



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

**Teacher Internship Handbook
EDI 430 and EDI 431**

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 Teacher Internship 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.

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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 Internship

What is teacher internship?

Teacher internship is Grand Valley State University's senior year clinical experience designed for elementary and secondary teacher candidates. Teacher interns are in their assigned classrooms for an academic semester (i.e. 14-15 weeks).

What are Teacher Interns required to do?

All Grand Valley State University teacher certification candidates must demonstrate:

1. Effective communication skills.
2. Effective classroom management skills.
3. Regular attendance and participation in the classroom and in university courses and seminars.
4. Professional attitude and work ethic expended throughout the semester in all environments.
5. Intellectual curiosity about the teaching/learning process as indicated by asking questions and engaging in professional discussions with colleagues, Mentor Teacher, etc.
6. Care and concern for all students, regardless of race, class, culture, gender, religion, or exceptionality.
7. Effective planning for instruction.
8. The ability to accept honest feedback and constructive evaluation.
9. Competence in subject matter and a strong general knowledge base.
10. The ability to establish professional relationships with students, faculty, parents, administration, etc.

What is the role of the University Clinical Instructor?

Teacher interns are assigned a University Clinical Instructor (UCI) whose responsibilities include visiting the school, meeting with appropriate personnel, observing the teacher intern's performance at least five times during the semester, and consistently conferring with the mentor teacher as well as with the teacher intern. The clinical instructor will attempt to answer questions concerning the teacher preparation program at GVSU, including the expectations and requirements, seminar content, and the evaluation process/procedures.

The clinical instructor is responsible for awarding the final grade and official evaluation of the teacher intern using recommendations from the mentor teacher, seminar requirements, and the College of Education and Community Innovation's expectations.

The clinical instructor assigned to the teacher intern will visit the classroom shortly after the beginning of the semester. The clinical instructor is a trained observer of teacher performance and has been a classroom teacher prior to their appointment to Grand Valley State University's College of Education and Community Innovation's faculty. Please feel free to discuss with the UCI any questions or concerns you may have regarding the teacher internship program.

What is GVSU's Substitute Policy for Teacher Interns?

The College of Education and Community Innovation's policy states that teacher interns (i.e., during second semester placements) may substitute and accept pay in their own classroom no more than five (5) times during the semester with the prior consent of the university clinical instructor, the mentor

teacher, and the building principal. Exceptions to this policy are rare and evaluated on a case-by-case basis. The teacher intern must be registered as a substitute teacher. If the teacher intern is not comfortable serving as a substitute teacher, they have the right of refusal.

For Secondary Teacher Interns ONLY, what is the role of major field advisors?

At the secondary level, a field advisor from the student's major department will make at least **three visits** to observe the teacher intern teaching a class. The primary responsibilities of this field advisor include observing the student's classroom performance with respect to teaching effectiveness in the content area of the major, communicating with the mentor teacher to assess the level of knowledge in the major field, and leading the content area seminar taken in conjunction with the teacher intern experience.

What is the role of the mentor teacher?

Your acceptance of a teacher intern indicates your willingness to assume a critical role in the development of a beginner-level teacher. As a mentor teacher, your role as a collaborating teacher can be an opportunity for both you and your Grand Valley State University student to explore a co-teaching model. Please consider these suggestions as you assume your mentorship role.

1. Build open, caring rapport with the teacher intern.
2. Provide a highly supportive climate, accepting the teacher intern as a team member with you and the school by implementing co-teaching methodologies.
3. Provide specific constructive feedback to the teacher intern about your daily observations.
4. Ask your teacher intern to self-evaluate and be reflective about their teaching.
5. Use questioning as an observation technique.
6. Use a reflective dialogue journal for comments, notes, questions and informal communications back and forth between you and your teacher intern.
7. Conduct regular conferences with your teacher intern. Co-plan with your teacher intern and ask for their input.
8. Involve your teacher intern in the decisions as to what targets are to be assessed during specific lessons.
9. Generally, avoid interrupting an on-going lesson. Instead, use huddles or wait for a more appropriate time to provide correction and/or suggestion for improvement of the lesson or its delivery (e.g. reflective dialogue journal).
10. Hold high expectations and standards of performance for your teacher intern.
11. Model skillful teaching practice.
12. **Please share your observations with the University Clinical Instructor.**
13. Complete the Midterm Evaluation. Share with your teacher intern. (They will complete a copy as well.) Both copies should be submitted to the University Clinical Instructor.
14. Complete the Clinical Internship Performance Evaluation of Student, the GVSU Dispositions rubric, two CAEP 2.2 Standard rubrics, and the Final Narrative at the end of the semester. Other than the Midterm Evaluation and Final Narrative, all other assessments will be completed via our Blackboard assessment system. Directions and login information will be sent to you via email and you will receive a separate email with a unique link to each assessment rubric. The Final Narrative will be emailed to you. The Final Narrative will be

placed in the teacher intern's file at the college and will be used by the teacher intern for future job seeking opportunities.

What are some things the mentor teacher can do to enhance the teacher internship experience?

At the beginning of the teacher internship semester, you might consider:

1. Preparing a list of your expectations for your teacher intern, such as:
 - arrival and departure times
 - contact information for both you and the teacher intern
 - school calendar
 - conference (dates & times).
 - meetings (dates & times)
 - appropriate dress
 - expected professional conduct
 - teaching duties (your teacher intern should follow your schedule and share your responsibilities)
 - additional items deemed appropriate
2. Preparing a place in your room, which "belongs" to the teacher intern. This might include:
 - a desk, (if possible) or a small table
 - teaching supplies (i.e. paper, pens/pencils, stapler, tape, etc.)
 - textbooks and teacher editions
 - plan book
 - any additional items you may deem appropriate
3. Arranging a meeting between your teacher intern and your faculty, administration, and parent organization when appropriate.
4. Preparing a professional library including:
 - journals
 - district curriculum guides & grade level objectives
 - handbooks
 - additional items you view as appropriate
5. Preparing a list of school procedures and guidelines such as:
 - playground rules and lunch hour guidelines
 - behavioral policies
 - emergency procedures (e.g. procedures for school closings or delays, fire or tornado drills, lockdowns, etc.)
6. Preparing your classes for the arrival and role of your teacher intern.

During the teacher internship semester, you may wish to:

1. Provide for a regular meeting time between you and the teacher intern for:
 - discussion and reflection
 - co-planning and preparation
 - sharing of ideas (i.e. content; instructional strategies; classroom, environment, etc.)
 - preparing for extended periods of full responsibility for the teacher intern, or you may wish to work collaboratively in a co-teaching model.
2. Provide frequent encouragement.
3. Offer honest feedback even when it is not entirely positive.
4. Keep a record of your teacher intern's performance (i.e. anecdotal documentation - journaling).
5. Take notes on lessons taught by the teacher intern and share your thoughts with them.
6. Explain your own procedures, practices, strategies, and teaching decisions after a lesson.
7. Arrange a time for your administrator to observe and/or meet with your teacher intern.
8. Arrange to model or demonstrate as many of the following practices as is possible:
 - Engaging students in discussions
 - Setting up and managing small group work
 - Building respectful relationships with students
 - Explaining and modeling content, practices, and strategies
 - Eliciting and interpreting student thinking
 - Coordinating and adjusting instruction during a lesson
 - Implementing norms and routines for classroom discourse and work
 - Specifying and reinforcing productive student behavior
 - Talking about a student with parents or other caregivers
 - Setting long- and short-term goals for students
 - Designing single lessons and sequences of lessons
 - Implementing organizational routines
 - Checking student understanding during and at the conclusion of lessons
 - Selecting and designing formal assessments of student learning
 - Interpreting the results of student work, including routine assignments, quizzes, tests, projects, and standardized assessments
 - Providing oral and written feedback to students
 - Analyzing instruction for the purpose of improving it
 - Talking about a student with parents or other caregivers

Please feel free to continue to model throughout the semester, even as your teacher intern assumes greater classroom responsibilities.

9. Allow your teacher intern to try new things and to make mistakes.
10. Encourage self-confidence, self-reliance, and accountability in your teacher intern.

Stages of Teacher Intern Development

As in human development, the stages of teacher development have been found to follow a predictable sequence. The primary focus of a teacher intern's concern is a clue to their developmental level. Mentor Teachers and University Clinical Instructors can be aware of and sensitive to the level of teacher interns' development and give appropriate suggestions at each stage.

LEVEL ONE - CONCERNS ABOUT SELF

At this level, the new teacher intern is apt to identify more with the students than with Teachers, having been a student for so long, and just now becoming a teacher.

The transition to the next levels can be challenging and may require mediating.

LEVEL TWO - CONCERNS ABOUT SURVIVAL

Idealized concerns about students tend to be replaced by concerns about their own survival as teachers; Focused on management concerns and mastery of the content.

LEVEL THREE - CONCERNS ABOUT METHODS

Concerns about the best ways to explain and present content (i.e. subject/pedagogy focused).

Using data to make informed instructional decisions.

Concerns regarding the professional and personal demands placed on all teachers.

LEVEL FOUR - CONCERNS ABOUT STUDENTS

Expression of deep concern about students' treatment: Their individual learning, social, and emotional needs.

Feelings of inadequacy may emerge from the teacher intern.

Based on Fuller and Brown (1975), *Becoming a teacher* and Lidstone & Hollingsworth (1992). A longitudinal study of cognitive change in beginning teachers: Two patterns of learning to teach. *Teacher Education Quarterly*, 19(4), 39-57. Originally adapted by the College of Education in 1988 and then revised in 2007 and again in 2018.

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.
- Exhibiting high expectations for all students and supporting them in reaching those expectations.
- 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 personal preferences in order to support learner development and growth.
- Communicating concerns through the appropriate channels and in a professional manner.
- Establishing strong relationships with colleagues and other professionals.
- Reflecting on progress, addressing weaknesses, and capitalizing on strengths.
- Engaging in ethical decision-making 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: _____

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 MT can be responsible for overseeing classroom management – allowing the TI 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 MT 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 diagraming 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 TI 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 MT 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 (TI or MT) 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 TI 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 and 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

How are teacher interns evaluated?

The evaluation process is continuous. Informal feedback sessions should be part of the daily and/or weekly conferences between the Mentor Teacher and the teacher intern. In addition to these informal sessions, there are at least four formal evaluations required throughout the semester, two at mid-term, the other two at semester end, and others if necessary. Samples of the instruments are included in this packet. Actual forms will be distributed to you early in the semester. If you do not receive the forms, please call 331- 6233 and request them to be sent and/or delivered.

Informal Evaluation- Some suggestions

The Teacher Preparation Program at GVSU places emphasis on common, high-leverage practices known to significantly impact student learning. These practices are listed on a previous page of this Handbook and provided in more detail below. You may wish to consider these practices as you observe and give feedback to your teacher intern. The practices are not intended as a definitive list of all critical aspects of teaching. Please use your own professional judgment when selecting from this list or when considering other important topics.

Michigan Core Teaching Practices (from Teaching Works)

The State of Michigan has adopted the following 19 Core Teaching Practices to be implemented with teacher preparation candidates.

1. **Leading a group discussion:** In a group discussion, the teacher and all of the students work on specific content together, using one another's ideas as resources. The purposes of a discussion are to build collective knowledge and capability in relation to specific instructional goals and to allow students to practice listening, speaking, and interpreting. The teacher and a wide range of students contribute orally, listen actively, and respond to and learn from others' contributions.
2. **Explaining and modeling content, practices, and strategies:** Explaining and modeling are practices for making a wide variety of content, academic practices, and strategies explicit to students. Depending on the topic and the instructional purpose, teachers might rely on simple verbal explanations, sometimes with accompanying examples or representations. In teaching more complex academic practices and strategies, such as an algorithm for carrying out a mathematical operation or the use of metacognition to improve reading comprehension, teachers might choose a more elaborate kind of explanation that we are calling "modeling." Modeling includes verbal explanation, but also thinking aloud and demonstrating.
3. **Eliciting and interpreting individual students' thinking:** Teachers pose questions or tasks that provoke or allow students to share their thinking about specific academic content in order to understand student thinking, including novel points of view, new ideas, or misconceptions; guide instructional decisions; and surface ideas that will benefit other students. To do this effectively, a teacher draws out a student's thinking through carefully-chosen questions and tasks and considers and checks alternative interpretations of the student's ideas and methods.

4. **Diagnosing particular common patterns of student thinking and development in a subject-matter domain:** Although there are important individual and cultural differences among students, there are also common patterns in the ways in which students think about and develop understanding and skill in relation to particular topics and problems. Teachers who are familiar with common patterns of student thinking and development and who are fluent in anticipating or identifying them are able to work more effectively and efficiently as they plan and implement instruction and evaluate student learning.
5. **Implementing norms and routines for classroom discourse and work:** Each discipline has norms and routines that reflect the ways in which people in the field construct and share knowledge. These norms and routines vary across subjects but often include establishing hypotheses, providing evidence for claims, and showing one's thinking in detail. Teaching students what they are, why they are important, and how to use them is crucial to building understanding and capability in a given subject. Teachers may use explicit explanation, modeling, and repeated practice to do this.
6. **Coordinating and adjusting instruction during a lesson:** Teachers must take care to coordinate and adjust instruction during a lesson in order to maintain coherence, ensure that the lesson is responsive to students' needs, and use time efficiently. This includes explicitly connecting parts of the lesson, managing transitions carefully, and making changes to the plan in response to student progress.
7. **Specifying and reinforcing productive student behavior:** Clear expectations for student behavior and careful work on the teacher's part to teach productive behavior to students, reward it, and strategically redirect off-task behavior help create classrooms that are productive learning environments for all. This practice includes not only skills for laying out classroom rules and managing truly disruptive behavior, but for recognizing the many ways that children might act when they actually are engaged and for teaching students how to interact with each other and the teacher while in class.
8. **Implementing organizational routines:** Teachers implement routine ways of carrying out classroom tasks in order to maximize the time available for learning and minimize disruptions and distractions. They organize time, space, materials, and students strategically and deliberately teach students how to complete tasks such as lining up at the door, passing out papers, and asking to participate in class discussion. This can include demonstrating and rehearsing routines and maintaining them consistently.
9. **Setting up and managing small group work:** Teachers use small group work when instructional goals call for in-depth interaction among students and in order to teach students to work collaboratively. To use groups effectively, teachers choose tasks that require and foster collaborative work, issue clear directions that permit groups to work semi-independently and implement mechanisms for holding students accountable for both collective and individual learning. They use their own time strategically, deliberately choosing which groups to work with, when, and on what.
10. **Building respectful relationships with students:** Teachers increase the likelihood that students will engage and persist in school when they establish positive, individual relationships with them. Techniques for doing this include greeting students positively every day, having frequent, brief, "check in" conversations with students to demonstrate care and

- interest, and following up with students who are experiencing difficult or special personal situations.
11. **Talking about a student with parents or other caregivers:** Regular communication between teachers and parents/guardians supports student learning. Teachers communicate with parents to provide information about students' academic progress, behavior, or development; to seek information and help; and to request parental involvement in school. These communications may take place in writing, or over the phone. Productive communications are attentive to considerations of language and culture and designed to support parents and guardians in fostering their child's success in and out of school.
 12. **Learning about students' cultural, religious, family, intellectual, and personal experiences and resources for use in instruction:** Teachers must actively learn about their particular students in order to design instruction that will meet their needs. This includes being deliberate about trying to understand the cultural norms for communicating and collaborating that prevail in particular communities, how certain cultural and religious views affect what is considered appropriate in school, and the topics and issues that interest individual students and groups of students. It also means keeping track of what is happening in students' personal lives so as to be able to respond appropriately when an out-of-school experience affects what is happening in school.
 13. **Setting long- and short-term learning goals for students:** Clear goals referenced to external standards help teachers ensure that all students learn expected content. Explicit goals help teachers to maintain coherent, purposeful, and equitable instruction over time. Setting effective goals involves analysis of student knowledge and skills in relation to established standards and careful efforts to establish and sequence interim benchmarks that will help ensure steady progress toward larger goals.
 14. **Designing single lessons and sequences of lessons:** Carefully-sequenced lessons help students develop deep understanding of content and sophisticated skills and practices. Teachers design and sequence lessons with an eye toward providing opportunities for student inquiry and discovery and include opportunities for students to practice and master foundational concepts and skills before moving on to more advanced ones. Effectively-sequenced lessons maintain a coherent focus while keeping students engaged; they also help students achieve appreciation of what they have learned.
 15. **Checking student understanding during and at the conclusion of lessons:** Teachers use a variety of informal but deliberate methods to assess what students are learning during and between lessons. These frequent checks provide information about students' current level of competence and help the teacher adjust instruction during a single lesson or from one lesson to the next. They may include, for example, simple questioning, short performance tasks, or journal or notebook entries.
 16. **Selecting and designing formal assessments of student learning:** Effective summative assessments provide teachers with rich information about what students have learned and where they are struggling in relation to specific learning goals. In composing and selecting assessments, teachers consider validity, fairness, and efficiency. Effective summative assessments provide both students and teachers with useful information and help teachers evaluate and design further instruction.

17. **Interpreting the results of student work, including routing assignments, quizzes, tests, projects, and standardized assessments:** Student work is the most important source of information about the effectiveness of instruction. Teachers must analyze student productions, including assessments of all kinds, looking for patterns that will guide their efforts to assist specific students and the class as a whole and inform future instruction.
18. **Providing oral and written feedback to students:** Effective feedback helps focus students' attention on specific qualities of their work; it highlights areas needing improvement; and delineates ways to improve. Good feedback is specific, not overwhelming in scope, and focused on the academic task, and supports students' perceptions of their own capability. Giving skillful feedback requires the teacher to make strategic choices about the frequency, method, and content of feedback and to communicate in ways that are understandable by students.
19. **Analyzing instruction for the purpose of improving it:** Learning to teach is an ongoing process that requires regular analysis of instruction and its effectiveness. Teachers study their own teaching and that of their colleagues in order to improve their understanding of the complex interactions between teachers, students, and content and of the impact of particular instructional approaches. Analyzing instruction may take place individually or collectively and involves identifying salient features of the instruction and making reasoned hypotheses for how to improve.

Four Core Teaching Practices were selected by the MDE as the primary focus for the current year:

- Leading a group discussion (1);
- Explaining and modeling content, practices, and strategies (2);
- Eliciting and interpreting individual student thinking (3); and
- Building respectful relationships with students (10).

An additional three Core Teaching Practices were selected by the MDE for the next level of focus:

- Setting up and managing small group work (9);
- Learning about students' cultural, religious, family, intellectual, personal experiences, and resources for use in instruction (12); and
- Checking student understanding during and at the conclusion of lessons (15).

TeachingWorks. (n.d.). High-leverage practices. Retrieved from <http://www.teachingworks.org/work-of-teaching/high-leverage-practices>

Informal Evaluation – Additional Suggestions

As your teacher intern becomes more established and takes on greater responsibilities, you may wish to consider the following questions while evaluating specific lessons:

1. Was the target for the lesson clearly stated to the students? Did it relate to a grade-level standard?
2. Did the teacher intern meet their goal? How were the students assessed? Did the teacher intern state what the students knew, understood, and were able to do at the end of the lesson/unit?
3. Did the Teacher intern relate this lesson to previous lessons?
4. Was provision made for differences in learners? (I.e. aptitude, literacy level, ability, interest, etc.)
5. Were the students successful?
6. Was the lesson interesting, functional, and relevant?
7. Did the teacher intern use the ideas and interests of the students?
8. Were instructional aids prepared? Effectively used? Was appropriate technology effectively implemented?
9. Does the teacher intern appear comfortable in the teaching role?
10. Is the teacher intern enthusiastic about teaching?
11. Does the teacher intern listen to the students?
12. Was evidence of student thinking clear during the lesson?
13. Was material presented at the correct level of difficulty? Was it scaffolded appropriately?
After observation, you may wish to ask the following of the teacher intern:
 - What were the strengths of the lesson? Did you meet your target? What do your students know, understand and are able to do as a result of the lesson?
 - What, if anything, would you change about the lesson?
 - Do you think it was successful? Why? How do you know students met your target? What evidence do you have? What will you do to assist students who met target? What will you do to assist students who struggled?
 - What changes will you make in the next lesson based upon this lesson's data?
 - Do you think the content covered was important to the students? Why?
 - Is there another way you might have taught this lesson?

The above lists are offered only as suggestions. You are not required to use the ideas presented here. Previous Mentor Teachers have found many of these points to be helpful in conducting frequent informal conferences, which occur during the teacher internship semester and provide opportunity for specific formative feedback.

Questions to Help You Analyze a Lesson

STANDARD/TARGET: (Sometimes stated as I *can* statements)

- Was the intended outcome/learning target of the lesson clearly stated to the students? Does it relate to a specific grade- level or content specific standard?
- Were the statements written in student-friendly language?
- Were the students' shown how the lesson related to previous learning they had experienced?

LESSON MANAGEMENT: FOCUS AND ORGANIZATION

- Did the teacher intern use positive strategies, techniques, and tools?
- Did the teacher intern implement ideas for on-task, active, and focused student behavior?

INTRODUCTION: CREATING EXCITEMENT AND FOCUS FOR THE LESSON TARGET

- Did the students seem to know what was expected of them in terms of behavior?
- Did the teacher intern have difficulty getting the students' attention?
- Did the teacher intern practice/review something already known?

INPUT: SETTING UP THE LESSON FOR STUDENT SUCCESS

- Did the teacher intern give adequate explanation of the learning before the students were expected to put it into practice?
- What strategies did the teacher intern use to assist the students' understanding?
- Did the teacher intern provide for higher order questioning to engage students' thinking?
- Did the teacher intern differentiate to meet students' needs?
- Were all materials and equipment to be used for the lesson in place and ready for use?

MODELING

- Did the teacher intern model the objective/learning target for the students?
- SHOW/TELL – Visual/Verbal Input
- Was the visual input accompanied by verbal input?

CHECKING FOR UNDERSTANDING

- Did the teacher intern check regularly to make sure all students understood the lesson using informal and/or formative assessments?
- What strategies did the teacher intern use to check for understanding?

GUIDED PRACTICE

- Did the students practice their learning through some form of observable behavior or repeated practice?
- Was the practice directly related to the objective/learning target?
- Did the teacher intern monitor each student's practice of the learning?
- Did the teacher intern re-teach the objective/learning target when and where necessary?
- Were accommodations made for students who struggled and for students who met target?

- Did the teacher intern model first, and then practice together with a gradual release of responsibility?

COLLABORATIVE or INDEPENDENT PRACTICE

- Did the teacher intern assign practice based on the day's lesson independently or with groups?
- How was the learning evaluated?
- What evidence was available at the close of the lesson?

CLOSURE

- How did the teacher intern end the lesson?
- How did it all come together for the students?
- What connections were made?

ASSESSMENT/REFLECTION

- How well did students perform? Did the teacher intern evaluate students' performance after completion of the lesson? Did reflection occur (i.e. reaching the teaching target and an overall reflection/evaluation of this lesson)?
- Did the teacher intern state what the students knew, understood, and were able to do at the end of the lesson/unit? Did they state what changes would be made in the next lesson based upon this lesson's data?



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	Rating: Satisfactory (S) Developing (D) Unsatisfactory (U)	Evidence and/or Comments Please provide feedback that will assist your candidate with improving their practice.
The Candidate:		
Attendance/Punctuality	S D U	

Follows required attendance policies.		
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	

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	DOMAIN 2: THE CLASSROOM ENVIRONMENT
<p>1a Demonstrating Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> · Content and the structure of the discipline · Prerequisite relationships · Content-related pedagogy <p>1b Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> · Child and adolescent development · Learning process · Students' skills, knowledge, and language proficiency · Students' interests and cultural heritage · Students' special need <p>1c Setting Instructional Outcomes</p> <ul style="list-style-type: none"> · Value, sequence, and alignment · Clarity · Balance · Suitability for diverse students <p>1d Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> · For classroom use · To extend content knowledge and pedagogy · Resources for students <p>1e Designing Coherent Instruction</p> <ul style="list-style-type: none"> · Learning activities · Instructional materials and resources · Instructional groups · Lesson and unit structure <p>1f Designing Student Assessments</p> <ul style="list-style-type: none"> · Congruence with instructional outcomes · Criteria and standards · Design of formative assessments · Use for planning 	<p>2a Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> · Teacher interactions with students, including both words and actions · Student interactions with other students, including both words and action <p>2b Establishing a Culture for Learning</p> <ul style="list-style-type: none"> · Importance of content and of learning · Expectations for learning and achievement · Student pride in work <p>2c Managing Classroom Procedures</p> <ul style="list-style-type: none"> · Instructional groups · Transitions · Materials and supplies · Performance of classroom routines · Supervision of volunteers and paraprofessionals <p>2d Managing Student Behavior</p> <ul style="list-style-type: none"> · Expectations · Monitoring of student behavior · Response to student misbehavior <p>2e Organizing Physical Space</p> <ul style="list-style-type: none"> · Safety and accessibility · Arrangement of furniture and use of physical resources
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES	DOMAIN 3: INSTRUCTION
<p>4a Reflecting on Teaching</p> <ul style="list-style-type: none"> · Accuracy · Use in future teaching <p>4b Maintaining Accurate Records</p> <ul style="list-style-type: none"> · Student completion of assignments · Student progress in learning · Non-instructional records <p>4c Communicating with Families</p> <ul style="list-style-type: none"> · Information about the instructional program · Information about individual students · Engagement of families in the instructional program <p>4d Participating in a Professional Community</p> <ul style="list-style-type: none"> · Relationships with colleagues · Involvement in culture of professional inquiry · Service to the school · Participation in school and district projects <p>4e Growing and Developing Professionally</p> <ul style="list-style-type: none"> · Enhancement of content knowledge and pedagogical skill · Receptivity to feedback from colleagues · Service to the profession <p>4f Showing Professionalism</p> <ul style="list-style-type: none"> · Integrity and ethical conduct · Service to students · Advocacy · Decision-making · Compliance with school and district regulations 	<p>3a Communicating With Students</p> <ul style="list-style-type: none"> · Expectations for learning · Directions for activities · Explanations of content · Use of oral and written language <p>3b Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> · Quality of questions/prompts · Discussion techniques · Student participation <p>3c Engaging Students in Learning</p> <ul style="list-style-type: none"> · Activities and assignments · Grouping of students · Instructional materials and resources · Structure and pacing <p>3d Using Assessment in Instruction</p> <ul style="list-style-type: none"> · Assessment criteria · Monitoring of student learning · Feedback to students · Student self-assessment and monitoring of progress <p>3e Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> · Lesson adjustment · Response to students · Persistence

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General Suggestions for Writing the Final Evaluation/Recommendation

1. Recommendations should be completed in digital form and single-sided. The form is available online. Once typed, the document must be printed as an original signature by the Mentor Teacher is needed.
2. Share a draft of the final recommendation with the student.
3. Accentuate the positive. Remember that you are recommending a beginning, or first year, teacher, not an experienced professional. Criteria need to be applied in a relative way.
4. Substantiate statements with evidence. Rather than, "Attendance was poor" say, "he was absent five days during the ten weeks..."
5. Be careful not to make presumptuous conclusions or judgements. If you are uncertain of the cause of a problem, avoid comments such as, "Bob's problem was not getting enough sleep."
6. Phrase negative comments carefully (e.g. "Fred has good behavior management skills in structured situations and continues to improve in unstructured ones." or "Sally's organizational skills are beginning to evolve.").
7. Give your teacher intern a copy of the recommendation.
8. Remember that teacher interns are beginner-level teachers who will likely develop and improve over time and with experience. If a teacher intern has shown positive growth, describe how they have grown. Indicate your belief in their professional potential.

9. Be especially positive if doing so is appropriate. If you have been working with a highly skilled teacher intern let the evaluation reflect this skill level. Feel free to use superlatives, give examples, and show your personal enthusiasm.
10. Ask your University Clinical Instructor for input or suggestions. We want to help you feel comfortable with the recommendation. We also want to present the student in the best way possible.
11. Please edit carefully as inadvertent errors could detract from the recommendation when being read by future employers.



Teacher Internship Final Narrative

Teacher Intern: _____ Semester/Year: _____

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

Please provide a brief placement overview and summary description of the Teacher Intern'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

MT Clinical Internship Performance Evaluation of Student EDI 430/431 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 (3-6) 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 430/431 Clinical Internship 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:

- Distinguished – The candidate at this level demonstrates **understanding and independent application** of the descriptors represented by the standard.
- 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.

NOTE: The “Distinguished” level should be indicated if the candidate demonstrates the standard to a level expected for a novice teacher on a trajectory to becoming a distinguished practicing teacher.

Standard Being Assessed	Distinguished 3	Proficient 2	Developing 1
Domain 1 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 extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.	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.

<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 understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.</p>	<p>The teacher 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 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>Danielson 1c: Setting instructional outcomes (CAEP 1.1; InTASC 1) MDE: P1h, n; L1, L2, L3; M2, M3, M4; S5, S7</p>	<p>All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.</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>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's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.</p>	<p>The teacher 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 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>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>The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.</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>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, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.</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>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>Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.</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>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 cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.</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 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 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>Danielson 2c Managing classroom procedures (CAEP 1.4; InTASC 3) MDE: P1d, e; L1; M2; S7, S8 CTP 9</p>	<p>Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class.</p>	<p>There is little loss of instructional time due to effective classroom routines and procedures. The teacher’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’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>Danielson 2d: Managing student behavior (CAEP 1.1, 1.4; InTASC 3) MDE: P1d, e, f, m, n</p>	<p>Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventative. The teacher’s response to student misbehavior is sensitive to individual student needs and respects students’ dignity.</p>	<p>Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher 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 tries, with uneven results, to monitor student behavior and respond to student misbehavior.</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 environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.</p>	<p>The classroom is safe, and students have equal access to learning activities; the teacher 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 attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.</p>

Domain Three: Instruction

<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 teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher’s explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students’ interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher’s spoken and written language is expressive, and the teacher finds opportunities to extend students’ vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.</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’s explanation of content is scaffolded, clear, and accurate and connects with students’ knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher’s spoken and written language is clear and correct and is suitable to students’ ages and interests. The teacher’s use of academic vocabulary is precise and serves to extend student understanding. Enacted but with potential for growth.</p>	<p>The teacher’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’s explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher’s explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher’s spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students’ ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.</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>The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another’s thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.</p>	<p>While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher 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’s questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher 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>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>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.</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>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>Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students’ misunderstandings.</p>	<p>Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher 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 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>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 seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.</p>	<p>The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly. Enacted but with potential for growth.</p>	<p>The teacher 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>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 makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.</p>	<p>The teacher 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 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 has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about 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's system for maintaining information on student completion of assignments, student progress in learning, and non instructional records is fully effective. Students contribute information and participate in maintaining the records.</p>	<p>The teacher'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's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for non instructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.</p>
<p>Danielson 4c: Communicating with families (CAEP 1.1, 1.2; InTASC 10) MDE: P3a, c, d; M1 CTP 12</p>	<p>The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.</p>	<p>The teacher 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 makes some attempts to engage families in the instructional program. Enacted but with potential for growth.</p>	<p>The teacher 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>Danielson 4d: Participating in the professional community (CAEP 1.1, 1.2; InTASC 10) MDE: P1i, P2d, P3e, f;</p>	<p>The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.</p>	<p>The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher 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 maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.</p>
<p>Danielson 4e: Growing and developing professionally (CAEP 1.2, 1.3, 1.5; InTASC 9) MDE: P2d</p>	<p>The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.</p>	<p>The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher 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 participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.</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 can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p>	<p>The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations. Enacted but with potential for growth.</p>	<p>The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying 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 430/431 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 cooperating mentor teachers, field coordinators, and the teacher candidates **about your 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 or teacher intern) and their university field coordinator. 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 Clinical 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%)					