



**GRAND VALLEY
STATE UNIVERSITY**[®]
COLLEGE OF EDUCATION
AND COMMUNITY
INNOVATION

**Mentor Teacher Handbook
Elementary Teacher Apprenticeship
EDI 330**

Revised August 11, 2022



Dear Mentor Teacher,

Thank you for hosting and mentoring a Grand Valley State University Teacher Candidate this semester! Research consistently demonstrates that Mentor Teachers play a significant role in the development of well-prepared, effective teachers. The knowledge, skills, and professional feedback that you will share with your Teacher Candidate this semester is critical to their professional development and growth.

This handbook is designed to support you as you engage in the important work of serving as a Mentor Teacher. It includes the policies and procedures that guide the Elementary Teacher Apprenticeship semester and contains additional information that will be useful to you and your Teacher Candidate.

Again, we extend our deepest gratitude to you for your service to our profession. We deeply value your experiences and expertise in PK-12 classrooms; and we are eager to collaborate with you as we prepare our future teachers together. If you have any additional questions, please contact your Teacher Candidate's assigned University Clinical Instructor or me at 616-331-6275. We look forward to working with you this semester!

Sincerely,

A handwritten signature in black ink, appearing to read 'Daisy Fredricks', is positioned above the typed name.

Dr. Daisy Fredricks
Director of Teacher Education
College of Education and
Community Innovation
Grand Valley State University

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Mentor Teacher Letter with COVID-19 Information

Dear Valued Mentor Teacher,

We want to express our gratitude for your willingness to partner with us in the vital work of preparing future teachers during this challenging time. We want to share with you what we are doing in GVSU Teacher Preparation to ensure that our teacher candidates are prepared to safely and effectively engage in their Clinical Field placements this winter.

Health and Safety

- GVSU continues to implement a robust process for monitoring student health. Students are instructed to stay home and contact their Mentor Teacher and Clinical Instructor (formerly known as UFCs) if they do not feel well.
- GVSU has a vaccine mandate in place that requires all students, faculty, and staff to be vaccinated or have a GV approved exemption. Anyone with an exemption is required to complete weekly testing.
- Our teacher candidates will be expected to follow the health and safety protocols implemented in their placement school.
- Additional and up to date information about how GVSU continues to respond to the COVID-19 pandemic can be found here: <https://www.gvsu.edu/lakerstogether/>

Clinical Field Placement- Teacher Apprenticeship and Teacher Internship

- GVSU teacher candidates are aware they have a responsibility for the students' health and safety that they serve in their field placement classroom and school. Teacher candidates will be directed to follow the CDC and GVSU quarantine guidelines if they are exposed to COVID and NOT to attend their placement if they are feeling ill or suspect they have COVID-19. Additionally, they will be directed to immediately contact their Mentor Teacher and Clinical Instructor.
- Teacher candidates will be expected to adhere to the class/school/teacher schedule and instructional format (e.g., in-person, hybrid, or staggered days/times, online).
- Teacher candidates will receive Education faculty support with the technology used to engage with the classroom, mentor teacher, and students. Each GVSU student has a university-provided Zoom web conferencing account.
- Should it be necessary, GVSU Clinical Instructors are trained in conducting virtual observations of candidate teaching sessions and can, if required by the district, complete observations, student debriefing, and mentor teacher conferencing virtually to assist with supporting your district's visitor policy.
- Each teacher candidate is assigned an experienced and highly qualified GVSU Clinical Instructor who is ready to support the instructional collaboration between GVSU's teacher candidate and their mentor teacher across any of the instructional delivery formats utilized by your school.

Lastly, we want you to know that we deeply value the partnership that we have with you as we engage together in the critical work of preparing effective novice teachers. During what is turning out to be another unique and challenging semester, while our expectations for our teacher candidates remain consistently high, we are prepared to be nimble and make adjustments to ensure that our teacher candidates are an asset to your classrooms and schools regardless of instructional format.

On behalf of the teacher preparation program at GVSU, thank you for your continued partnership.

Daisy Fredricks, Ph.D.
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Education Programs Mission:

Engage. Enrich. Transform

Uniting the transformative power of education, social work, and legal studies with the community engagement of hospitality, health, nonprofit, and public management policy.

Education Programs Overview

Vision: We believe that schools function as social and political entities as well as for the growth of individuals.

Philosophy: Student Potential, Ethical Implications. Believing that schools function as social and political entities as well as for the growth of individuals, GVSU's Education programs prepares teachers and leaders a) to enhance the academic and personal potential of their students, and b) to evaluate the social and ethical implications of educational policies and practices.

Mission: "Teaching, Leading, and Learning in a Democratic Society." GVSU's Education programs prepares candidates who enhance the individual growth of their students while working to establish policies and practices that promote the principles of democratic education. The Education programs articulates this mission as Teaching, Leading, and Learning in a Democratic Society.

Values:

- **Expertise** to guide our practice,
- **Equity** to guide our interactions,
- **Liberal Education** to guide our perspectives,
- and **Social Responsibility** to guide our commitment to democratic education.

GVSU College of Education and Community Innovation

401 W. Fulton Street

Grand Rapids, MI 49504

Initial Certification Information and Questions:

Contact the Office of Certification and Accreditation

401C DEV, (616) 331-6650 <http://www.gvsu.edu/education>

Teacher Apprenticeship

What is teacher apprenticeship?

The practicum experience at Grand Valley State University includes two semesters of field work. Teacher apprenticeship is the first of those two semesters. The teacher apprentice is assigned to a school for 14-15 weeks* for the equivalent of five half days per week, required to attend a weekly seminar, and expected to take additional courses on campus. The Teacher Education program at GVSU requires that candidates spend a full semester in the classroom prior to the teacher internship semester in order to enact teaching and management practices and build a greater understanding of self and the work of teaching. As many teacher apprentices have completed structured classroom observations and clinical work with students during prerequisite courses, they should be ready to assume instructional roles early in the semester.

*Note: The 14 – 15 week timeframe may vary by program.

What may teacher apprentices do?

The Grand Valley State University Field Coordinator assigned to coordinate your teacher apprentice's experience will meet with you shortly after the beginning of the semester to help you plan a program that fits your needs as well as those of the teacher apprentice. Generally, your teacher apprentice will be required to work with your students under your supervision and will be guided by you and the University Clinical Instructor in:

- lesson planning (Standard-Based including targets, which incorporates instructional theory, practice, the Common Core State Academic Standards [CCSS] or Grade Level Content Expectations [GLCE]),
- classroom management,
- developing productive relationships with students,
- instructional practices,
- the use of available technology,
- evaluation and assessment procedures, and
- and other activities that are part of the teaching process.

Your teacher apprentice should:

- work directly with students individually and in groups,
- assist with all teaching duties,
- teach small group and whole class prepared lessons under your supervision,
- assist with non-teaching duties such as paperwork, recess duty with a school employee, etc.,
- become familiar with your textbooks and curriculum in scope and sequence,
- collect resource materials, and
- gain a broad perspective of K-5 education by observing various classrooms, particularly those with students of a different age group from your class.

Your teacher apprentice should NOT:

- be used as a floating substitute or to cover supervision needs in other classrooms.

What types of teaching experiences should teacher apprentices have?

Your teacher apprentice should be introduced gradually to the practice of teaching. After a brief orientation period, you may wish to assign some of the following responsibilities:

1. circulating around the room, analyzing student work, and helping individuals.
2. tutoring one-on-one with specific skills.
3. working with small groups (e.g. reading groups, remedial assistance, enrichment activities, review).
4. directing whole group activities (e.g. lesson reviews, directions, assigning work to group).
5. teaching whole group lessons and discussion groups, demonstrating processes.
6. Virtual planning and teaching

For most teacher apprentices, preparing and teaching lessons to the entire class should be increased in the mid-to-latter weeks of their experience. If you have concerns at any time regarding your teacher apprentice, contact the University Clinical Instructor immediately so that concerns can be addressed and resolved.

What is the role of the University Clinical Instructor?

The Grand Valley State University Clinical Instructor (UCI) serving as a liaison between your school and the university will visit you and your teacher apprentice periodically to determine levels of progress and offer assistance when appropriate. The Clinical Instructor is a trained observer of teacher performance and has been a classroom teacher prior to appointment at Grand Valley State University. The Clinical Instructor will work closely with you and your teacher apprentice in the evaluation process. Please contact your UCI if you have any questions or concerns as to your teacher apprentice's progress.

What can the Cooperating School/Mentor Teacher do to be helpful during this time?

Since your teacher apprentice will be in your school predominantly half days only, providing the continuity of instructional techniques and processes available to a Teacher Intern is not possible. Therefore, you may find it helpful to:

1. Meet initially with your teacher apprentice to discuss your expectations of their role in your classroom.
2. Provide feedback on a regular basis, which directly and honestly addresses the responsibilities and performance of your teacher apprentice. This feedback should be specific, focused on teaching practice, and aimed at improving and maintaining performance.
3. Allow your teacher apprentice to study the teacher's editions of your texts.
4. Provide a schedule of a typical week in your class and share contact information.
5. Introduce your teacher apprentice to other faculty, administration, parents, and assisting personnel.
6. Familiarize your teacher apprentice with all school policies; especially those that involve classroom or school behavior and management.
7. Assist your teacher apprentice in using all school A-V, technology, office equipment, and other facilities.
8. Remain sensitive to your teacher apprentice's level of confidence and abilities.

9. **Please keep your University Clinical Instructor informed of your teacher apprentice's progress.**
10. Allow your teacher apprentice to teach lesson and/or unit plans he/she has created in seminar.
11. Encourage reflection by your teacher apprentice regarding strategies used during a lesson, outcomes resulting from the lesson, and how the lesson might have been presented differently.

What do teacher apprentices learn in their seminars?

The required weekly hours of accompanying seminars are designed to build connections between theory and practice. The teacher apprentice's school observations and responsibilities place the study of learning theory and instructional methodology into sharper perspective. Seminars are planned to assist the student in:

- **Methodology** - studying and comparing a variety of teaching methods and techniques.
- **Instruction** - planning for instruction, assessing/evaluating instruction, and motivating learning.
- **Management** - studying various management programs dealing with student engagement and promotion of positive behavior.

Grand Valley State University Elementary Teacher Apprentices also **study and learn how to apply:**

- **Standard-based lessons** – An effective teaching model lesson plan which incorporates standards/benchmarks (i.e. GLCE or CCSS) and targets, as well as instructional theory and practice.
- **Thinking Skills** – Revised Bloom's Taxonomies of Cognition and Affect, plus models for stimulating divergent processes and growth mindset.

How are teacher apprentices evaluated?

Informal Evaluation

The evaluation of teacher candidates is continuous and includes informal as well as formal processes. Informal sessions worked into your daily/weekly routine serve to inform the teacher apprentice of your expectations and criteria for effectiveness. Your honest critiques enhance the teacher apprentice's learning, even when it is critical rather than completely laudatory in nature.

Formal Evaluation

Midterm: At midterm, please complete the Midterm Evaluation Checklist. The major purpose of evaluation is to document growth in teaching effectiveness.

Final: At the end of the semester, Mentor Teachers will receive an e-mail with instructions and attached final evaluation form, which is a written narrative to be completed at the conclusion of your teacher apprentice's practicum. Please complete the checklist attached to the email and return it with the grade sheet you will be provided via your teacher apprentice.

Additionally, Mentor Teachers will receive an e-mail prior to the end of the semester with directions on completing FOUR additional assessments that are used for accreditation and program continuous improvement. These will be distributed near the end of the semester through our CECEI Assessment

System (Blackboard Learn). You will receive an email with your Blackboard Assessment username and password as well as a separate email with a unique link for each assessment rubric.

Note: Official grades given to the teacher apprentices are assigned by the University Clinical Instructor.

Professionalism

The College of Education and Community Innovation is committed to preparing professional educators. Becoming a member of a profession carries responsibilities and expectations. GVSU Teacher Candidates are oriented to both professional behavior and the responsibility of being a member of a profession. The following list addresses examples of both aspects of professionalism.

Professional Behavior includes:

- Promptness and preparedness.
- Attention to and interest in the work of teaching and the people involved in the work.
- Intellectual curiosity and desire to learn and improve.
- Clear, appropriate communication and social interaction.
- Positive interactions and attitude.
- Appropriate appearance and demeanor.

Becoming a Member of a Profession requires:

- Implementing the most effective practices available to meet the needs of students.
- Exhibiting appropriate care for students' academic, social, and emotional well-being.
- Recognizing the strengths that all learners bring and building instruction from a strength's perspective.
- Collaborating with students and other adults to support learner development and growth.
- Participating in the work of the profession beyond classroom teaching.
- Setting aside differences and frustrations in order to support learner development and growth.
- Communicating concerns through the appropriate channels.
- Establishing strong relationships with colleagues and other professionals.
- Reflecting on progress, addressing weaknesses, and capitalizing on strengths.
- Setting aside personal preferences in order to support learner development and growth.

Video Release Form

As a pre-professional teacher, I am doing my teacher apprenticeship and/or teacher internship in your classroom. As a part of the requirements for licensure and certification, I am required to video record myself teaching several different lessons throughout the semester. This opportunity supports my professional training.

To ensure a secure platform for capturing video, the College of Education and Community Innovation has purchased the tool GoReact. All videos on GoReact.com are private by default, viewable only by the teacher candidate and their instructor. GoReact videos are encrypted and stored in a secure cloud service which requires a registered email and password for access.

No PK-12 student name will appear in writing with any video materials that are submitted. **All video content will be kept confidential.**

Thank you.

Please include the names of any students in your classroom that have not signed the district media release form so that I can ensure they are not recorded.

Student Name: _____

Student Name: _____

Student Name: _____

Student Name: _____

Student Name: _____

Student Name: _____

Student Name: _____

Student Name: _____

Student Name: _____

Student Name: _____

Student Name: _____

Student Name: _____

Student Name: _____

Student Name: _____

Student Name: _____

Student Name: _____

Student Name: _____

Student Name: _____

Student Name: _____

Video Acknowledgement Form

As a pre-professional teacher, I am doing my teacher apprenticeship and/or teacher internship in your child's classroom. As a part of the requirements for licensure and certification, I am required to video record myself teaching several different lessons throughout the semester. This opportunity supports my professional training.

To ensure a secure platform for capturing video, the College of Education and Community Innovation has purchased the tool GoReact. All videos on GoReact.com are private by default, viewable only by the teacher candidate and their instructor. GoReact videos are encrypted and stored in a secure cloud service which requires a pre-registered email and password for access.

Your child's name will NOT appear in writing with any video materials that are submitted and every effort will be made to mask the identity of any student. **All video content will be kept confidential.**

If you would prefer that your child not be recorded as a part of my professional training, please contact [insert Mentor Teachers name].

Thank you,

[insert teacher candidate name]

Co-Teaching Strategies & Examples

Strategy	Definition/Example
One Teach, One Observe	<p>One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors.</p> <p>Examples: One teacher can observe for: specific types of questions asked by instructing teacher; teacher movement; charting student participation; specific on-task behaviors; specific group interactions.</p> <p>Tip: When observing collect data/evidence. Observation is not intended to make judgments, but to provide data on what is happening in the classroom and allow that information to impact future lessons.</p>
One Teach, One Assist	<p>An extension of One Teach, One Observe - one teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments.</p> <p>Examples: While one teacher has the instructional lead, the teacher apprenticeship may ask clarifying questions, provide additional examples or be the “voice” for the students who don’t understand or are hesitant to share. As teacher candidates lead their first whole group lesson, the CT can be responsible for overseeing classroom management – allowing the TC to focus on pacing, questioning strategies, assessment, movement, etc.</p> <p>Tip: This strategy supports classroom management as students get their questions answered faster and behavior problems are addressed without stopping instruction. Pairs often identify a signal (standing under the clock) that allows for a quick conversation or opportunity to discuss something without the CT interrupting the lesson.</p>
Station Teaching	<p>The co-teaching pair divides the instructional content into parts – each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations.</p> <p>Examples: If co-teaching pairs were doing a literacy lesson they could divide into 3 stations: one working on fluency, one on reading comprehension and one on vocabulary. A science lesson may have students at one station viewing a specimen/sample under the microscope (magnifying glass), another station has students diagramming the specimen/sample, and a third station has students watching a short video of the specimen/sample moving in its natural setting.</p> <p>Tips: Stations cannot be hierarchical students must be able to start at any station. This is an excellent way to have student working in smaller groups; allow the TC the opportunity to build their confidence while teaching a mini-lesson multiple times; and keep the Mentor Teacher actively engaged with students. Other adults (Paraprofessionals, Special Educators, Title I teachers) can also lead stations. Pacing, voice and noise levels must all be discussed prior to the lesson.</p>
Parallel Teaching	<p>Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio.</p> <p>Examples: After reading a selection from their text, the class is divided into two heterogeneous groups where they discuss a list of questions from the reading. For an elementary math lesson students are divided into two smaller groups where each teacher is able to support the use of manipulatives for solving problems.</p> <p>Tips: Place students facing their teacher with backs to the other teacher/group to reduce distractions. When teacher candidates view the CT timing and pacing can be supported as they learn. Pacing, voice and noise levels must all be discussed prior to the lesson.</p>

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Original Research Funded by a US Department of Education, Teacher Quality Enhancement Partnership Grant

Supplemental Teaching

This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated.

Examples: Using the results from a math exam, students are divided into two groups: one smaller group that didn't meet the expected score/requirement will work with one teacher who will reteach the concept(s) and provide support materials to help students understand and successfully complete the math problems. The other teacher will work with those students who successfully completed the exam; however these students will build on the same concepts and complete additional math problems.

Tips: Groupings are based on need identified from a specific exam or assessment. Both teachers should work with all students throughout the experience, making sure that one teacher (TC or CT) doesn't always work with the students who are struggling and/or need extensions. Group make-up is always changing.

Alternative or Differentiated

Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different.

Examples: When doing a lesson on predicting students will take clues from what they have read so far to predict what will happen next. One teacher may lead a group of students through a brainstorming activity where they identify the significant events that have occurred so far in the story – putting each event on a white board. Based on those significant events the group together brainstorms what will happen next in the story. The other teacher accomplishes the same outcome but with their group, the students predict by connecting the specific items pulled out of the bag with the story (Shiloh – dirty dog collar, \$20 bill, moldy cheese, etc.).

Tips: A great way to incorporate learning styles into lessons; both instructors need to be clear on the outcome(s) of the lesson, as student should achieve the same objective but arriving there using different methods.

Team Teaching

Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students' perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.

Examples: Both instructors can share the reading of a story or text so that the students are hearing two voices. The Mentor Teacher may begin a lesson discussing specific events; the TC may then share a map or picture showing specifics of the event.

Tips: Often pairs will begin the experience by team teaching a lesson, providing "fact time" in front of the classroom for the teacher candidate – this is much more scripted and staged, but does provide an opportunity for the students to view the teacher candidate as a "real" teacher.

Team teaching takes intense planning, but the longer pairs work together the less time it takes as they know what each other is going to contribute.

Adapted from the work of Lynne Cook and Marilyn Friend (1995).

Please Note:

- The co-teaching strategies are not hierarchical.
- They can be used in any order and/or combined to best meet the needs of the students in the classroom.

Teacher Actions During Co-Teaching

TQE Strategies (2005) along with Adaptations from Murawski & Dieker (2004)

Co-Teaching is an Attitude... an attitude of sharing the classroom and students.

Co-Teachers must always be thinking – We're Both Teaching!

If one teacher is leading instruction...	The other can be doing this...
	<p>Observing for:</p> <ul style="list-style-type: none"> • student understanding and/or questions (through body language, facial expressions, etc.); • specific types of questions asked by instructing teacher; specific student interactions and behaviors; • teacher movement; specific teacher behaviors; • specific student or group behaviors;
	<p>Charting:</p> <ul style="list-style-type: none"> • where questions are directed within the classroom; gender of responders; • on-task/off task behavior; teacher wait time; • specific teacher behaviors or movements; specific student or group behaviors
	<p>Circulating:</p> <ul style="list-style-type: none"> • checking for comprehension; • using proximity control for behavior management; checking for comprehension; • providing one-on-one support as needed
	Collecting and reviewing last night's homework
	Introducing a social or study skill
	Taking roll
	Reviewing directions; modeling first problem on the assignment
	Writing down instructions on board
	Repeating or clarifying any difficult concepts
	Passing out papers
	Giving instructions orally
	Facilitating a silent activity
	Introducing a new concept to whole group
	Asking clarifying questions

If one teacher is...	The other can be doing this...
Reading a test aloud to a group of students	Proctoring a test silently with a group of students
Explaining a new concept through discussion	Introducing a new concept through role play or modeling;
Provide enriching or extended activities on a concept already discussed in class	Re-teach or review an old concept with students who didn't understand it
Provide enriching or extended activities related to items on a test	Re-teach or review those concepts or questions that were missed on an exam with those students who missed those questions on the exam
Predicting what will happen next (in book or text) by brainstorming with a group of students using the overhead	Predicting what will happen next (in a book or text) by showing objects that have already been introduced in the story and using them to predict what happens next
Re-teaching or pre-teaching with a small group	Monitoring large group as they work on practice materials
Facilitating sustained silent reading	Reading aloud quietly with a small group
Lecturing	Modeling note taking on the board/overhead
Running last minute copies or errands	Reviewing homework; providing a study or test-taking strategy
Prepping half of the class for one side of a debate	Prepping the other half of the class for the opposing side of the debate
Checking for understanding (reviewing a chapter, etc.) by leading a discussion with half of the class	Checking of understanding (reviewing a chapter, etc.) by leading a discussion with half of the class
Facilitating a station or group	Facilitating a station or group

The main focus of Co-Teaching is to find ways to keep both teachers actively engaged with students and their learning.

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Original Research Funded by a US Department of Education, Teacher Quality Enhancement Partnership Grant

Planning Tips

Before your planning session:

- Decide what lesson(s) you will use your hour of planning time for.
- Who will lead the planning time or will parts be shared? Usually the Mentor Teacher will lead in the beginning of the semester and the teacher candidate will take over as the semester progresses.
- Decide the materials that you will need and don't take on too much.
- Bring ideas for modifications and accommodations.
- Bring ideas for enrichment activities.
- When the teacher candidate is ready to take over a subject/or period, let them know ahead of time that they will be leading the planning time for that lesson. They should preview what they will be teaching and come to the planning time prepared with ideas and lessons where co-teaching could occur.

During co-planning (remember this time is to plan for co-teaching):

- Spend a few minutes communicating about questions or issues (may use planning sheet).
- Share what will be co-taught and ideas from curriculum.
- When will you co-teach? When will each of you teach solo?
- What co-teaching strategies will best meet the needs of the students?
- Eventually, try to incorporate all of the co-teaching strategies.
- Outline questions to be used for parallel, station, etc.
- Discuss a variety of assessment strategies.
- What do each of you need to do when you leave the planning session (tasks, gathering resources, copying, etc)?
- What, if any, changes do you need to make to the layout or organization of the classroom.

After co-planning:

Teacher candidate writes up lesson plans for each lesson where they have a teaching role.

Important points to Remember:

- Planning is VERY important. Use the planning time wisely, focusing on lessons to be co-taught. Prioritize the time and don't allow outside distractions to take over.
- The goal is to have the Mentor Teacher and teacher candidate actively engaged with students as much as possible. However, EVERY teacher candidate DOES need time to manage the classroom on their own.
- Full time responsibility means the teacher candidate leads all aspect of the classroom, including how the Mentor Teacher and other adults will be involved.
- University Clinical Instructors ARE prepared in co-teaching, and should observe at least one co-taught lesson. When they do, they will be observing and evaluating only the teacher Candidate.
- **Encourage an attitude that we're both TEACHING!**

Sharing Responsibilities – Mentor Teacher and Teacher Candidate

Planning:

The Teacher Candidate and Mentor Teacher will share:

- What content to teach
- What co-teaching strategies to use
- Who will lead different parts of the lesson
- How to assess student learning
- Materials and resources

Instruction:

While Co-Teaching, the Teacher Candidate and Mentor Teacher will:

- Share leadership in the classroom
- Work with all students
- Use a variety of co-teaching approaches
- Be seen as equal partners
- Manage the classroom together
- Make changes as needed during a lesson

Assessment:

While Co-Assessing, the Teacher Candidate and Mentor Teacher will:

- Both participate in the assessment of the students
- Share the workload of daily grading
- Provide formative and summative assessment of students
- Jointly determine grades

Co-Teaching Lesson Planning Sheet

Date(s) of lesson: _____ Date/Time of planning session: _____

Goal(s) for this planning session: _____

Strategy/ies to be used: Observe Assist Alternative/Differentiated Team
 Station Parallel Supplemental

Teacher #1: _____ Teacher #2: _____

Standard(s) for lesson:

Roles/Responsibilities:

Space (classroom set-up) considerations:

Materials necessary and who will be responsible:

Tips to remember:

- bring ideas for modifications and accommodations
- bring ideas for enrichment activities
- when planning together work on what you'll be co-teaching
- focus on communication; planning/teaming takes time
- divvy up the work
- don't use co-planning time to plan what you're doing on your own for the lesson
- outline questions to be used for parallel, station, etc.
- discuss a variety of assessment strategies
- have an attitude that we're both teaching!

Moving Toward Co-teaching

Low/No Teaching Responsibility for TCs		Partial Teaching Responsibility for TCs		Co-teaching	
Activities/ tasks for TCs	Pedagogies/ Strategies for mentors	Activities/ tasks for TCs	Pedagogies / Strategies for mentors	Activities / tasks for TCs	Pedagogies / Strategies for mentors
Designing an exit ticket	Quick feedback	Giving directions	Quick rehearsals	Parallel teaching	Video coaching
Creating “public” records	Reflective practices	Creating public records	In-the-moment coaching	Teach-Assist	Co-planning Clearly defined roles Huddles
Monitoring student thinking	“Look for” and comparative analysis	Eliciting student thinking while monitoring small group work	Huddles	Team Teaching	Co-planning In-the-moment coaching Huddles
Sorting student work to inform instruction	Comparative analysis	Station teaching	Co-planning and video coaching		

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Student Monitoring Records Sheet

Student	Notes about work	Connections to other students' work	Connections to the lesson
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Apprenticeship/Internship/Practicum Midterm Evaluation Form

Teacher Candidate: _____ Field Coordinator: _____

School: _____ Level/Grade: _____

Mentor Teacher: _____

Please reflect on your Teacher Candidate's progress at the midterm point of the semester using the Danielson Domains of Teaching Responsibility below: Your candid remarks and thoughtful consideration of skills and behaviors will assist your Teacher Apprentice or Intern in determining growth opportunities for the remainder of the semester. Please review the ratings with your teacher candidate, and provide the candidate with a signed copy to be submitted to the University Clinical Instructor (UFC). Thank you for your time in completing this work.

Narrative Reflection: Please rate (**S:Satisfactory; D:Developing; U:Unsatisfactory**) and provide a brief statement for each Domain of Teaching Responsibility. (Refer to the Danielson Framework for Teaching for elements contained in each domain.)

Planning and Preparation: (S D U)

Classroom Environment: (S D U)

Instruction: (S D U)

Professional Responsibilities: (S D U)

Please circle or highlight the rating for each expectation. Include evidence and/or comments where appropriate.

Professional Behavior Expectations The Candidate:	Rating: Satisfactory (S) Developing (D) Unsatisfactory (U)	Evidence and/or Comments Please provide feedback that will assist your candidate with improving their practice.
Attendance/Punctuality Follows required attendance policies.	S D U	
Timeliness Completes assignments and turns them in on time.	S D U	
University/College Policies Demonstrates adherence to University/College and school district policies on student conduct, professional behavior, academic integrity, ethics and confidentiality.	S D U	
Professional Appearance Dresses in an appropriate manner.	S D U	
Initiative and Responsibility Displays inquisitiveness, volunteers, participates readily, and assumes added responsibilities willingly.	S D U	
Attitude/Poise Displays professional behaviors, appears confident, composed and has a positive attitude.	S D U	
Accepts Constructive Criticism Accepts feedback about their performance openly and in a non-defensive manner and uses feedback to improve/refine their practice.	S D U	

Rapport Establishes a rapport with others and exhibits an appropriate level of caring and respect.	S D U	
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Goals and Growth Opportunities: (Please identify 1-3 goals to support your teacher candidate's professional growth.)

Mentor Teacher Signature: _____ **Date:** _____

Teacher Candidate Signature: _____ **Date:** _____

THE FRAMEWORK FOR TEACHING

DOMAIN 1: PLANNING AND PREPARATION

- 1a Demonstrating Knowledge of Content and Pedagogy**
- Content and the structure of the discipline
 - Prerequisite relationships
 - Content-related pedagogy
- 1b Demonstrating Knowledge of Students**
- Child and adolescent development
 - Learning process
 - Students' skills, knowledge, and language proficiency
 - Students' interests and cultural heritage
 - Students' special need
- 1c Setting Instructional Outcomes**
- Value, sequence, and alignment
 - Clarity
 - Balance
 - Suitability for diverse students
- 1d Demonstrating Knowledge of Resources**
- For classroom use
 - To extend content knowledge and pedagogy
 - Resources for students
- 1e Designing Coherent Instruction**
- Learning activities
 - Instructional materials and resources
 - Instructional groups
 - Lesson and unit structure
- 1f Designing Student Assessments**
- Congruence with instructional outcomes
 - Criteria and standards
 - Design of formative assessments
 - Use for planning

DOMAIN 2: THE CLASSROOM ENVIRONMENT

- 2a Creating an Environment of Respect and Rapport**
- Teacher interactions with students, including both words and actions
 - Student interactions with other students, including both words and action
- 2b Establishing a Culture for Learning**
- Importance of content and of learning
 - Expectations for learning and achievement
 - Student pride in work
- 2c Managing Classroom Procedures**
- Instructional groups
 - Transitions
 - Materials and supplies
 - Performance of classroom routines
 - Supervision of volunteers and paraprofessionals
- 2d Managing Student Behavior**
- Expectations
 - Monitoring of student behavior
 - Response to student misbehavior
- 2e Organizing Physical Space**
- Safety and accessibility
 - Arrangement of furniture and use of physical resources

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

- 4a Reflecting on Teaching**
- Accuracy
 - Use in future teaching
- 4b Maintaining Accurate Records**
- Student completion of assignments
 - Student progress in learning
 - Non-instructional records
- 4c Communicating with Families**
- Information about the instructional program
 - Information about individual students
 - Engagement of families in the instructional program
- 4d Participating in a Professional Community**
- Relationships with colleagues
 - Involvement in culture of professional inquiry
 - Service to the school
 - Participation in school and district projects
- 4e Growing and Developing Professionally**
- Enhancement of content knowledge and pedagogical skill
 - Receptivity to feedback from colleagues
 - Service to the profession
- 4f Showing Professionalism**
- Integrity and ethical conduct
 - Service to students
 - Advocacy
 - Decision-making
 - Compliance with school and district regulations

DOMAIN 3: INSTRUCTION

- 3a Communicating With Students**
- Expectations for learning
 - Directions for activities
 - Explanations of content
 - Use of oral and written language
- 3b Using Questioning and Discussion Techniques**
- Quality of questions/prompts
 - Discussion techniques
 - Student participation
- 3c Engaging Students in Learning**
- Activities and assignments
 - Grouping of students
 - Instructional materials and resources
 - Structure and pacing
- 3d Using Assessment in Instruction**
- Assessment criteria
 - Monitoring of student learning
 - Feedback to students
 - Student self-assessment and monitoring of progress
- 3e Demonstrating Flexibility and Responsiveness**
- Lesson adjustment
 - Response to students
 - Persistence



Teacher Apprenticeship Final Narrative

Name Teacher Apprentice: _____ Semester/Year: _____

School District: _____ School Building: _____ City: _____ State: _____

Please provide a brief placement overview and summary description of the teacher apprentice's performance related to the Four Domains of Professional Practice: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Thank you.

Mentor Teacher (print name): _____

Mentor Teacher Signature: _____ Date: _____

Revised 10.30.20

Clinical Apprenticeship Performance Evaluation on Student EDI 330 Assessment

Directions and a link to the additional assessment #1 will be emailed to you through our Blackboard assessment system.

Common Course Standards and Core Teaching Practices:

Danielson Framework for Teaching (2013) Domains One - Four

MDE Standards for the Preparation of Teachers of Upper Elementary (36) Education P1-P3, L1-L18, M1-M12, S1-9, SS1-5

InTASC Standards 1 - 10

CAEP Standards 1.1, 1.2, 1.3, 1.4, 1.5, 2.3

Core Teaching Practices 1, 2, 3, 9, 10, 12, 15

Observer Directions: *Please evaluate the candidate's level of performance based on the indicators provided (student completes a self-evaluation). Use it to have discussions about effective pedagogy and goal setting. The EDI 330 Apprenticeship Performance Evaluation is used primarily to assist the College of Education and Community Innovation with assessing its program. It is one piece of evidence used to assign the candidate's final letter grade for the apprenticeship field experience. Please ignore the percentage figures that are automatically computed in our electronic assessment system.*

Levels of Performance:

- Proficient – The candidate at this level demonstrates **understanding and supported application** of the descriptors represented by the standard.
- Developing – The candidate at this level demonstrates **limited understanding and application** of the descriptors represented by the standard.
- Unsatisfactory - The candidate at this level demonstrates **no or inaccurate understanding and application** of the descriptors represented by the standard.

NOTE: The “Proficient” level should be indicated if the candidate demonstrates the standard with a level of support expected for an apprentice, pre-internship experience candidate.

Standard Being Assessed	Proficient 3	Developing 2	Unsatisfactory 1
Domain One: Planning and Preparation			
Danielson 1a: Demonstrating knowledge of content and pedagogy (CAEP 1.3, 1.5; InTASC 4) MDE: P1k; L3, L4, L6-17; M2, M5-M12; S3-7; SS 1-5 CTP 2	The teacher candidate displays knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject. All enacted but with potential for growth.	The teacher candidate is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	In planning and practice, the teacher candidate makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.

<p>Danielson 1b: Demonstrates knowledge of students (CAEP 1.1, 2.3; InTASC 1, 2, & 7) MDE: P1 a, b, g, j, m; P3 c, e, f; L2, L3; M1, M2; S7, S8 CTP 12</p>	<p>The teacher candidate understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages. All enacted but with potential for growth.</p>	<p>The teacher candidate displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.</p>	<p>The teacher candidate displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.</p>
<p>Danielson 1c: Setting instructional outcomes (CAEP 1.1; InTASC 1) MDE: P1h, n; L1, L2, L3; M2, M3, M4; S5, S7</p>	<p>Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students. All enacted but with potential for growth.</p>	<p>Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.</p>	<p>The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.</p>
<p>Danielson 1d: Demonstrating knowledge of resources (CAEP 1.1, 1.2; InTASC 10) MDE: P2c, d, P3b, e, f; M1; S8</p>	<p>The teacher candidate displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources. Enacted but with a potential for growth.</p>	<p>The teacher candidate displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.</p>	<p>The teacher candidate is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.</p>
<p>Danielson 1e: Designing coherent instruction (CAEP 1.1, 1.5, 2.3; InTASC 1, 4, & 7) MDE: P1c, g, h, j, n, q; L2-L17; M1, M2, M4-M12; S2, S3, S5, S7, S8; SS1-SS5</p>	<p>Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups. Enacted but with a potential for growth.</p>	<p>Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.</p>	<p>Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.</p>

<p>Danielson 1f: Designing student assessments (CAEP 1, 2; InTASC 6) MDE: P1n, P2b; L3, L4-L17 (c); M3; S7 CTP 15</p>	<p>All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Enacted but with potential for growth.</p>	<p>Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher’s approach to using formative assessment is rudimentary, including only some of the instructional outcomes.</p>	<p>Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.</p>
<p>Domain Two: The Classroom Environment</p>			
<p>Danielson 2a: Creating an environment of respect and rapport (CAEP 1.1, 1.4; InTASC 3) MDE: P1b, c, d, e, g, j, P2c; L1, L2; M1; S8; CTP 10</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks. Enacted but with potential for growth.</p>	<p>Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students’ ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</p>	<p>Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students’ ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.</p>
<p>Danielson 2b: Establishing a culture for learning (CAEP 1.3, 1.4; InTASC 3, 5) MDE: P1d, e, f, h, j, q; L1, L2, L3; M2, M4; S7, S8</p>	<p>The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language. Enacted but with potential for growth.</p>	<p>The classroom culture is characterized by little commitment to learning by the teacher candidate or students. The teacher appears to be only “going through the motions,” and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher candidate conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p>	<p>The classroom culture is characterized by a lack of teacher candidate or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</p>
<p>Danielson 2c: Managing classroom procedures (CAEP 1.4; InTASC 3) MDE: P1d, e; L1; M2; S7, S8 CTP 9</p>	<p>There is little loss of instructional time due to effective classroom routines and procedures. The teacher candidate’s management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines, and volunteers and paraprofessionals contribute to the class. Enacted but with potential for growth.</p>	<p>Some instructional time is lost due to partially effective classroom routines and procedures. The teacher candidate’s management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines, and volunteers and paraprofessionals perform their duties.</p>	<p>Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher candidate’s management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers and paraprofessionals have clearly defined tasks.</p>

<p>Danielson 2d: Managing student behavior (CAEP 1.1, 1.4; InTASC 3) MDE: P1d, e, f, m, n</p>	<p>Student behavior is generally appropriate. The teacher candidate monitors student behavior against established standards of conduct. Teacher candidate response to student misbehavior is consistent, proportionate, and respectful to students and is effective. Enacted but with potential for growth.</p>	<p>Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher candidate tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p>	<p>There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.</p>
<p>Danielson 2e: Organizing physical space (CAEP 1.1,1.4; InTASC 3) MDE: P1d, e, g, h, j, o, p; L1; M4;</p>	<p>The classroom is safe, and students have equal access to learning activities; the teacher candidate ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively. Enacted but with potential for growth.</p>	<p>The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher candidate attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.</p>	<p>The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.</p>
<p>Domain Three: Instruction</p>			
<p>Danielson 3a: Communicating with students (CAEP 1.3, 1.4; InTASC 5) MDE: P1c,d, h, j, k; L2, L3; M2, M3, M4; S5, S6, S7 CTP 2</p>	<p>The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher candidate's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher candidate focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher candidate's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher candidate's use of academic vocabulary is precise and serves to extend student understanding. Enacted but with potential for growth.</p>	<p>The teacher candidate's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher candidate's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher candidate's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher candidate's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher candidate rarely takes opportunities to explain academic vocabulary.</p>	<p>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher candidate's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher candidate's spoken or written language contains errors of grammar or syntax. The teacher candidate's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>
<p>Danielson 3b: Using questioning and discussion techniques (CAEP 1.3, 1.5, 2.3; InTASC 8) MDE: P1q; L1, L3; M1, M2, M4; S7, S8 CTP 1</p>	<p>While the teacher candidate may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher candidate creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher candidate challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard. Enacted but with potential for growth.</p>	<p>The teacher candidate's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher candidate attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher candidate attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.</p>	<p>The teacher candidate's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher candidate and students is predominantly recitation style, with the teacher candidate mediating all questions and answers; the teacher candidate accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.</p>

<p>Danielson 3c: Engaging students in learning (CAEP 1.3, 1.5, 2.3; InTASC 1, 3, 4, 5, & 8) MDE: P1c, d, q; L2, L3; M2, M4; S6, S7, S8 CTP 15</p>	<p>The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged. Enacted but with potential for growth.</p>	<p>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of “downtime.”</p>	<p>The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.</p>
<p>Danielson 3d: Using assessment in instruction (CAEP 1.2; InTASC 6) MDE: P1h, i, n, P3d; L3, L4-L17 (c); M3; S6, S7 CTP 3</p>	<p>Students appear to be aware of the assessment criteria, and the teacher candidate monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher candidate feedback to groups of students is accurate and specific; some students engage in self-assessment. Enacted but with potential for growth.</p>	<p>Students appear to be only partially aware of the assessment criteria, and the teacher candidate monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.</p>	<p>Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.</p>
<p>Danielson 3e: Demonstrating flexibility and responsiveness (CAEP 1.3, 1.5, 2.3; InTASC 5, 8) MDE: P1d, g, h, i, j, l, P2c, P3b, d, e, f</p>	<p>The teacher candidate successfully accommodates students’ questions and interests. Drawing on a broad repertoire of strategies, the teacher candidate persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher candidate makes a minor adjustment to the lesson and does so smoothly. Enacted but with potential for growth.</p>	<p>The teacher candidate accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.</p>	<p>The teacher candidate ignores students’ questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher candidate makes no attempt to adjust the lesson even when students don’t understand the content.</p>
<p>Domain Four: Professional Responsibilities</p>			
<p>Danielson 4a: Reflecting on teaching (CAEP 1.2, 1.3, 1.5; InTASC 9) MDE: P2c, d</p>	<p>The teacher candidate makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher candidate makes a few specific suggestions of what could be tried another time the lesson is taught. Enacted but with potential for growth.</p>	<p>The teacher candidate has a generally accurate impression of a lesson’s effectiveness and the extent to which instructional outcomes were met. The teacher candidate makes general suggestions about how a lesson could be improved.</p>	<p>The teacher candidate does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher candidate profoundly misjudges the success of a lesson. The teacher candidate has no suggestions for how a lesson could be improved.</p>

<p>Danielson 4b: Maintaining accurate records (CAEP 1.2, 1.3, 1.5; InTASC 9) MDE: P1i, P2c</p>	<p>The teacher candidate’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Enacted but with potential for growth.</p>	<p>The teacher candidate’s system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher candidate’s records for non-instructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.</p>	<p>The teacher candidate’s system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher candidate’s records for non-instructional activities are in disarray, the result being errors and confusion.</p>
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<p>Danielson 4c: Communicating with families (CAEP 1.1, 1.2; InTASC 10) MDE: P3a, c, d; M1 CTP 12</p>	<p>The teacher candidate provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher candidate makes some attempts to engage families in the instructional program. Enacted but with potential for growth.</p>	<p>The teacher candidate makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.</p>	<p>The teacher candidate provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher candidate does not respond, or responds insensitively, to parental concerns.</p>
<p>Danielson 4d: Participating in the professional community (CAEP 1.1, 1.2; InTASC 10) MDE: P1i, P2d, P3e, f;</p>	<p>The teacher candidate's relationships with colleagues are characterized by mutual support and cooperation; the teacher candidate actively participates in a culture of professional inquiry. The teacher candidate volunteers to participate in school events and in school and district projects, making a substantial contribution. Enacted but with potential for growth.</p>	<p>The teacher candidate maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher candidate participates in the school's culture of professional inquiry when invited to do so. The teacher candidate participates in school events and school and district projects when specifically asked.</p>	<p>The teacher candidate's relationships with colleagues are negative or self-serving. The teacher candidate avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher candidate avoids becoming involved in school events or school and district projects.</p>
<p>Danielson 4e: Growing and developing professionally (CAEP 1.2, 1.3, 1.5; InTASC 9) MDE: P2d</p>	<p>The teacher candidate seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher candidate actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher candidate participates actively in assisting other educators and looks for ways to contribute to the profession. Enacted but with potential for growth.</p>	<p>The teacher candidate participates to a limited extent in professional activities when they are convenient. The teacher candidate engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher candidate finds limited ways to assist other teachers and contribute to the profession.</p>	<p>The teacher candidate engages in no professional development activities to enhance knowledge or skill. The teacher candidate resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher candidate makes no effort to share knowledge with others or to assume professional responsibilities.</p>
<p>Danielson 4f: Showing professionalism (CAEP 1.2, 1.3, 1.5; InTASC 9 & 10) MDE: P1g, h, i, l, P2a, b, c; L1, L2; M1; S7, S8</p>	<p>The teacher candidate displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher candidate is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher candidate maintains an open mind in team or departmental decision making. The teacher candidate complies fully with school and district regulations. Enacted but with potential for growth.</p>	<p>The teacher candidate is honest in interactions with colleagues, students, and the public. The teacher candidate's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher candidate's decisions and recommendations are based on limited though genuinely professional considerations. The teacher candidate must be reminded by supervisors about complying with school and district regulations.</p>	<p>The teacher candidate displays dishonesty in interactions with colleagues, students, and the public. The teacher candidate is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher candidate makes decisions and recommendations that are based on self-serving interests. The teacher candidate does not comply with school and district regulations.</p>

Adapted from Danielson, C. (2014). The Framework for Teaching Evaluation Instrument, 2013 Edition, retrieved September 2020 from <https://danielsongroup.org/framework/framework-teaching>

MT Dispositions Evaluation of Student EDI 330 Assessment

Directions and a link to the additional assessment #2 will be emailed to you through our Blackboard assessment system.

Common Course Standards and Core Teaching Practices:

MDE Standards for the Preparation of Teachers of Lower (PK-3) and Upper Elementary (3-6) Education P1c, e, f, g, h, i, j, k, l, m, P2a, b, c, d, P3b, d; L1, L2, L3; M1, M3; S8 InTASC Standards 1, 2, 3, 4, 6, 7, 8, 9, 10

Assessment Description: The teaching dispositions rubric is designed to assess teacher candidates' professional learning and ethical practice knowledge and skills. During the Clinical Apprenticeship and Clinical Internship semesters the candidate, the candidate's clinical instructor, and mentor teacher complete the assessment. The evidence provides documentation that the candidate knows, understands, applies, and articulates **Professional Responsibility**.

Element	Proficient (3)	Developing (2)	Unsatisfactory (1)
<p>Ethical: Abides by the professional code of ethics, professional standards of practice, and relevant law and policy. Demonstrates personal honesty and integrity.</p> <p>INTASC standard: 9o; 6v</p> <p>MDE: P2a, b</p>	<p>Models ethical and responsible behavior while abiding by local, state and federal rules and laws, university and school district policies and procedures, and professional standards.</p>	<p>Demonstrates awareness of local, state and federal rules and laws, university and school district policies and procedures, and professional standards.</p>	<p>Violates local, state or federal rules or laws, or university or school district policies or procedures, or professional standards.</p>
<p>Scholarly: Has a critical stance towards professional practice. As a life-long learner, is intellectually curious, and regularly seeks opportunities for ongoing professional learning.</p> <p>INTASC standard: 9n; 10t</p> <p>MDE: P2d</p>	<p>Critically evaluates professional practice using theory-based, research-based, or data-based evidence; regularly seeks opportunities for professional learning.</p>	<p>Recognizes approaches to professional practice that are supported by theory-based, research-based, or data-based evidence; attends required opportunities for professional learning.</p>	<p>Dismisses the importance of using theory-based, research-based, or data-based evidence to support professional practice; does not attend required opportunities for professional learning.</p>
<p>Reflective: Committed to deepening understandings of one's own teaching practice with the goal</p>	<p>Generates and implements improvements or revisions to professional practice</p>	<p>Recognizes areas of professional practice that need improvement.</p>	<p>Does not evaluate own professional practice or makes inaccurate self-assessments and</p>

<p>of continual improvement. Is introspective, self-regulatory, and demonstrates self-awareness.</p> <p>INTASC standard: 9l.</p> <p>MDE: P2c, d; M3;</p>	<p>based on accurate self-assessments.</p>		<p>resists or ignores feedback.</p>
<p>Resourceful: Demonstrates initiative, perseverance and self-efficacy; is proactive, persistent, and an engaged problem solver.</p> <p>INTASC standard: 10r; 9l.</p> <p>MDE: P2c, d</p>	<p>Models initiative, perseverance and self-efficacy by being a proactive, persistent, and engaged problem solver.</p>	<p>Recognizes problems and tries to address them using available resources.</p>	<p>Fails to recognize or address problems, acting helpless or passive.</p>
<p>Student Centered: Keeps the needs of the students at the center of one’s practice; builds positive relationships with students and serves as an advocate when needed. Demonstrates care through expressions of kindness, compassion and empathy.</p> <p>INTASC standard: 10p; 8p; 10p; 2n.</p> <p>MDE: P1e, f, g, h, i, j, l, m, P2a, P3 b, d; L2, L3; M1; S8 CTP 10</p>	<p>Models sensitivity to the needs of individual students, builds positive relationships with them, and is willing to serve as an advocate when needed.</p>	<p>Recognizes students’ needs and understands the importance of positive teacher-student relationships.</p>	<p>Demonstrates little or no understanding of individual students’ needs, or interest in developing positive teacher- student relationships.</p>
<p>Rigorous: Sets high expectations for all students, rooted in the assumption that all students can learn.</p>	<p>Sets high expectations for all students.</p>	<p>Recognizes the need to set high expectations for all students.</p>	<p>Expresses low expectations for certain students.</p>

<p>INTASC standard: 2l; 4r.</p> <p>MDE: P1c, f, i, j, k; L1, L2; M1; S8</p>			
<p>Fair: Is equitable and unbiased towards others. Values all identities, perspectives, and backgrounds and is committed to incorporating diverse perspectives.</p> <p>INTASC standard: 9m; 2m.</p> <p>MDE: MDE: P1c, f, i, j, k; L1, L2; M1; S8 CTP 12</p>	<p>Models equitable and unbiased behavior; integrates diverse perspectives.</p>	<p>Recognizes the need for being equitable and unbiased and for incorporating diverse perspectives.</p>	<p>Is biased, ignores diverse perspectives, or promotes stereotypes.</p>
<p>Responsive: Designs and differentiates instruction to address students' background experiences, thinking processes, and other needs.</p> <p>INTASC standard: 1h-k; 3r; 6u; 7n; 7q; 8s.</p> <p>MDE: P1e, f, g, h, i, j, l, m, P2a, P3 b, d; L2, L3; M1; S8</p>	<p>Designs or differentiates instruction to engage students' background experiences, thinking processes, strengths, or needs.</p>	<p>Recognizes the students' background experiences, thinking processes, strengths, or needs.</p>	<p>Ignores students' background experiences, thinking processes, strengths, or needs.</p>

CAEP Standard 2.2 Mentor Teacher Clinical Feedback on Candidate Form:

Directions and a link to the additional assessment #3 will be emailed to you through our Blackboard assessment system.

Directions to the Mentor Teacher

As part of the College of Education and Community Innovation's national accreditation through CAEP (the Council for Accreditation of Education Preparation), the College of Education and Community Innovation is required to **collect feedback** from mentor teachers, field coordinators, and the teacher candidates **about the clinical experience**:

- **CAEP Standard 2.2: Clinical Educators** — Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.

Please complete the following feedback rubrics to reflect on your most recent clinical experience with your GVSU teacher candidate (the teacher apprentice) and their University Clinical Instructor. Use the following performance levels for each feedback question:

- 5 - Completely Agree
- 4 - Agree
- 3 - Neither Agree or Disagree
- 2 - Disagree
- 1 - Completely Disagree

Your responses are **confidential** and will be used to improve future candidates' experiences. **There is an option to leave *overall* written comments on the feedback page. You also have the option to leave comments associated with individual elements of the feedback rubric by selecting the small dialog-box icon/"Add" button immediately to the right of the rubric elements.**

Please also remember that an "assessment" is not an end goal, nor is it the same as a course grade. Rather, an assessment is a learning tool that demonstrates students' ability to meet course expectations and allows the College of Education and Community Innovation to look for ways to improve our programs. An assessment is also not a student satisfaction/opinion survey. Instead, it is a direct measure of student learning and development outcomes. Providing students with access to these assessments ensure all College of Education and Community Innovation students have the ability to showcase their progress throughout their program(s) and beyond graduation.

CAEP Standard 2.2 Mentor Teacher Feedback on Candidate:

My Experience working with the Teacher Candidate

Element	Completely Agree (5)	Agree (4)	Neither Agree or Disagree (3)	Disagree (2)	Completely Disagree (1)
The teaching candidate with whom I worked communicated with me clearly and consistently. (1.000, 16%)					
The teaching candidate with whom I worked provided/accepted feedback. (1.000, 16%)					
The teaching candidate with whom I worked clearly cared about the well-being of the students in the classroom. (1.000, 16%)					
The teaching candidate with whom I worked modeled strong professional behavior. (1.000, 16%)					
The teaching candidate with whom I worked possessed an expected level of knowledge for their position. (1.000, 16%)					
The teaching candidate with whom I worked fulfilled their obligations. (1.000, 16%)					

CAEP Standard 2.2 Mentor Teacher Feedback on Univ Clinical Instructor:

Directions and a link to the additional assessment #4 will be emailed to you through our Blackboard assessment system.

My Experience working with the University Clinical Instructor

Element	Completely Agree (5)	Agree (4)	Neither Agree or Disagree (3)	Disagree (2)	Completely Disagree (1)
The clinical instructor with whom I worked communicated with me clearly and consistently. (1.000, 16%)					
The clinical instructor with whom I worked provided/accepted feedback. (1.000, 16%)					
The clinical instructor with whom I worked clearly cared about the well-being of the students in the classroom. (1.000, 16%)					
The clinical instructor with whom I worked modeled strong professional behavior. (1.000, 16%)					
The clinical instructor with whom I worked possessed an expected level of knowledge for their position. (1.000, 16%)					
The clinical instructor with whom I worked fulfilled their obligations. (1.000, 16%)					