching in order to show evidence of impact on student learning. Evidence must include: lesson plan, assessment, high and low student work samples with feedback and a reflection on the teaching experience.</p>	<p>LIS 6830 - Internship in School Libraries Candidates adapt and develop lessons that assess students in a variety of ways to demonstrate the impact of their instruction on student achievement.</p>		

InTASC Standard 7: Planning for Instruction- The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

	Beginning	Intermediate		Profession Ready
Teacher Candidate development	<i>The teacher candidate understands that classroom teachers make instructional decisions.</i>	The teacher candidate <i>plans instruction by drawing upon knowledge of content areas and curriculum and identifying measurable objectives.</i>	The teacher candidate plans instruction that <i>supports every student in meeting learning goals</i> by drawing upon knowledge of content areas <i>as well as knowledge of learners.</i>	The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, <i>cross disciplinary skills</i> and pedagogy, as well as knowledge of learners and the <i>community context.</i>
Early Childhood, Birth - Grade 3	FLDX 2150 Students informally interview teachers about instructional planning.	Senior Block <i>Senior block students create whole group lessons and are encouraged to co plan their lessons. They work with their cooperating teacher on identifying focus students that need additional support which is evidenced in their writing lessons.</i>	ECEL 3150 ICP (Integrated curriculum plan) requires candidate to develop short term learning goals and objectives based on DRDP and Early Learning Standards focusing on a learning topic of discovery for 6 activities/experiences. Candidates reflect on learning and align all experiences with the overall goal and objectives. ECEL 3151 YL teacher candidates develop seven data-driven lessons that meet state standards and address the needs of the four students in the small group as determined by classroom assessment and TC informal assessment. Lessons are aligned with learning goals and objectives that meet grade level expectations and student needs. Lessons address content standards, Blooms/DOK, essential questions, and opportunities to differentiate and assess. Anticipated student responses are included in lessons to guide questioning and responses.	FLDX 4493 and 4496

<p>Elementary, Grades 1 - 6</p>	<p>FLDX 2150 Students informally interview teachers about instructional planning.</p>	<p>ECEL 3152 <i>Teacher candidates collaborate with cooperating teachers/team when planning their small group lessons to choose a standard and learning activity that will meet the needs of the students in the class. They also evaluate assessments from lessons to plan next steps for students.</i></p> <p>Senior Block <i>Senior block students create whole group lessons and are encouraged to co plan their lessons. They work with their cooperating teacher on identifying focus students that need additional support which is evidenced in their writing lessons.</i></p>	<p>ECEL 3151 YL teacher candidates develop seven data-driven lessons that meet state standards and address the needs of the four students in the small group as determined by classroom assessment and TC informal assessment. Lessons are aligned with learning goals and objectives that meet grade level expectations and student needs. Lessons address content standards, Blooms/DOK, essential questions, and opportunities to differentiate and assess. Anticipated student responses are included in lessons to guide questioning and responses.</p>		<p>FLDX 4495 and 4496</p>
<p>Middle School</p>	<p>FLDX 2150 Students informally interview teachers about instructional planning</p>				<p>FLDX 4497 and 4498</p>
<p>Special Education</p>	<p>FLDX 2150 Students informally interview teachers about instructional planning.</p>		<p>EDSP 4310; EDSP 4385; EDSP 4320 Special education teachers set short-term measurable learning goals and objectives for their students based on the individual needs of their students and taking into consideration each student's IEP goals/objectives. A special education teacher candidate learns to Appraise, choose and modify tasks, texts, tools, resources, tests and materials so that they are aligned to the learning goals and objectives of each of their students. Candidates learn to plan a series of questions to and formative assessments to engage students.</p>	<p>EDSP 43380; EDSP 4450; EDSP 4421; EDSP 4422; EDSP 4423; EDSP 4440 Special education teacher candidates must set long term rigorous learning goals and objectives for each of their students based on individual needs and plan accommodations and modifications for their students. Candidates use formative assessment information to identify adjustments needed in planning instruction on a daily basis.</p>	<p>FLDX4395 and 4468</p>

<p>Secondary and K-12</p>	<p>FLDX 2150 Students informally interview teachers about instructional planning.</p>	<p>FLDX 3000 and FLDX 4970 <i>In consultation and with the supervision of the cooperating teacher and their university faculty and supervisors; students create lessons that demonstrate the following skills: Appraising and choosing a task or resources for a specific and rigorous learning goal matched to a core standard. Also, learners are identified who need additional support and/or acceleration and UCM students design learning experiences that will support their progress.</i></p>			<p>FLDX 4468 and 4495</p>
<p>Library Science</p>	<p>LIS 5150 - Practicum 1 in School Libraries - Candidates observe their mentor librarian teach lessons. They work with their mentor librarian to create a lesson plan.</p>	<p>LIS 5820 - Practicum 2 in School Libraries Candidates are required to create and deliver a lesson observed by a university supervisor. Lesson plans are based off student learning outcomes outlined by the American Association of School Librarians.</p>	<p>LIS 6830 - Internship in School Libraries Candidates are required to develop engaging lesson plans tied to district, state, and/or national standards, identify student learning outcomes, assess student learning, and collect student learning data.</p>		

InTASC Standard 8: Instructional Strategies- The 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 apply knowledge in meaningful ways.

	Beginning		Intermediate		Profession Ready
Teacher Candidate development	<i>The teacher candidate understands that the use of a variety of instructional strategies encourages learners to develop deep understanding of content.</i>	The teacher candidate understands and uses several instructional strategies to encourage learners to develop deep understanding of content.	The teacher candidate understands a variety of instructional strategies and uses them to encourage learners to develop a deep understanding of content.	The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of and make connections to content.	The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.
Early Childhood, Birth - Grade 3	<p>FLDX 2150 2150 students respond to prompts regarding instructional strategies used in the classroom. Students also view a number of videos with examples of instructional strategies.</p>			<p>ECEL 3150 CLASS Teaching strategies allow candidates to first learn about appropriate teaching practices and then understand the ‘why’ behind specific strategies. Candidates select strategies to utilize for each teaching experience, reflecting on effectiveness after implementation. Candidates observe children through controlled video observations to further understand the importance and value of various strategies to support work with young children in the classroom. The Case study guidance plan further requires candidates to identify specific strategies to support student learning in a certain self-selected goal for the student.</p> <p>ECEL 3151 YL teacher candidates develop seven lessons that emphasize questions that address Blooms/DOK and create a conversation among the small group. Anticipated student responses are included in lessons to guide questioning and responses. TCs reflect on adjustments they made mid lesson as a</p>	FLDX 4493 and 4496

				<p>result of student responses and understanding.</p> <p>Senior Block Senior block students create whole group lessons in math, curriculum and assessment, and communication. Part of their reflections focus on the adjustments they made during the lessons to meet the needs of the students. They provide questions in their lessons that they can ask the students during their lessons which helps them understand the importance of encouraging student responses.</p>	
<p>Elementary, Grades 1 - 6</p>	<p>FLDX 2150 2150 students respond to prompts regarding instructional strategies used in the classroom. Students also view a number of videos with examples of instructional strategies.</p>			<p>ECEL 3151 YL teacher candidates develop seven lessons that emphasize questions that address Blooms/DOK and create a conversation among the small group. Anticipated student responses are included in lessons to guide questioning and responses. TCs reflect on adjustments they made mid lesson as a result of student responses and understanding.</p> <p>ECEL 3152 <i>Teacher candidates spend time generating types of questions to ask during small group lessons in order to elicit student thinking, engage all learners, and deepen understanding of content. They are encouraged to think on their feet and they reflect on changes that they made during the implementation of the lesson with peers and instructors.</i></p> <p>Senior Block</p>	<p>FLDX 4495 and 4496</p>

				<p><i>Senior block students create whole group lessons in math, curriculum and assessment, and communication. Part of their reflections focus on the adjustments they made during the lessons to meet the needs of the students. They provide questions in their lessons that they can ask the students during their lessons which helps them understand the importance of encouraging student responses.</i></p>	
<p>Middle School</p>	<p>FLDX 2150 2150 students respond to prompts regarding instructional strategies used in the classroom. Students also view a number of videos with examples of instructional strategies.</p>				<p>FLDX 4497 and 4498</p>
<p>Special Education</p>	<p>FLDX 2150 2150 students respond to prompts regarding instructional strategies used in the classroom. Students also view a number of videos with examples of instructional strategies.</p>		<p>EDSP 4310; EDSP 4385; EDSP 4320 Special Education teacher candidates may be provided an opportunity to facilitate group instruction when appropriate based on the needs and abilities of their students. Facilitating interactions without being too direct or controlling is a skill required by special education teachers. Candidates are provided an opportunity to observe and take part in developing this skill during introductory experiences and monitoring student engagement. Provide opportunities to extend student thinking by being responsive to their thoughts and ideas and using strategies such as questioning and scaffolding as well as developing various strategies to provide repetition of skills taught/exposed to as students with special needs often require multiple exposures in order to successfully</p>	<p>EDSP 4330; EDSP 4450; EDSP 4421; EDSP 4422; EDSP 4423; EDSP 4440 Teacher candidates in special education are provided an opportunity to enhance their skills in this area on a daily basis. This is something that Special Education teachers are required to do on a regular basis and candidates must be ready. For children with disabilities it is very important and beneficial for them if connections between their learning tasks and daily experiences to make them relevant to them as much as possible. Technology and various strategies and techniques are taught and used with children with disabilities to ensure the best participation for all students.</p>	<p>FLDX4395 and 4468</p>

			obtain concepts and skills.		
Secondary and K-12	FLDX 2150 2150 students respond to prompts regarding instructional strategies used in the classroom. Students also view a number of videos with examples of instructional strategies.		FLDX 3000 and FLDX 4970 <i>Students begin to apply skills learned in UCM methods courses and through observations of cooperating teachers; fortified by opportunities to interact with individual students and small groups of learners. While implementing lesson plans, they utilize strategies for effective questioning and scaffolding to fortify understanding of content and create webs for processing information. They monitor and fortify the resulting content mastery and increased student engagement.</i>		FLDX 4468 and 4495
Library Science	Library Science LIS 5150 - Practicum 1 in School Libraries write reflections on Standard #1 Teaching for Learning: Quality Indicator 1: Knowledge of learners and learning - Applies knowledge of the academic, personal, social, and cultural characteristics of students and relates them to learning through effective instructional strategies and assessments.		LIS 5820 - Practicum 2 in School Libraries Candidates develop and deliver at least one lesson that utilizes effective instructional strategies.		LIS 6830 - Internship in School Libraries Candidates adapt and develop lessons that utilizes a variety of effective instructional strategies.

InTASC Standard 9: Professional Learning and Ethical Practices - The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of choices and actions on others (learners, families, other professionals and the community) and adapts practice to meet the needs of each learner.

	Beginning	Intermediate		Profession Ready
Teacher Candidate development	<i>The teacher candidate behaves in a professional manner and maintains the confidentiality of student information that is shared with them or they have access to.</i>	The teacher candidate <i>adapts practice to meet the needs of each learner.</i>	The teacher candidate <i>uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on learners</i> and adapts their practice to meet the needs of each learner.	The teacher candidate uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families and other professionals and the community) and adapts their practice to meet the needs of each learner.
Early Childhood, Birth - Grade 3	FLDX 2150 2150 students are assessed on meeting professional standards through the EDA process utilizing feedback from teachers in the schools and liaisons.		ECEL 3150 Goal setting beginning of semester and end of semester papers require candidates to self select UCM dispositions and teaching strategies to focus on during the semester to enhance their professional growth. Beginning of semester paper focuses on identifying areas where growth can support professionalism. Candidates select 2-3 strategies to support growth in each area (dispositions and teaching), as well as share recent research on the need to grow in each of self-selected areas. Candidates work throughout the semester to grow within each self-selected area. At the end of the semester, candidates write a reflection paper describing the progress toward goal attainment and plans moving forward (adapting the goals and strategies or selecting new goals and strategies). ECEL 3151 Teacher candidates teach the first four of seven lessons with a peer coach. The last three lessons are taught with	Senior Block <i>Seniors create a resume and cover letter. They also create a SMART goal and reflect on that SMART goal during senior block.</i> FLDX 4493 and 4496

			<p>an instructor. After each coaching session (with peer or instructor) TCs are provided with explicit examples of their instruction so they can reflect and make improvements for the next lesson(s). Each session is completed with a written reflection which includes revisions they would make to the lesson taught and how to improve future practice.</p> <p>Senior Block <i>Seniors record their number talk lesson and reflect on their teaching. They use feedback from their cooperating teacher and/or instructor from the field to reflect on their teaching practices, as well.</i></p>		
<p>Elementary, Grades 1 - 6</p>	<p>FLDX 2150 2150 students are assessed on meeting professional standards through the EDA process utilizing feedback from teachers in the schools and liaisons.</p>		<p>ECEL 3151 Teacher candidates teach the first four of seven lessons with a peer coach. The last three lessons are taught with an instructor. After each coaching session (with peer or instructor) TCs are provided with explicit examples of their instruction so they can reflect and make improvements for the next lesson(s). Each session is completed with a written reflection which includes revisions they would make to the lesson taught and how to improve future practice.</p> <p>ECEL 3152 <i>Teacher candidates engage in verbal and written reflection after teaching small group lessons in order to improve their effectiveness.</i></p> <p>Senior Block <i>Seniors record their number talk lesson and reflect on their teaching. They</i></p>		<p>Senior Block <i>Seniors create a resume and cover letter. They also create a SMART goal and reflect on that SMART goal during senior block.</i></p> <p>FLDX 4495 and 4496</p>

			<i>use feedback from their cooperating teacher and/or instructor from the field to reflect on their teaching practices, as well.</i>		
Middle School	FLDX 2150 2150 students are assessed on meeting professional standards through the EDA process utilizing feedback from teachers in the schools and liaisons.				FLDX 4497 and 4498
Special Education	FLDX 2150 2150 students are assessed on meeting professional standards through the EDA process utilizing feedback from teachers in the schools and liaisons.		EDSP 4310; EDSP 4385; EDSP 4320 Teacher candidates are provided early experiences observing cooperating teachers examining the effects of their choices relative to their professional practices and actions and their effect and impact on their students. Based on the impact and outcomes for their students, teachers and candidates learn to adapt their practices moving forward. Special education teachers are required to be reflective practitioners on an ongoing basis throughout their days with each of their students, individually.	EDSP 4330; EDSP 4450; EDSP 4421; EDSP 4422; EDSP 4423; EDSP 4440 Teacher candidates in special education are often afforded the ability to assist in an IEP meeting during their field experiences. These are important meetings and are required at least once per year for each student to review the progress towards achieving the goals for each student outlined in the IEP. It is an important skill for special education teachers and the supervision of this process is vital for teacher candidates in special education. These meetings involve parents and related service colleagues as well as an LEA from each building. Learning to facilitate these meetings is vital for special education teachers and mentoring in this area can be very beneficial for the teacher candidates.	FLDX4395 and 4468
Secondary and K-12	FLDX 2150 2150 students are assessed on meeting professional standards through the EDA process utilizing feedback from teachers in the schools and liaisons.		FLDX 3000 and FLDX 4970 <i>In advance of their experience, students attend seminars to learn about university and school expectations for deportment and professional conduct while in the field. Compliance is monitored by UCM faculty. Students summarize the</i>		FLDX 4468 and 4495

			<p><i>professional behaviors they observe from their cooperating teachers. Additionally; in consultation with their cooperating teacher and UCM faculty supervisors, students reflect on student engagement and achievement after teaching opportunities to modify and improve future instruction and student learning.</i></p>	
<p>Library Science</p>	<p>Library Science</p> <p>LIS 5150 - Practicum 1 in School Libraries- Supervising librarians complete a disposition assessment on candidates.</p>	<p>LIS 5820 - Practicum 2 in School Libraries Candidates are assessed on meeting professional standards through the EDA feedback.s</p>	<p>LIS 6830 - Internship in School Libraries Candidates provide weekly reflections and communicate with other interns and university supervisor as a professional learning</p>	

InTASC Standard 10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals and community members to ensure learner growth and advance the profession

	Beginning Profession Ready		Intermediate		
Teacher Candidate development	<i>The teacher candidate seeks opportunities to collaborate with colleagues to advance the profession.</i>	The teacher candidate seeks opportunities to take responsibility for student learning and to collaborate with colleagues to ensure student growth and to advance the profession	The teacher candidate seeks opportunities to take responsibility for student learning and to collaborate with learners and colleagues to ensure learner growth and to advance the profession.	The teacher candidate seeks opportunities to take responsibility for student learning, to collaborate with learners, families and colleagues to ensure learner growth and to advance the profession.	The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals and community members to ensure learner growth and advance the profession.
Early Childhood, Birth - Grade 3	FLDX 2150 Students informally interview teachers about professional challenges.	Senior Block <i>Senior block students are engaged in lesson planning and co planning with their cooperating teacher. They follow the school's distinct and building policies. They are given feedback from the cooperating teacher and the instructor during observations.</i>	ECEL 3150 Family involvement plan: candidates use the DAP assessment and previous work to develop a family involvement plan where families support classroom work through continued learning experiences and opportunities to include family perspectives in learning about a topic. Case Study and Guidance plan: candidates consider student learning through collection and assessment of baseline data within social emotional, motor, and language development, incorporating data collected by the candidate throughout the semester and reflected upon to create a guidance plan where candidates identify an area where growth can occur and where additional supports and strategies can increase understanding within an area. ECEL 3151		FLDX 4493 and 4496

			TCs engage in a coaching session after each lesson. The first four sessions are conducted with a peer coach; the final three lessons are observed by an instructor. The peer coaching reflection form specifically addresses instruction, student engagement, classroom management and the effect classroom management had on student learning.		
Elementary, Grades 1 - 6	FLDX 2150 Students informally interview teachers about professional challenges.	ECEL 3152 <i>As novice teacher candidates, the goal of junior block is to encourage students to take initiative, yet also support them to be coachable.</i> Senior Block <i>Senior block students are engaged in lesson planning and co planning with their cooperating teacher. They follow the school's distinct and building policies. They are given feedback from the cooperating teacher and the instructor during observations.</i>	ECEL 3151 TCs engage in a coaching session after each lesson. The first four sessions are conducted with a peer coach; the final three lessons are observed by an instructor. The peer coaching reflection form specifically addresses instruction, student engagement, classroom management and the effect classroom management had on student learning.		FLDX 4495 and 4496
Middle School	FLDX 2150 Students informally interview teachers about professional challenges.				FLDX 4497 and 4498
Special Education	FLDX 2150 Students informally interview teachers about professional challenges.		EDSP 4310; EDSP 4385; EDSP 4320 This is an area that can be important to students with disabilities. It's vital for teacher candidates to develop a rapport with the families they work with in order to collaborate with families to develop materials to support student learning at home. It's important for candidates to work with cooperating teacher and related service providers to develop instructional, social emotional, motor and language development and	EDSP 4330; EDSP 4450; EDSP 4421; EDSP 4422; EDSP 4423; EDSP 4440 Observe and participate in IEP conferences whenever possible. Teacher candidates in special education will be involved in the daily communication to parents of many children with disabilities during IEP meetings as well as parent teacher conferences to ensure learner growth.	FLDX4395 and 4468

			behavior plans for students.		
Secondary and K-12	<p>FLDX 2150 Students informally interview teachers about professional challenges.</p> <p>4493 and <i>Examples of leadership, collaboration and professional conduct are observed and summarized. These reflections are essential as students prepare to engage fully with these standards during their student teaching experience.</i></p>				FLDX 4468 and 4495
Library Science	<p>LIS 5150 - Practicum 1 in School Libraries Candidates log hours and write reflections related to Standard #7 Professional Development: Quality Indicator 1:Professional Learning - Seeks opportunities to grow professionally by taking advantage of information, events and services provided by local, state, and national organizations. <i>Quality Indicator 2:Professional Involvement</i> - Seeks opportunities for service through professional associations.</p>		<p>LIS 5820 - Practicum 2 in School Libraries Candidates create a portfolio that provides documentation of how they have sought out opportunities to grow professionally by taking advantage of information, events and services provided by local, state, and national organizations.</p>		<p>LIS 6830 - Internship in School Libraries Candidates fully participates in school and/or district professional development to grow professionally and consistently monitors and adjusts identified areas of improvement in instructional practice</p>

