FORT HAYS STATE UNIVERSITY

Forward thinking. World ready.

TEACHER EDUCATION PROGRAM
EXPERIENTIAL LEARNING CREDIT (ELC) HANDBOOK

(ELC Pilot)

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Description of Experiential Learning Credit (ELC)

ELC is college credit awarded for learning outside of the traditional college classroom. The emphasis for credit is on learning and NOT experience. The learning may have been gained through work, training, or licensure experience.

Questions to Consider

- Did the experience produce significant learning at the college level?
- Does the learning apply to my academic program?
- Can the learning be documented?
- Is it worth the time and effort to gather, organize, and document the evidence?
- Would completing the internship be a better learning experience?

ELC Policies

1. The ELC Application and corresponding materials must be submitted a semester in advance of when the credit is desired. The Application due dates are September 15, if spring semester ELC is desired, and February 15, if fall semester ELC is desired.

2. ELC will only be granted for the internship experience in TEAM Elementary Education or TEAM Elementary Education with Special Education Minor in the following courses: TEEL 377, TEEL 378, and TEEL 478. For Early Childhood Unified, ELC credit will only be granted for the internship experience in TEEC 341, TEEC 336, and TEEC 376.

3. ELC will be considered if the applicable evidence occurred within 1 to 5 years from the date of application.

4. A candidate may earn a maximum of 2 experiential learning credits, but no more than 1 experiential learning credit can be earned per semester. The first time an FHSU internship is completed it may NOT be taken as experiential learning credit.

5. No summer ELC will be granted.

6. The ELC Application will be reviewed by two Teacher Education Program faculty members and the candidate will be notified of the credit determination within 45 days of receipt of the ELC Application.

7. If ELC credit is not granted, an appeal may be made within thirty days to the Teacher Education Program Department Chair.

8. Proof of a current Child Development Associate (CDA) certificate will equal one (1) ELC with the one credit assigned to TEEC 341 or TEEC 336.

9. Evidence from the supervisor must come from outside the candidate's family. For example, the supervisor cannot be a spouse or relative.

10. Currently, the ELC is a pilot program and there is no evaluation fee; however, pending approval from the Kansas Board of Regents, a nonrefundable evaluation fee will be implemented.

11. It is understood that the candidate will enroll in the appropriate internship that is desired for the ELC.

ELC Application Guidelines

The candidate wishing to apply for ELC will need to use the Evidence and Assessment columns within the ELC Chart. These guidelines will help with the application process. Please read them carefully before submitting the ELC Application.

1. Select the appropriate internship for which ELC is being sought.
    - Locate the corresponding ELC Chart for guidelines pertaining to the internship.
    - Carefully read each objective and provide the corresponding evidence as identified in the Evidence column. Take note that the Assessment column will be used to evaluate the evidence.
    - Carefully check the ELC Chart to verify that all items are accurately completed and included.

2. The candidate will create a Table of Contents and clearly label each piece of evidence to correspond with each objective. Labeling means that every item included as evidence is identified with an objective number on its corresponding tab. It is important that the evidence is submitted in the **exact order** that it appears in the Evidence column.

3. The candidate will submit two paper versions and an electronic copy of the ELC Application to:

Fort Hays State University
ELC Committee/Department of Teacher Education
600 Park Street
Hays, KS 67601

4. The ELC Application must be submitted **one** semester prior to the beginning of the internship course. The deadlines are September 15th and February 15th.

ELC CHARTS

Experiential Learning Credit Chart

for

TEEL 377: MATHEMATICS INTERNSHIP I

Objectives	Conceptual Framework	KSDE Elem. Ed. Program Standards	Evidence	Assessment
1. Utilize effective communication processes: listening, good grammar and sentence structure in oral work; nonverbal skills that enhance learning and scientific writing.	Goal I,II,V	6k,d, p	1a. ELC Application – Introductory Statement 1b. Videotape	Writing Rubric Writing Rubric
2. Demonstrate professionalism through regular attendance, timely preparation and thoughtful, ethical reflection	Goals I, II, IV, VII	19, 10 k, d, p	2. Supervisor's evaluation	Conceptual Framework Rubric
3. Examine, describe, and compare various classroom teaching and learning styles, and their influential impact on mathematics	Goals II, III,IV, V, VI, VII	6, 10, k, d, p	3. Narrative based on experience <u>or</u> research	Writing Rubric
4. Investigate classroom climate and its effects on learning mathematics	Goals I, III, IV, V, VI, VII	2, 3, 6, 9, 10 k, d, p	4. Narrative based on experience <u>or</u> research <u>or</u> classroom observation in mathematics.	Writing Rubric
5. Learn to reflect at an increasingly higher level on observations made in field experiences and simulations pertaining to mathematics	Goals II, VI, VII	9 K, d, p	5a. Supervisor evaluation 5b. Self-assessment	Conceptual Framework Rubric Reflection Rubric
6. Implement learning adjustments to meet the needs of diverse learners	Goals III, IV, V, VI,VII	1, 2, 3.4.9	6. Integrated lesson plan in mathematics	Lesson Plan Rubric
7. Use assessment strategies to complement instruction	Goals III, VI, VII	4,7,8,9	7. Samples of diagnostic, formative, <u>and</u> summative assessments aligned with objectives <u>or</u> examples of diagnostic, formative, <u>and</u> summative assessments for the integrated lesson plan in mathematics.	Lesson Plan Rubric
8. Use technology enhanced lessons to teach mathematics	Goals III, V	3,6,7,8, k, d, p	8. Integrated lesson plan in mathematics including technology	Lesson Plan Rubric
9. Coordinate instruction and assessment with sate/district grade level objectives	Goals II, VII	1, 2, 3, 4, 7,8, 11, 12, k, d, p	Samples of state/district standard(s) aligned to objectives <u>or</u> an integrated lesson plan in reading including state standards(s), benchmark(s), and indicator(s).	Lesson Plan Rubric
10. Use classroom management techniques that foster instruction	Goals II, IV, VII	1-9, 10 k, d, p	Sample of classroom management plan <u>or</u> created classroom management plan	Classroom Management

				Rubric
11. Create, teach, and assess hands-on mathematics activities	Goals III, IV	1-4, 7-9 k, d, p	Integrated lesson plan in mathematics	Lesson Plan Rubric

(k- knowledge, d- disposition, p- performance)

Experiential Learning Credit Chart
for
TEEL 378 and TEEC 376: READING AND LANGUAGE ARTS INTERNSHIP II

Objectives	Conceptual Framework	KSDE Elem. Ed. Program Standards	Evidence	Assessment
1. Utilize effective communication processes: proper grammar and sentence structure, appropriate penmanship for grade level, and body language that promotes time on task	Goals I, II, III	6 k, d, p	1a. ELC Application - Introductory Statement 1b. Videotape	Writing Rubric Writing Rubric
2. Demonstrate professionalism through regular attendance, ethical behavior, confidentiality, and timely preparation of lessons	Goals I, VII	1 k, d, p	2. Supervisor's evaluation	Conceptual Framework Rubric
3. Examine, describe, and compare various classroom teaching and learning styles, as they pertain to reading and language arts instruction	Goals II, III, IV	6, 10, k, d, p	3. Narrative based on experience <u>or</u> research	Writing Rubric
4. Investigate classroom climate of individual, small group and whole group instruction and effects of learning	Goals II, III, IV, VI, VII	2, 3, 6, 9, 10 k, d, p	4. Narrative based on experience <u>or</u> research <u>or</u> classroom observation in reading	Writing Rubric
5. Learn to reflect at an increasingly higher level on observations made in field experiences and simulations pertaining to reading and language arts instruction and assessment	Goals II, IV, VII	9 k, d, p,13 k, d, p	5a. Supervisor evaluation 5b. Self-assessment	Conceptual Framework Rubric Reflection Rubric
6. Use assessment of reading and language arts in a meaningful manner	Goals I, III, VI	1-4; 5;7-9 k, d, p	6. Samples of diagnostic, formative, <u>and</u> summative assessments aligned with objectives <u>or</u> examples of diagnostic, formative, <u>and</u> summative assessments for the integrated lesson plan in reading.	Lesson Plan Rubric
7. Utilize knowledge of language development to instruct elementary children	Goals III, IV	1-4,5;7-9 k, d, p	7. Integrated lesson plan in reading	Lesson Plan Rubric

8. Use research-based strategies to teach reading	Goals I – VII	1-4,5;7-9,13 k, d, p	8. Integrated lesson plan in reading	Lesson Plan Rubric
9. Use research-based strategies to teach writing	Goals I-VII	1-4,5-7-9,13 k, d, p	9. Integrated lesson plan in reading with writing strategies	Lesson Plan Rubric
10. Use research-based strategies to teach language arts	Goals I-VII	1-9, 13 k, d, p	10. Integrated lesson plan in reading with language arts strategies	Lesson Plan Rubric
11. Implement learning adjustments to meet the needs of diverse learners	Goals III, IV	1-4, 7-9 k, d, p	11. Integrated lesson plan in reading including adaptations – accommodations	Lesson Plan Rubric
12. Use technology enhanced lessons to teach language arts	Goals III, I	1-4, 5,7-9 k, d, p	12. Integrated lesson plan in reading including technology	Lesson Plan Rubric
13. Coordinate instruction and assessment with state/district grade level objectives	Goals II, VI, VII	12k, d, p	13. Samples of state/district standard(s) aligned to objectives or an integrated lesson plan in reading including state standard(s), benchmark(s), and indicator(s).	Lesson Plan Rubric

(k- knowledge, d- disposition, p- performance)

Experiential Learning Credit Chart
for
TEEL 478: SOCIAL STUDIES and SCIENCE INTERNSHIP III

Objectives	Conceptual Framework	KSDE Elem. Ed. Program Standards	Evidence	Assessment
1. Utilize effective communication processes: listening, good grammar and sentence structure in oral work; nonverbal skills that enhance learning and scientific writing.	Goals I, II, III, V	1k 1 4, 5, 6 1 p 1, 2, 5	1a. ELC Application – Introductory Statement 1b. Videotape	Writing Rubric Writing Rubric
2. Demonstrate professionalism through regular attendance, timely preparation and thoughtful, ethical reflection	Goals I, II, III, IV, VII	1 k 3, 7 p 4, 1 9, 10 k, d, p	2. Supervisor evaluation	Conceptual Framework Rubric
3. Examine, describe, and compare various classroom teaching and learning styles, and their influential impact on science and social studies achievement	Goals II, III, IV, V, VI, VII	6, 10, k, d, p, 7 k 3, 7 p 4, 8 k 1-4, 8 k 103, 7 k 3, 7 p 4	3. Narrative based on experience or research	Writing Rubric

4. Investigate classroom climate and effects on learning science and social studies	Goals I, II, III, IV, V, VI, VII	2, 3, 6, 9, 10 k, d, p 1 k 1, 1 p 2,3 4 k 1-13, 4 p 1-9	4. Narrative based on experience or research or classroom observation in mathematics and science	Writing Rubric
5. Learn to reflect at an increasingly higher level on observations made in field experiences and simulations pertaining to science and social studies instruction	Goals II, V, VI, VII	9 k, d, p	5a. Supervisor evaluation 5b. Self-assessment	Conceptual Framework Rubric Reflection Rubric
6. Implement learning adjustments to meet the needs of diverse learners	Goals III, IV, V, VI, VII	1, 2, 3, 4, 9	6. Integrated lesson plan including adaptations- accommodations for science and social studies	Lesson Plan Rubric
7. Use assessment strategies to complement science and social studies instruction	Goals III, VI, VII	3, 6, 7, 8, k, d, p	7. Samples of diagnostic, formative, and summative assessments aligned with objectives or examples of diagnostic, formative, and summative assessments for the integrated lesson plan in science and social studies.	Lesson Plan Rubric
8. Use technology enhanced lessons to teach science and social studies	Goals III, V	3, 6, 7, 8, k, d, p	8. Integrated lesson plan in mathematics including technology	Lesson Plan Rubric
9. Coordinate instruction and assessment with state/district grade level objectives	Goals II, VII	1, 2, 3, 4, 7, 8,11, 12, k, d, p	9. Samples of state/district standard(s) aligned to objectives or an integrated lesson plan for science and social studies including state standard(s), benchmark(s), and indicator(s).	Lesson Plan Rubric
10. Use classroom management techniques that foster instruction	Goals II, IV, VII	1-9, 10 k, d, p	10. Sample of classroom management plan or created classroom management plan	Classroom Management Rubric
11. Create, teach, and assess hands-on science using scientific investigation	Goals III, IV	1-4, 7-9 k, d, p	11. Integrated science lesson plan	Lesson Plan Rubric

(k- knowledge, d- disposition, p- performance)

Experiential Learning Credit Chart

for

TEEC 341: INTERNSHIP II – Age 3 to 5

Course Objectives	Conceptual Framework	KSDE ECU Standards	Evidence	Assessment
1. Design a curriculum which encourages children to learn by doing through experimentation, exploration and discovery while building self-control and a positive self-image in areas of music, art,	Goals III, IV	#3, #5, #12,	1. Narrative based on experience or research	Writing Rubric

P.E. and health (Assessment 4) a. Identify and use selection criteria for teaching materials and curriculum evaluation tools in the areas of music, art, P.E. and health (Assessment 4)	Goals III, IV	#12, #13	1a. Samples of criteria for teaching materials and curriculum evaluation tools	Lesson Plan Rubric
b. Design and implement long and short term instructional plans and use instructional methods in the least restrictive environment for all learners.	Goals I, III, IV, V, VI, VII	#1, #2, #3, #4, #5, #6, #12, #13	1b. Integrated lesson plan in reading including adaptations - accommodations	Lesson Plan Rubric
c. Design a curriculum which is child-centered while being sensitive to and supportive of the development, age and experiences of young children individually and in a classroom community. (Assessment 4)	Goals III, IV	#3, #5, #6	1c. Supervisor evaluation	Conceptual Framework Rubric
2. Develop an understanding of how young children learn through observation.	Goals III, IV	#3, #7	2. Narrative based on experience <u>or</u> research	Writing Rubric
3. Design developmentally appropriate individual and group activities in the areas of music, art, P.E. and health. Demonstrate understanding of differentiated instruction when developing the unit (Assessment 4)	Goals III	#12, #13	3. Integrated lesson plan including music, art, P.E., health, and adaptations (e.g. modifications and/or accommodations)	Lesson Plan Rubric
4. Plan an environment for children with special needs or learning styles.	Goals I, III, IV, V, VI, VII	#3, #4, #5, #6, #12, #13	4. Integrated lesson plan in reading including adaptations (e.g. modifications and/or accommodations)	Lesson Plan Rubric
5. Plan, implement and evaluate the learning environment and curriculum to maximize learning potential. (Assessment 4)	Goals I, III, IV, V, VI, VII	#3, #4, #5, #6, #12, #13	5. Self-assessment	Lesson Plan Rubric
6. Analyze and reflect on each childhood curricular issues, teaching practices and assessment as presented in professional	Goals I, III, IV, V, VI, VII	#3	6. Self-assessment	Reflection Rubric

literature				

(k – knowledge, d – disposition, p- -performance)

Experiential Learning Credit Chart
for
TEEC 336: INTERNSHIP I Birth to Age 3

Course Objectives	Conceptual Framework	KSDE ECU Standards	Evidence	Assessment
1. Develop a young child's appreciation of the aesthetic world through the use of expression and experience. a. Demonstrate the ability to use a wide variety of techniques to experience, study, and understand the natural and physical world.	Goals I, IV	#12, #10 #k, p	1. Narrative based on experience or research	Writing Rubric
2. Demonstrate skills in integrating subject areas such as mathematics, science, social studies, reading and language arts a. Demonstrate how to support the development of the initial skills of inquiring, observing, generalizing, experimenting, discovering, classifying, verifying, and quantifying	Goal I Goals I, III	#8, #9, #10, #11 k, p #6, #9 k, p	2. Integrated lesson plan including math, science, social studies, reading and language arts 2a. Integrated lesson plan including math, science, social studies, reading and language arts	Lesson Plan Rubric Lesson Plan Rubric
3. Identify ways to support verbal and non-verbal communication in young children and early literacy development a. Develop the skills in teaching pre-reading skills and develop reading readiness in young children	Goals I, III Goals I, III	#6, #8 k, p #6, #8 k, p	3. Narrative based on experience and research 3a. Narrative based on experience or research	Writing Rubric Writing Rubric
4. Demonstrate the ability to use a wide variety of media, technology and computer resources in the early childhood classroom	Goal V	#10 k, p	4. Integrated lesson plan including technology	Lesson Plan Rubric
5. Design and implement long and short term instructional plans and use instructional methods in the least restrictive environment for all learners a. Implement an anti-bias curriculum	Goals I, III, IV Goals I, III, IV	#3, #5, #6 k, p #1, #2, #3, #6 k, p	5. Narrative based on experience or research 5a. Narrative based experience or research	Writing Rubric Writing Rubric

6. Implement an open and creative learning environment: active involvement, experience-based learning, and individualization a. Develop a classroom design and educational program that promotes safe, effective, and relevant learning experiences that motivate young learners	Goals III, IV Goals III, IV	#3, #5, #6 k, p #1, #3, #6 k, p	6. Narrative based on experience or research 6a. Narrative based on experience or research	Writing Rubric Writing Rubric
7. Relate concepts to the level and life experiences of the candidate	Goals III, IV	#1, #3, #6 k, p, d	7. Supervisor's evaluation	Conceptual Framework Rubric
8. Identify and use typical screening, diagnostic, and readiness tests, reporting techniques, selection criteria for teaching materials and teacher and curriculum effectiveness evaluation tools	Goals I, III, VI	#1, #2, #3, #4 k, p	8. Samples of state/district standard(s) aligned to objectives or an integrated lesson plan in mathematics and science including state standard(s), benchmark(s), and indicator(s).	Lesson Plan
9. Recognize inappropriate behaviors and use effective management techniques	Goals III, IV	#1, #3, #5, #6 k, p	9. Sample of classroom management plan or created management plan	Classroom Management Rubric
10. Demonstrate the skills to support the socio-emotional development and social relations in young children a. Create and teach lessons that help children develop the intellectually and physically, and that promote health and safety, mental health, and the development of a positive self-concept	Goals III, IV, VII Goals III, IV, VII	#1, #3, #5 k, p #1, #3, #5, #13 k, p	10. Narrative based on experience or research 10a. Integrated lesson plan	Writing Rubric Lesson Plan Rubric
11. Develop the professional skills that future employers are looking for in their prospective employees	Goals II, VII	#7 k, p, d	11. Supervisor evaluation	Conceptual Framework Rubric
12. Apply skills learned through their program of study in an actual work experience	Goals II, VII	#7 k, p, d	12. Supervisor evaluation	Conceptual Framework Rubric
13. Build a supportive climate for family involvement	Goal IV	#1, #2 k, p	13. Integrated lesson plan	Lesson Plan Rubric

14. Understand alternative ways for administering and organizing early childhood programs	Goals II, III, IV, VII	#1, #3, #5 k, p	14. Narrative based on experience <u>or</u> research	Writing Rubric

(k – knowledge, d – disposition, p – performance)

ASSESSMENTS

Candidate ID _____ **Classroom Management Rubric**

Category	Exemplary 4	At Expectations 2	Below Expectations 0	Points Assigned
Objective # 10 (TEEL 377)	Demonstrates a high level of classroom management techniques that foster instruction.	Demonstrates an acceptable level of classroom management techniques that foster instruction.	Demonstrates a lack of classroom management techniques that foster instruction.	
Objective #9 (TEEC 336)	Consistently identifies inappropriate behavior(s) and implements strategies that result in the child exhibiting appropriate behaviors.	Occasionally identifies inappropriate behavior(s) and implements strategies that result in the child exhibiting appropriate behaviors.	Does not identify inappropriate behavior(s) or implement strategies that result in the child exhibiting appropriate behaviors.	

Total Rubric Score ____/8

Candidate ID _____ **ELC Conceptual Framework Rubric**

Conceptual Framework Category	Exemplary 4	At Expectation 2	Below Expectation 0	Points Assigned
Liberally Educated	Response indicates thoughtful consideration of adequacy of content knowledge, basic skills, and use of resources at a level that considers the suitability for each child and/or alternative situation.	Response indicates consideration of adequacy of content knowledge, basic skills and use of resources at a technical level for the given situation.	Response indicates lack of content knowledge, basic skills, and/or use of resources.	
Professionalism	Response indicates thoughtful consideration of professional and ethical behavior, and use of materials from professional sources at a level that considers the suitability for each child and/or alternative situation.	Response indicates thoughtful consideration of professional and/or ethical behavior, and use of materials from professional sources at a technical level for the given situation.	Response indicates lack of professional and/or ethical behavior and the lack of use of materials from professional sources.	
Academic Discipline and Pedagogy	Response indicates thoughtful consideration of adequacy of designing and implementing instruction that engages students, and causes them to think critically in a supportive environment at a level that considers the suitability for each child and/or alternative situations. Reflection includes an indication that a candidate demonstrates an exemplary level of competence in use of the **KSDE Elementary Education Program Standard(s) # 1, 2, 3, and/or 4** aligned with the Internship(s) in which he/she is enrolled.	Response indicates consideration of adequacy of designing and implementing instruction that engages students, and causes them to think critically in a supportive environment at a technical level for the given situation. Reflection includes an indication that a candidate demonstrates a basic level of competence in use of the **KSDE Elementary Education Program Standard(s) # 1, 2, 3, and/or 4** aligned with the Internship(s) in which he/she is enrolled.	Response indicates lack of adequacy to design and implement instruction that engages students, and causes them to think critically in a supportive environment. Reflection includes no indication that a candidate demonstrates a level of competence in use of the **KSDE Elementary Education Program Standard(s) # 1, 2, 3, and/or 4** aligned with the Internship(s) in which he/she is enrolled.	

Diversity	Response indicates thoughtful consideration of adequacy of designing and implementing instruction that uses individual strengths to support the learning of a child at a level that considers the suitability for each child and/or alternative situations.	Response indicates thoughtful consideration of adequacy of designing and implementing instruction that uses individual strengths to support the learning of a child at a technical level for the given situation.	Response indicates lack of adequacy of designing and implementing instruction that uses individual strengths to support the learning of a child.	
Technology	Response indicates thoughtful consideration of adequacy to provide instruction utilizing appropriate resources and technology at a level that considers the suitability for each child and/or alternative situations, or a rationale is given why it is inappropriate to use technology in this situation.	Response indicates thoughtful consideration of adequacy to provide instruction utilizing appropriate resources and technology at a technical level for the given situation, or a rationale is given why it is inappropriate to use technology in this situation.	Response indicates lack of adequacy to provide instruction utilizing appropriate resources and technology and no rationale is given why it is inappropriate to use technology in this situation.	
Assessment	Response indicates thoughtful consideration of adequacy to use formal and informal assessment that compliments instruction and supports the learning environment at a level that considers the suitability for each child and/or alternative situation.	Response indicates thoughtful consideration of adequacy to use formal and informal assessment that compliments instruction and supports the learning environment at a technical level for the given situation.	Response indicates lack of adequacy to use formal and informal assessment that compliments instruction and supports the learning environment.	
Reflection	Response indicates thoughtful consideration of adequacy to reflect critically and utilize the constructive comments from others at a level that considers the suitability for each child and/or alternative situations.	Response indicates thoughtful consideration of adequacy to reflect critically and utilize the constructive comments from others at a technical level for the given situation.	Response indicates lack of adequacy to reflect critically and utilize the constructive comments from others.	

Revised by brw 11/2008
Revised for ELC by seb 5/2009

Total Rubric Score _____/28

Candidate ID _____ **ELC Lesson Plan Rubric**

Targeted Grade Level(s) _____

Categories	**Exemplary** **4**	**At Expectation** **2**	**Below Expectation** **0**	**Points Assigned**
State Content Standard(s), Benchmark(s), and Indicator(s)	The state standard, benchmark, AND indicator are aligned with the lesson's objective(s).	The state standard OR benchmark OR indicator are aligned with the lesson's objective(s).	There was no alignment of the state standard, benchmark, and/or indicator to the lesson's objectives.	
ABCD Objective(s)	The stated objective includes all four A-D criteria.	The stated objective contains three of the four A-D criteria.	The stated objective contains one to two of the A-D criteria.	
Materials (If no student materials are needed, put N/A.)	Listed all items the teacher AND the learners needed for the lesson.	Listed some to most of the items the teacher and/or learners needed for the lesson.	Did not list a majority of items the teacher and/or the learners needed for the lesson.	
Anticipatory Set (Opening)	Linked prior knowledge AND engaged the learners to get them thinking about the topic being presented.	Linked prior knowledge OR engaged the learners to get them thinking about the topic being presented.	Did not link prior knowledge or engage the learners to get them thinking about the topic being presented.	

Procedures	The steps needed to carry out the lesson were listed and included the following: input, modeling, AND checking for understanding.	The steps needed to carry out the lesson were listed and included two of the following: input, modeling, and checking for understanding.	Some steps needed to carry out the lesson were listed but they included one or none of the following: input, modeling, and checking for understanding.	
Adaptation(s) - Accommodation	The accommodation was appropriate for and specific to the lesson.	The accommodation was appropriate, but very general in nature.	An accommodation was included but was not appropriate to the lesson.	
Closure	The lesson finished with a quick review of what happened AND made a connection to the next related lesson.	The lesson finished with a review of what happened OR made a connection to the next related lesson.	The lesson did not include a closure or it ended with a transition to the next subject.	
Assessment(s)	Appropriate strategies and/or instruments were used to determine if the learners reached the objective.	Appropriate /inappropriate strategies and/or instruments were used to determine if the learners reached the objective.	The strategies, instruments, or methods used were all inappropriate to measure the objective.	

Total Rubric Score _____/28

Candidate ID _____

Reflection Rubric for
TEEL 377: Internship I

Category	Exemplary 4	At Expectations 2	Below Expectations 0	Points Assigned
Objective # 5	Demonstrates a high level of reflection on field experiences and simulations in both written and/or oral presentations.	Demonstrates some reflection on field experiences and simulations in written and/or oral presentations.	Demonstrates a lack of reflection on field experiences and simulations in both written and oral presentations.	

Total Score _____/4

Candidate ID _____

Reflection Rubric for
TEEL 378/TEEC 376: Internship II

Category	Exemplary 4	At Expectations 2	Below Expectations 0	Points Assigned
Objective # 5	Demonstrates a high level of reflection on observations made in field experiences and simulations pertaining to reading and language arts instruction and assessment.	Demonstrates some reflection on observations made in field experiences and simulations pertaining to reading and language arts instruction and assessment.	Demonstrates a lack of reflection on observations made in field experiences and simulations pertaining to reading and language arts instruction and assessment.	

Total Score _____/4

Candidate ID _____

Reflection Rubric for
TEEL 478: Internship III

Category	Exemplary 4	At Expectations 2	Below Expectations 0	Points Assigned
Objective # 5	Demonstrates a high level of reflection on observations made in field experiences and simulations pertaining to science and social studies and instruction.	Demonstrates some reflection on observations made in field experiences and simulations pertaining to science and social studies instruction.	Demonstrates a lack of reflection on observations made in field experiences and simulations pertaining to science and social studies instruction.	

Total Score _____/4

Candidate ID _____

Reflection Rubric for
TEEC 341: Internship II

Category	Exemplary 4	At Expectations 2	Below Expectations 0	Points
Objective # 6	Demonstrates a high level of analysis and reflection on childhood curricular issues, teaching practices, and assessment as presented in professional literature.	Demonstrates some analysis and reflection on childhood curricular issues, teaching practices, and assessment as presented in professional literature.	Demonstrates a lack of analysis and reflection on childhood curricular issues, teaching practices, and assessment as presented in professional literature.	

Total Score _____/4

Candidate ID _____ **ELC Writing Rubric**

(Aligned w/ 6 Trait Writing)

The teacher is a **reflective practitioner** who continually **evaluates** the effects of his or her choices and actions on others (students, parents, and other professionals in the learning *community*), actively seeks out opportunities to grow professionally and participates in the school improvement process (Kansas Quality Performance Accreditation). [KSDE Standards 9 and 10]

Category	Exemplary 4	At Expectation 2	Below Expectation 0	Points Assigned
Quality of Ideas and Content	The writing conveys ideas in a controlled and interesting manner. The focus is stated clearly. Clear, relevant directions, examples, and/or anecdotes develop and enrich the central focus. The writing shows insight—a good sense of the world, people, situations.	The writing presents important information about a specific topic by providing facts or directions, explaining ideas or defining terms. The focus is stated clearly.	The writing presents information about a specific topic by providing facts or directions, explaining ideas, or defining terms. The focus is unclear.	
Organization	The writing is organized in a way that enhances meaning or helps to develop the central idea. The introduction is inviting. Each response addresses a specific aspect of the topic. The conclusion is satisfying (ends at the right spot). The sequence is effective and	The writing is clearly organized. The introduction is inviting. Each response addresses a specific aspect of the topic. The closing reminds the reader of the importance of the subject. Transitions work well.	The writing needs more structure. The introduction and/or conclusion may be attempted. Response is limited in focus and may be confusing. Transitions need improvement.	

	moves the reader through the response—the order may or may not be conventional. Transitions work well.			
Writing Mechanics	Error free in spelling, grammar & syntax.	Very few spelling errors, grammar, or syntax mistakes	Many errors in grammar, spelling, and/or syntax.	
Word Choice	Well-chosen words convey the intended message in an interesting, precise, and powerful way. Lively, powerful verbs provide energy. Specific nouns add color and clarity. Modifiers work to provide strong imagery. Expression is fresh and appealing: original or unusual phrasing adds to the meaning; figurative language, if used, is effective; vocabulary is striking but not overdone; technical terms and notations are effective.	Words are reasonably accurate and convey the intended message in a general manner. Some verbs provide energy; some simply link one point to another. Some nouns are specific, but other nouns are fairly general. Modifiers attempt to be descriptive. Expression is limited: figurative language, if used, may or may not be effective; vocabulary is either common or attempts to be uncommon and leads to confusion; technical terms and notations are limited in their effectiveness.	Word choice limits the clarity of the intended message. Verbs, nouns, and/or modifiers lack the ability to convey an image. Expression is lacking: vocabulary is limited and restricting or too technical	

Sentence Fluency	Strong and varied sentence structure clearly conveys meaning and invites expressive reading. Sentences are appropriately concise. The writing has a natural flow and rhythm when read aloud.	Strong and varied sentence beginnings, length, and structure help to convey meaning and invite expressive reading. Sentences are appropriately concise. The writing sounds smooth and rhythmic when read aloud.	Sentence beginnings, length, and structure lack variation. The writing lacks fluency when read aloud.	

Total Rubric Score_____/20

ATTACHMENTS

Experiential Learning Credit (ELC) Application

1. Candidate Name _____ 2. Application Date _____

3. Candidate Address _____

_____

4. Email Address _____ 5. Phone Number(s) _____

6. Mark the applicable internship for which ELC is sought in the following programs:

TEAM Elementary Education and TEAM Elementary Education with Special Education Minor –

_____ TEEL 377 Internship 1 for Mathematics Methods (Formerly TEEL 478)

_____ TEEL 378 Internship 2 for Reading and Language Arts Methods

_____ TEEL 478 Internship 3 for Elementary School Social Studies Methods and Elementary School Science (Formerly TEEL 377 for Social Studies)

Early Childhood Unified –

_____ TEEC 336 Internship I Birth-Age 3 for Creative Expressive Methods

_____ TEEC 341 Internship 2 Ages 3-5 for Curriculum in Early Childhood

_____ TEEC 376 Internship 3 Kindergarten-Grade 3 for Reading and Language Arts Methods

7. Introductory Statement – The Statement is an essay of three to five (double-spaced) paragraphs clearly communicating the candidate's reason(s) for the ELC request, level of learning applicable to the desired internship, and relevance of the ELC to the candidate's program of study. The Introductory Statement will be one piece of evidence used to assess the candidate's ability to effectively communicate.

8. The information included in the ELC Application is true and correct. By signing below, the candidate understands that failure to provide accurate information is considered grounds for dismissal from the Fort Hays State University Teacher Education Program.

_____

Candidate Signature

ADAPTATIONS

Is the process taken to modify or accommodate, instructionally, for a student. Adaptations include both modifications and accommodations.

Modifications Defined	Accommodations Defined
Changing the instructional expectations by limiting the quantity or substituting content.	To supply with or adjust to make the instructional expectations similar for all; no change is made in content knowledge expectations.
Examples of…	Examples of…
☺A child works on addition while classmates work on multiplication.	☺Knowledge of addition is demonstrated by manipulating blocks rather than writing.
☺A child learns letters and letter sounds while classmates read chapter books.	☺ Books on tape are provided for all content area reading in the classroom.
☺The child uses blocks to build structures while other children do science experiments.	☺A scribe is provided to take notes.
☺A child is given a test on continents while classmates are tested on countries of Europe.	☺A child is orally tested on the same material as children taking the written test.

For additional information on adaptations, please visit http://www.ksde.org/Default.aspx?tabid=420

ABCD of the INSTRUCTIONAL OBJECTIVE (Adapted from Robert F. Mager)

Four characteristics of a well-written objective –

Audience: Who is involved? - Learner/student

Behavior: What will the learner be able to do? – Use observable verbs

Condition(s): What are the conditions provided by the teacher? – Ex. graphic organizer

Degree: What will be the learner's acceptable performance? – Ex. three sentences

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PRACTICE - INSTRUCTIONAL OBJECTIVES

Circle the audience, underline the behavior, place quotations marks around the condition(s), and bracket the degree.

1. The learner will run the hundred-yard dash on a dry track within fourteen seconds.

2. The learner will orally state the time shown on the face of any clock to within one minute of accuracy.

3. Given a compass, ruler, and paper, the learner will be able to construct and bisect any given angle larger than five degrees. Bisections must be accurate to one degree.

4. Given a list of factors leading to significant historical events, the learner will identify, by underlining, at least five factors contributing to the Crash of 1929.

ELC SCORE SHEET

1. TEEL 377: Mathematics Internship I – To receive ELC for this internship, the minimum score must be 64 out of 84 points.

Scoring Item	Possible Points	Points Received
ELC Classroom Management Rubric	8	
ELC Conceptual Framework Rubric	28	
ELC Lesson Plan Rubric	28	
ELC Writing Rubric	20	
Total	**84**	

2. TEEL 378 and TEEC 376: Reading and Language Arts Internship II – To receive ELC for this internship, the minimum score must be 58 out of 76 points.

Scoring Item	Possible Points	Points Received
ELC Conceptual Framework Rubric	28	
ELC Lesson Plan Rubric	28	
ELC Writing Rubric	20	
Total	**76**	

3. TEEL 478: Social Studies and Science Internship III – To receive ELC for this internship, the minimum score must be 64 out of 84 points.

Scoring Item	Possible Points	Points Received
ELC Classroom Management Rubric	8	
ELC Conceptual Framework Rubric	28	
ELC Lesson Plan Rubric	28	
ELC Writing Rubric	20	
Total	**84**	

4. TEEC 341: Internship I Birth- Age 3 – To receive ELC for this internship, the minimum score must be 58 out of 76 points.

Scoring Item	Possible Points	Points Received
ELC Conceptual Framework Rubric	28	
ELC Lesson Plan Rubric	28	
ELC Writing Rubric	20	
Total	**76**	

5. TEEC 366: Internship II Ages 3-5 – To receive ELC for this internship, the minimum score must be 64 out of 84 points.

Scoring Item	Possible Points	Points Received
ELC Classroom Management Rubric	8	
ELC Conceptual Framework Rubric	28	
ELC Lesson Plan Rubric	28	
ELC Writing Rubric	20	
Total	**84**	