

Internship Philosophy (Level 4) Updated Fall 2007

The Professional Educational Philosophy will be written during internship and due to the assigned advisor 2 weeks prior to completion of the semester.

Performance Assessment

	Performance Assessment		
	Target (3 pts)	Acceptable (2 pts)	Unacceptable
Essay (1, 25%) AL-PEPE-6.2.5	Targeted performance is evidenced by a well-developed and organized essay.	Acceptable performance is evidenced by a developed and organized essay.	Unacceptable performance is evidenced by an essay that lacks development and organization.
Components of Teaching and Learning Subsumed into the Conceptual Framework (2, 50%) INTASC-1 INTASC-2 INTASC-3.F INTASC-5.H NCATE-1	Targeted performance is evidenced in the essay that integrates all aspects of the Conceptual Framework of the Unit that (1) explains the theme, (2) links all four program goals, (3) delineates the nine outcomes, (4) highlights the six professional dispositions, and (5) weaves the threads of diversity and the use of technology into complementary philosophical orientation(s) which inform all of the following criteria: (1) a purpose for education, (b) how students learn best, (c) what the curriculum should	Acceptable performance is evidenced in the essay that integrates all aspects of the Conceptual Framework of the Unit that (1) explains the theme, (2) links all four program goals, (3) delineates the nine outcomes, (4) highlights the six professional dispositions, and (5) weaves the threads of diversity and the use of technology into complementary philosophical orientation(s) which inform four of the following criteria: (a) a purpose for education, (b) how students learn best, (c) what the curriculum should include, (d) why a collaborative classroom	Unacceptable performance in the essay is evidenced by an unclear integration of the conceptual framework of the Unit that (1) lacks explanation of the theme, (2) describes fewer than three of the four program goals, (3) delineates less than seven of the nine outcomes, (4) highlights less than four of the six professional dispositions, and (5) lacks emphasis on the importance of diversity and technology. There is also failure to integrate philosophical orientation(s) into the

Performance Assessment

	Target (3 pts)	Acceptable (2 pts)	Unacceptable
	include, (d) why a collaborative classroom community is conducive to learning, and (e) the qualities of effective teachers.	is conducive to learning, and (e) the qualities of effective teachers.	framework that inform less than four of the following criteria:(a) a purpose for education, (b) how students learn best, (c) what the curriculum should include, (d) why a collaborative classroom is conducive to learning, and (e) the qualities of effective teachers.
Grammatical and Mechanical Writing Skills (1, 25%) AL-PEPE-6.2.1 AL-PEPE-6.2.2	Targeted performance is evidenced by writing with no grammatical or mechanical errors.	Acceptable performance is evidenced by three or fewer grammatical or mechanical errors.	Unacceptable performance is evidenced by four or more grammatical and mechanical errors.

Standards

AL-PEPE.6.2.1

> spells words correctly

AL-PEPE.6.2.2

> uses correct grammar and mechanics

AL-PEPE.6.2.5

> organizes written information

INTASC.1

STANDARD: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

INTASC.2

STANDARD: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

INTASC.3.F

D: The teacher believes that all children can learn at high levels and persists in helping all children achieve success.

INTASC.5.H

D: The teacher values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

NCATE.1

Candidate Knowledge -- Candidate Knowledge, Skills, and Dispositions: Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and

dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.