



**GRAND VALLEY  
STATE UNIVERSITY**<sup>®</sup>

**COLLEGE OF EDUCATION  
AND COMMUNITY  
INNOVATION**

**Mentor Teacher Handbook  
Graduate Teacher Certification (GTC)  
EDI 685**

**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 Graduate Teacher Certification Apprenticeship and Internship semesters 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'.

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

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## Mentor Teacher Letter with COVID-19 Information

Dear Valued Mentor Teacher,

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

### Health and Safety

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

### Clinical Field Placement- Teacher Apprenticeship and Teacher Internship

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

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

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

Daisy Fredricks, Ph.D.  
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## Education Programs 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>

## GTC Program Overview

**The Graduate Teacher Certification (GTC) program prepares non-traditional graduate level students for teacher certification.** The program is full-time for one year. Candidates meet requirements for either elementary or secondary level teacher certification while earning credits towards a master's degree. Quality is not sacrificed for speed. The program is an intense year as candidates combine field work and coursework. The key to the program's success is its partnerships with mentor teachers in area schools. Their generous sharing of time and expertise provides candidates with a rich array of opportunities that prepare them well for teaching in the 21st century.

### Field Placement:

GTC candidates have two semesters of field work in a public school. Placements are contingent on school personnel acceptance and usually involve an interview with the principal and/or prospective mentor teacher.

- **The first semester of teacher apprenticeship includes 20 hours a week of classroom time** with required weekly Tuesday seminars designed to integrate the teacher apprentice into all aspects of school life.
- **During second semester field placement, teacher interns are in school all day Monday – Friday.** Winter field placement typically ends at the beginning of spring break.

GTC candidates with majors in physical education, art, or music do an extended placement because they will be certified to teach at both elementary and secondary levels in these content areas. Extended field generally begins in mid-March and lasts for six weeks.

### Elementary

Teacher interns continue winter semester field when they gradually assume all teaching duties for a minimum of four weeks. Teacher interns should have sustained teaching experience in all content areas.

### Secondary

Secondary teacher interns should have sustained experience in both their major and minor fields. Teacher interns in schools on a semester schedule assume all teaching duties for a minimum of one marking period or minimum of four weeks, typically beginning at the end of January.

### Mentor Teachers:

Mentor teachers are assigned to elementary and secondary GTC candidates in the fall. These teachers should be experienced and highly-skilled teachers who can assist in the development of skills and evaluate teaching progress throughout the field placement. The mentor teacher(s) should contact the clinical instructor (UFC) immediately should any questions or concerns arise. The clinical instructor (UFC) will work with the GTC candidate and mentor teacher to develop a plan to address concerns.

### University Clinical Instructor:

Each teacher apprentice and teacher intern will have a designated University Clinical Instructor (UCI) who will visit a minimum of four (4) times both fall and winter semesters. The clinical instructor's role is to ensure a high quality field experience by sharing expertise, guidance and encouragement while evaluating the growth of the GTC candidates' teaching skills.

## Course Schedule

### Elementary Certification program- 36 credit hours

#### Spring/Summer Semester: May - August

- EDR 621 Current Issues and Trends in Literacy (3 credits)
- EDI 631 Teaching Science: K-8 (3 credits)
- EDI 632 Teaching Creative and Performing Arts (3 credits)
- EDI 635 Development and Needs of Students (3 credits) online
- EDI 633 Teaching Social Studies and Diversity (3 credits)

#### Fall Semester: August - December

- EDI 630 Teaching Math: K-8 (3 credits)
- EDI 638 Facilitating School Environments (3 credits)
- EDI 685 Practicum/Graduate Field Placement (3 credits)
- EDR 628 Curriculum and Materials for Language Arts (3 credits)

#### Winter Semester January - April

- EDS 652 Foundations of Special Education (3 credits)
- EDI 685 Practicum/Graduate Field Placement (6 credits)

### Secondary Certification program- 27 credit hours

#### Spring/Summer Semester: May - August

- EDI 635 Development and Needs of Students (3 credits) online
- EDS 652 Foundations of Special Education (3 credits) online

#### Fall Semester: August - December

- EDI 636 Instruction in Middle and High Schools (3 credits) online
- EDI 638 Facilitating School Environments (3 credits) online
- EDI 685 Practicum/Graduate Field Placement (3 credits)
- EDR 623 Development Literacy for Adolescents (3 credits) online

#### Winter Semester January - April

- EDI 685 Practicum/Graduate Field Placement (6 credits)  
Monday through Friday all day, plus weekly online cohort meetings and one seminar
- EDT 627 Technology Integration for Secondary Teachers (3 credits) online (Course may require documentation of standards met)

## Clinical Field Placement Information

Note: Candidates follow the calendar at their placement school, so specific dates are not listed.

### Spring/Summer Semester:

Candidates finalize their field placement with school interviews during which they should confirm the date on which they report to school in the fall to begin their placement. Candidates participate in opening school in-service activities in late August or early September.

### Fall Semester:

Teacher apprentices are required to report the first day of class at their assigned placement. Teacher apprentices are in their assigned schools 20 hours per week. They should submit their practicum schedule on their placement card for approval to their clinical instructor and give their mentor teacher a copy by the second week of the semester.

Candidates remain in the same placement throughout their field experience and are expected to observe other grade levels and/or content areas.

In the first two weeks of October, teacher apprentices participate in a diversity observation experience. This experience includes observing students who meet at least four diversity characteristics: race/ethnicity, socioeconomic status, English language learners, academic ability and exceptionalities, gender, religion and/or sexuality. Specifics of this experience will be discussed with the mentor teacher. The observations should be for a minimum of twenty (20) hours.

Teacher apprentices remain in their placement school until the school holiday vacation begins in mid/late December.

### Winter Semester:

Teacher interns return to their placement schools for full days when school reopens in January. They will phase into full control of instruction for a minimum of four weeks. If possible, secondary level candidates should have the opportunity to teach in both their major and minor content areas. Teacher interns will continue full time until spring break unless the candidate has a K-12 major in art, music or physical education. These candidates complete their first placement in mid-March and then go to a new placement at the alternate level from either the elementary or secondary level of their first placement. They continue in this second placement for six weeks. This calendar assumes growth and progress in the school placement. Occasionally the candidate, mentor teacher, and clinical instructor agree to extend the placement experience.

### Role: Field School Personnel

The field school becomes a learning laboratory for GTC teaching candidates. Field school personnel significantly influence GTC candidates' growth and development as education professionals. Public school personnel partner with Grand Valley State University and the College of Education and Community Innovation to ensure that candidates have a positive teaching and learning experience.

**Role:**

1. Assign GTC candidates to mentor teachers who are models of professionalism and skillful teaching.
2. Assist candidates to integrate education theory and practice.
3. Provide candidates with opportunities to discuss the value and rationale for a variety of educational practices.
4. Invite candidates to participate in a full array of school activities.
5. Foster candidate understanding of the roles and responsibilities of school personnel.
6. Participate in site-based action research conducted by the candidate.
7. Share information with the College of Education and Community Innovation to foster program improvement and continued school participation.
8. Help the candidate feel welcome in the building.

**Role: Mentor Teacher**

The mentor teacher is the key to GTC teacher preparation. The CECI greatly appreciates and values their work.

**Role:**

1. Stress with students the advantages of having two teachers.
2. Emphasize the fact that a second teacher has the same authority as the mentor teacher.
3. Provide the teacher apprentice/teacher intern with a work area and storage space.
4. Inform the teacher apprentice/teacher intern where materials are located, including a school policy book.
5. Provide copies of teacher manuals when possible.
6. Explain fire drill and emergency procedures.
7. Alert the candidate to students with health problems.

Complete the mid-term evaluation checklist and final narrative (**for both teacher apprenticeship and teacher internship semesters**) and share these evaluations with your teacher apprentice/teacher intern. The major purpose of evaluation is to document growth in teaching effectiveness. The Final Evaluation [narrative] will be placed in the student's file in the College of Education and Community Innovation (CECI) and will be used by the student for future job seeking opportunities. Additionally, mentor teachers will four additional assessments, as part of the CECI Assessment System prior to the end of both fall and winter semesters. 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.

**Role: University Clinical Instructor**

The university clinical instructor is a vital connecting link between the teacher candidate, the placement school, and the mentor teacher. The university clinical instructor generally works directly with the candidate and the mentor teacher to ensure a positive experience.

**Role:**

1. Hold conferences with teacher candidate/teacher and mentor teacher to facilitate the understanding of university expectations and to formulate a field experience plan.

2. Visit teaching candidates in the schools a minimum of four (4) times during both teacher apprenticeship and teaching internship.
3. Observe the teaching environment and confer with the candidate and mentor teacher regarding progress or problems.
4. Offer constructive assistance for growth and improvement as concerns arise.
5. Provide an improvement plan in the event that concerns arise regarding performance.
6. Assign a final grade after consultation with the mentor teacher and the teacher candidate.
7. Complete a written final evaluation to be placed in the College of Education and Community Innovation candidate file.

### Expected Outcomes: Fall Field

At the end of the field experience, the teacher candidate should be able to:

1. Demonstrate knowledge and understanding of classroom teacher responsibilities.
2. Perform, under supervision, the various instructional responsibilities of the teacher.
3. Develop lesson plans that reflect instructional continuity and align with district and state curricular guidelines.
4. Create a classroom climate conducive to instruction and learning.
5. Use procedures and methods that recognize individual and group differences.
6. Use appropriate classroom organization and management skills that facilitate active student involvement in the learning process.
7. Demonstrate effective use of principles of instruction and evaluation.
8. Demonstrate knowledge of content subject matter.
9. Use effective and professional written and oral communication.
10. Perform all teaching duties in a professional manner.
11. Analyze and adapt the learning environment to meet the diverse needs of students.
12. Demonstrate the ability to analyze and apply information about one's own teacher effectiveness.

## Teacher Apprenticeship Guidelines: Fall Field

During the first semester field experience, the teacher apprentice should have a broad introduction to the complex functions of the school community through an array of learning experiences. There will be a gradual buildup of knowledge and responsibility that will assist the teacher apprentice in understanding the role of the teacher. The teacher candidate, mentor teacher, and university clinical instructor will develop these experiences collectively.

Observations: As part of their experience, teacher apprentices will observe teachers in other classrooms and/or in special rooms. Secondary student assistants observe in their minor area. The mentor teacher may assist with these arrangements. Such observations will broaden the teacher candidate's perspective on teaching practices, classroom environments, and classroom management methods.

### Suggested Progress

(may be altered due to district instructional format per COVID-19)

Depending on candidate ability/skill level, the mentor teacher may advance the process of assigning classroom responsibilities and teaching involvement.

#### First Week

- Seek out and meet the school principal; they may be an excellent resource for educational issues and concerns
- Attend back-to-school orientation sessions
- Learn the roles and routines of the school community
- Become familiar with the teaching faculty
- Be available to assist and take advantage of every learning experience

#### Second Week

- Know the school philosophy classroom management discipline
- teacher instructional approaches
- Become acquainted with students in a variety of settings and activities
- Become acquainted with the school record keeping system
- Be familiar with student and faculty handbooks
- Assist the classroom teachers with all activities
- Learn the grade level curriculum through district-provided curriculum materials

#### Third and Fourth Weeks

- Observe various classroom teachers, various grade levels and content area; identify strategies/techniques used
- Observe special education classes, media and technology, the arts, and special programs
- Secondary candidates observe in their minor subject area
- Begin to assist the teacher with supervised instructional activities
- Interact with teachers and the principal regarding concerns, problems, and processes
- Begin assisting in monitoring student learning
- Plan and prepare a learning aid
- Begin work with individual students with classroom teacher guidance

### Fifth and Sixth Weeks

- Plan and teach a lesson/activity observed by the mentor teacher by mid-semester
- Continue to work with individual students with classroom teacher guidance
- Participate in open houses, parent conferences, and staff development workshops as the university class schedule permits
- Secondary candidates continue to observe in their minor subject area (complete a minimum of five observations.)
- Elementary and secondary student assistants observe and document experiences with students who meet at least four of the following diverse characteristics:
  - Race/Ethnicity
  - Socioeconomic Status
  - English Language Learner's Academic Ability and Exceptionalities
  - Religion
  - Gender and/or Sexuality
- Continue to observe other classrooms for teaching styles/strategies and discipline models

### Seventh and Eighth Weeks

- Plan and teach several lessons (elementary and secondary)
- Develop a winter semester teaching unit with mentor teacher guidance
- Continue to assist individual students, small groups, and full class learning

### Ninth through remaining weeks

- Plan and teach several activities/lessons (elementary and secondary)
- Fine tuning the winter semester teaching unit
- Continue to assist individual students, small groups, and full class learning

Candidates should take the opportunity to expand their knowledge by volunteering for other school experiences beyond those listed above in order to increase their involvement with students.

## Teacher Apprenticeship Checklist: Fall Field

**Name:** \_\_\_\_\_

Completed	Task
	Attend back-to-school orientation sessions Dates =
	Collect and know school philosophies <ul style="list-style-type: none"> <li>• Classroom management</li> <li>• Discipline codes</li> <li>• Teacher instruction models</li> </ul>
	Acquaint yourself with your students in a variety of settings
	Know the background of students with special needs
	Read the faculty handbook
	Know the grade level curriculum in which you are doing your assisting
	Participate in virtual open houses, parent conferences and staff development (as available)

	September	October	November	December
# of time absent				
# of time late				

Please sign off when completed (by the end of the semester):

Mentor Teacher signature: \_\_\_\_\_ Date: \_\_\_\_\_

GTC Candidate signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Teacher Apprenticeship Activity Planning Guide

Guide to assist teacher candidates in planning for all elements of teaching and classroom management.

## Classroom Experiences - submit "Plan for Assuming Responsibility"

### Planning:

- Daily
- Weekly
- Long range
- Unit

### Units:

- Planned
- Taught
- Evaluated

### Field Trips:

- Pre-planning
- Making the visit
- Follow-up teaching

### Technology Used:

- TV/video tapes
- DVDs
- Interactive white boards
- School or teacher web sites
- Document readers
- Elmo
- Online resources
- Computer
- Other: \_\_\_\_\_

### Materials Used:

- Teacher-made
- Used outside material
- Used school material
- Wise selection of material
- Previewed materials before using

## Other School Experiences

### School Curricular Activities:

- PTA or PTO
- Open house
- Faculty activities
- Faculty or staff meeting
- Faculty social function

### Others:

- Clubs
- Athletic events
- Board meetings
- Professional Meetings

### Pupil Progress Reporting Evaluation Experiences

- Daily assignments
- Teacher developed assessments
- Performance assessments
- Standardized assessments
- End of book tests
- Student developed rubrics

### Routine Tasks:

- Attendance
- Room set up
- Library or other room resources
- Other: \_\_\_\_\_

### Parent Conferences

- Prepared for
- Observed
- Took active role
- Conducted telephone conferences
- Wrote note to parents
- Other: \_\_\_\_\_

### Curriculum Content Areas Observed:

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### Curriculum Content Areas Taught:

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- Grade cards
- Other

### Resource Personnel

- Invited resource persons
- Planned visit to use resource persons
- Implemented follow-up activities

### Special Teachers

- Awareness of roles
- Worked cooperatively with some
- Discussed other sources of help

### Other categories you wish to add?

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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 strengths perspective.
- Collaborating with students and other adults to support learner development and growth.
- Participating in the work of the profession beyond classroom teaching.
- Setting aside differences and frustrations in order to support learner development and growth.
- Communicating concerns through the appropriate channels.
- Establishing strong relationships with colleagues and other professionals.
- Reflecting on progress, addressing weaknesses, and capitalizing on strengths.
- Setting aside personal preferences in order to support learner development and growth.

## Video Release Form

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

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

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

Thank you.

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

---

Student Name: \_\_\_\_\_

## 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 Teacher name].

Thank you,

[insert teacher candidate name]

# Mentor Teacher Guidelines: Fall Field

(may be altered due to district instructional format per COVID-19)

## Teacher Apprentice

The mentoring of a teacher apprentice requires a great deal of careful planning. Such pre-planning will create a good learning atmosphere and alleviate problems before they arise. These guidelines will assist the mentor teacher in preparing for a teacher apprentice.

## Preparing for the Teacher Apprentice

- 1. Prepare Students**
  - Discuss with the class the advantages of having two teachers
  - Explain that another teacher will have the same authority as you have
  
- 2. Organize Classroom**
  - Provide the teacher apprentice with a work area and storage space
  - Show the teacher apprentice where materials are located
  
- 3. Locate Materials and Services**
  - Provide copies of teacher manuals when possible
  - Provide a schedule of classes
  - Provide a school policy book
  - Provide a seating chart(s)
  - Explain room rules established with pupils
  - Alert the teacher apprentice to pupils with health problems
  - Locate copy machine, etc. and how to use
  - Locate special rooms such as lunchroom, office, and counseling office
  - Explain fire drill and emergency procedures
  
- 4. Plan a Teaching Experience**
  - Talk with the teacher apprentice about expectations
  - Become familiar with the teacher apprentice's background
  - Identify and communicate long and short-term class goals
  - Plan a tentative sequence of learning activities with the teacher apprentice
  - Plan to teach various lessons with the teacher apprentice
  - Plan follow-up discussions on these lessons that promote reflective dialogue
  - Explain your teaching approaches and discuss them with the teacher apprentice
  
- 5. Plan with Teacher Apprentice and University Clinical Instructor**
  - Provide time to develop plans jointly
  - Plan sufficient time for conferences
  - Locate an appropriate place for conferences
  - Discuss and share teaching experiences

NOTE: Your teacher apprentice should NOT be used as a floating substitute or to cover supervision needs in other classrooms.

- 6. Written Evaluations**
  - Midterm Evaluation Checklist
  - Final Evaluation Form
  - FOUR additional assessments that are used for accreditation and program continuous improvement. These will be distributed near the end of the semester through our CECI Assessment System (Blackboard Learn).

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

## Mentor Teacher Guidelines: Winter Field

(may be altered due to district instructional format per COVID-19)

### Teacher Intern Skill Development

During the teacher candidate's second semester of fieldwork the teacher candidate, referred to as the teacher intern, is responsible for planning, guiding, directing, and evaluating learning activities of a group of students under the guidance and supervision of the experienced and skillful mentor teacher. **The teacher intern gradually assumes all of the regular responsibilities of a classroom teacher for a 4-week period. Field placement requires a classroom experience over a period of approximately thirteen weeks.**

In order to assist the teacher intern to become an effective manager of instruction, the mentor teacher should:

1. Involve the teacher intern in activities from the first day. Start with routine duties: attendance, hall supervision, and working with individual pupils and small groups.
2. Help the teacher intern to be viewed and respected by the pupils as a co-teacher in the classroom.
3. Aid the teacher intern in quickly becoming familiar with the class curriculum; communicate immediate goals and long-range objectives at an orientation conference.
4. Assign teaching responsibilities during the first week. Add additional class responsibility as they demonstrate readiness to assume additional responsibilities until they are carrying a full planning and teaching load.
5. Work closely with the teacher intern in planning for the initial lessons in each subject area. **Require a detailed lesson plan for each class/subject being taught until the teacher intern shows by their performance that operating successfully with fewer written details is possible.**
6. GVSU lesson planning form (or provide a form of your own) that includes:
  - a. Statement of purpose (standards or CCSS, objectives, targets, expected student outcomes)
  - b. Materials and equipment
  - c. Practices and procedures to be used
  - d. Evaluation of pupil learning and teacher self-evaluation of lesson
  - e. Lesson summary (may include a statement of principles developed during the lesson, a recognition of the relationship between the lesson and a previous one, projected activities which will carry this lesson into future lessons.
7. Discuss the lesson plan with the teacher intern before and after the lesson is taught. Early in the semester, observe the lesson and help the teacher intern evaluate it in terms of meeting learning objectives.
8. Allow the teacher intern to try various teaching methods and techniques that are consistent with research and best practices.
9. Plan for the teacher intern to assume full teaching responsibility for a month or a marking period.
10. Provide the teacher intern with both verbal and written feedback. Point out strengths and identify areas needing improvement. Both informal and formal conferences will be beneficial.
11. Help the teacher intern to identify their role and establish a good working relationship:
  - a. Co-plan and observe frequently.
  - b. Avoid class interruptions.
  - c. Make follow-up suggestions that emphasize classroom learning improvement rather than criticizing the teacher intern's performance.
12. Demonstrate skillful teaching. Help the teacher intern identify what to observe and discuss specific lesson goals.
13. Use a cooperative or co-teaching approach if there is an interest in trying such an organizational structure.
14. Notify the university clinical instructor **immediately** if the teacher intern is unable to do required work. This will allow time to correct deficiencies so the teacher intern will have a successful field experience.
15. Complete teacher internship evaluation forms by the dates requested).



# EFFECTIVE INSTRUCTIONAL DESIGN – STANDARDS-BASED LESSON PLAN

- I. **Standard:** District curriculum guidelines, MDE core curriculum, or CCSS
- II. **Objective/Target and I can statements** – written in student friendly language
  - What is it you are going to teach? Why is this important? (Rationale/purpose)
  - What will the students be able to do at the end of the lesson, how will it be measured/observed, and how can they use/apply it? What formative assessments are used to inform instruction?
  - What aspects of this lesson might be challenging to students and why?
- III. **Lesson Management:** Focus and Organization
  - Positive strategies, techniques, and tools
  - Ideas for on task, active, and focused student behavior
- IV. **Introduction: Creating Excitement and Focus for the Lesson Target**
  - Generate interest: do something to capture attending behavior
  - Access prior knowledge: provide examples to activate thinking
  - Practice/review something already known
- V. **Input:** Setting up the Lesson for Student Success
  - Task Analysis
    - What information does the learner need? If information is needed, how will it be provided?
    - What are the step-by-step procedures of the lesson? How is the lesson scaffolded?
- B. Higher Level Thinking – Questions to engage students’ thinking

Bloom’s Taxonomy	Webb’s Depth of Knowledge
Remembering – recalling information	Recall – facts, information, procedure
Understanding – explaining information	Skills/Concept – requires 2 or more steps
Applying – using information	Strategic Thinking – requires reasoning
Analyzing – breaking information down	Extended Thinking – requires investigation, complex thinking
Evaluating – justifying	
Creating – generating new ideas	

- C. Accommodations: differentiating to meet student needs
  - Remediation/Intervention; helping those who have not reached target
  - Extension/Enrichment; challenging those who have met target
  - Enhance instruction to address challenges
- D. Methods, Materials, and Integrated Technology
  - Instructional techniques: ways of presenting: lecture, discussion, demonstration, simulations, and collaboration
  - Engagement strategies (movement and active student participation)
  - Materials and Integrated Technology list

## VI. Modeling: “I DO”

- **SHOW/TELL – (Visual/Verbal Input)**  
Show: Demonstrate the learning target  
Tell: Use think-aloud techniques
- **HOW/WHAT**  
How: Use questioning techniques (written list of questions in student friendly language)  
What: Redirecting, wait time and prompting

**VII. Checking for Understanding**

- Teach Some – STOP & CHECK – Resume Teaching – STOP & CHECK, etc.
- Provide ways for children to respond (e.g. choral response, signal response, etc.)
- Include the formative assessment strategies to be implemented

**VIII. Guided Practice: “WE DO”**

- Repeated practice of new learning as stated in the objective/target (teacher and student together)
- Modeled first, then practice together with a gradual release of responsibility

**IX. Collaborative (“YOU DO TOGETHER”) and/or Independent Practice (“YOU DO”)**

- Practices what was demonstrated/modeled
- Makes connections and shares responses
- Demonstrates target(s)

**X. Closure:**

- Review the I can statement(s)
- Elicit student input and feedback
- Connections to future learning

**XI. Assessment**

- Refer to your objective(s)/target(s): how will you know that the objective(s)/target(s) was met? Ask yourself; how will I know, what my students know, understand, and are able to do? What will be my evidence?
- What formative assessments will be used to inform instruction?

**XII. Reflection: for every lesson – suggested questions to ask yourself**

- Refer to your objective(s)/target(s): how do you know that the objective(s)/target(s) was met? What is your evidence?
- Based on data gathered, what will you do next?
- How well did the students perform/respond? How did students show they were engaged?
- What evidence do you have?
- How many students struggled? What will you do to help the student(s) who struggled?
- What will you do to extend the learning for those students who met target?
- Were there any surprises? What would you do if you taught this lesson again?

Revised August 2016

**Unit Plan**

**Note: The unit plan is the major assignment for the fall semester. See also the unit plan checklist.**

The unit plan assignment is a long-range plan that implements the state’s standards per the district’s curriculum. The topic of the unit must be part of the district’s curriculum, meet grade level curriculum standards, and **be approved** by the mentor teacher. The unit is taught in the winter semester of teacher internship.

The unit consists of at least five lesson plans including an introductory lesson as well as a culminating lesson. Each lesson is written in a standard based lesson plan format. The sequence for submission of the unit plan includes the following elements in a typed format:

- Cover Page
- Table of Contents
- Unit Overview (summary format-written in paragraphs)
- Unit Composition (standard based lessons)
- Assessment of Student Learning
- References/Bibliography

Assessment of the unit objectives that measure student learning is a required element of the unit plan. The Unit Plan Rubric describes the unit components, expectations, and their respective point value for the intern.

# Mentor Teacher Evaluation and Forms

## Evaluation Conferences:

To ensure full benefit from the supervised field experience, the candidate, mentor teacher, and university clinical instructor will communicate frequently throughout field placement. These discussions help establish rapport, maintain good working relationships, and prevent compounding minor difficulties caused by misunderstandings or lack of communication. Informal conferences between the student assistant/teacher intern and the mentor teacher are held as needed. They provide discussion opportunities about observed strengths as well as weaknesses with specific improvement suggestions.

- Initial visitation: When the semester begins, the university field coordinator will meet with the mentor teacher and the teacher apprentice to discuss the placement and responsibilities of each.
- Final conference: The university clinical instructor will meet with the mentor teacher and with the teacher intern to evaluate the candidate's performance.

## Teaching Candidate Conference Responsibilities:

- Arrive promptly for a scheduled conference.
- Be prepared with a list of specific questions, discussion topics, and lesson plan documentation.
- Be an active participant and attentive listener.
- Promote self-development by analyzing results of teaching strategies.
- Seek additional clarification and request additional conferences as the need arises.

## Evaluation Procedures:

All teacher candidates are evaluated throughout field placement with instruments provided by the College of Education and Community Innovation.

- The mid-term evaluation is formative; one should be completed by the mentor teacher and the candidate. After completion, it should prompt discussion of candidate progress by focusing on areas of strengths and weaknesses observed during the initial weeks of the field placement. The mentor teacher can either e-mail the completed form to the university clinical instructor or give it to the teacher candidate for delivery. The university clinical instructor will also confer with the teacher candidate to ensure that all parties understand areas of strengths and weaknesses. The evaluation is a means of emphasizing progress, or lack of it. Interim reports provide the teacher candidate with indicators of progress they are making in addressing weaknesses.
- The final evaluation is summative and serves as a report of candidate achievement at the culmination of the field placement assignment. The final evaluation is submitted to the university clinical instructor at the final evaluation meeting. The university clinical instructor will assign a grade after consultation with the mentor teacher. The final evaluation needs to be written as a Word document, signed, and submitted to the university clinical instructor.
- Mentor Teachers will receive an e-mail prior to the end of both the fall and winter semesters with directions on completing FOUR additional assessments that are used for accreditation and program continuous improvement. These will be distributed near the end of both semesters through our CECI Assessment System (Blackboard Learn). You will receive an email with your Blackboard Assessment username and password as well as a separate email link for each assessment rubric.
- Grade Report Standards: Candidates must earn a B- or better and have positive recommendations in professional fieldwork courses in order to be recommended for teacher certification.



## Internship/Practicum Midterm Evaluation

Teacher Candidate:

Field Coordinator:

School:

Level/Grade:

Mentor Teacher:

Completed by:

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 Field Coordinator. Thank you for your time in completing this work.

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

**Planning and Preparation: ( D P S U )**

**Classroom Environment: ( D P S U )**

**Instruction: ( D P S U )**

**Professional Responsibilities: ( D P S U )**

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

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

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

**Mentor Teacher Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Teacher Candidate Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

## THE FRAMEWORK FOR TEACHING

<p style="text-align: center;"><b>DOMAIN 1: PLANNING AND PREPARATION</b></p> <p><b>1a Demonstrating Knowledge of Content and Pedagogy</b> · Content and the structure of the discipline · Prerequisite relationships · Content-related pedagogy</p> <p><b>1b Demonstrating Knowledge of Students</b> · Child and adolescent development · Learning process · Students’ skills, knowledge, and language proficiency · Students’ interests and cultural heritage · Students’ special need</p> <p><b>1c Setting Instructional Outcomes</b> · Value, sequence, and alignment · Clarity · Balance · Suitability for diverse students</p> <p><b>1d Demonstrating Knowledge of Resources</b> · For classroom use · To extend content knowledge and pedagogy · Resources for students</p> <p><b>1e Designing Coherent Instruction</b> · Learning activities · Instructional materials and resources · Instructional groups · Lesson and unit structure</p> <p><b>1f Designing Student Assessments</b> · Congruence with instructional outcomes · Criteria and standards · Design of formative assessments · Use for planning</p>	<p style="text-align: center;"><b>DOMAIN 2: THE CLASSROOM ENVIRONMENT</b></p> <p><b>2a Creating an Environment of Respect and Rapport</b> · Teacher interactions with students, including both words and actions · Student interactions with other students, including both words and action</p> <p><b>2b Establishing a Culture for Learning</b> · Importance of content and of learning · Expectations for learning and achievement · Student pride in work</p> <p><b>2c Managing Classroom Procedures</b> · Instructional groups · Transitions · Materials and supplies · Performance of classroom routines · Supervision of volunteers and paraprofessionals</p> <p><b>2d Managing Student Behavior</b> · Expectations · Monitoring of student behavior · Response to student misbehavior</p> <p><b>2e Organizing Physical Space</b> · Safety and accessibility · Arrangement of furniture and use of physical resources</p>
<p style="text-align: center;"><b>DOMAIN 4: PROFESSIONAL RESPONSIBILITIES</b></p> <p><b>4a Reflecting on Teaching</b> · Accuracy · Use in future teaching</p> <p><b>4b Maintaining Accurate Records</b> · Student completion of assignments · Student progress in learning · Non-instructional records</p> <p><b>4c Communicating with Families</b> · Information about the instructional program · Information about individual students · Engagement of families in the instructional program</p> <p><b>4d Participating in a Professional Community</b> · Relationships with colleagues · Involvement in culture of professional inquiry · Service to the school · Participation in school and district projects</p> <p><b>4e Growing and Developing Professionally</b> · Enhancement of content knowledge and pedagogical skill · Receptivity to feedback from colleagues · Service to the profession</p> <p><b>4f Showing Professionalism</b> · Integrity and ethical conduct · Service to students · Advocacy · Decision-making · Compliance with school and district regulations</p>	<p style="text-align: center;"><b>DOMAIN 3: INSTRUCTION</b></p> <p><b>3a Communicating With Students</b> · Expectations for learning · Directions for activities · Explanations of content · Use of oral and written language</p> <p><b>3b Using Questioning and Discussion Techniques</b> · Quality of questions/prompts · Discussion techniques · Student participation</p> <p><b>3c Engaging Students in Learning</b> · Activities and assignments · Grouping of students · Instructional materials and resources · Structure and pacing</p> <p><b>3d Using Assessment in Instruction</b> · Assessment criteria · Monitoring of student learning · Feedback to students · Student self-assessment and monitoring of progress</p> <p><b>3e Demonstrating Flexibility and Responsiveness</b> · Lesson adjustment · Response to students · Persistence</p>



## GTC Apprenticeship Final Narrative

Name Teacher Apprentice: \_\_\_\_\_ Semester/Year: \_\_\_\_\_  
School District: \_\_\_\_\_ School Building: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_

Please provide a brief placement overview and summary description of the teacher 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



## 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

# Clinical Apprenticeship Performance Evaluation on Student EDI 685 GTC Elem/Sec Assessment

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

Common Course Standards and Core Teaching Practices:

Danielson Framework for Teaching (2013) Domains One - Four

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

InTASC Standards 1 - 10

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

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

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

Levels of Performance:

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

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

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

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

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

<p><b>Danielson 2d: Managing student behavior</b> (CAEP 1.1, 1.4; InTASC 3) MDE: P1d, e, f, m, n</p>	<p>Student behavior is generally appropriate. The teacher candidate monitors student behavior against established standards of conduct. Teacher candidate response to student misbehavior is consistent, proportionate, and respectful to students and is effective. Enacted but with potential for growth.</p>	<p>Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher candidate tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p>	<p>There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.</p>
<p><b>Danielson 2e: Organizing physical space</b> (CAEP 1.1,1.4; InTASC 3) MDE: P1d, e, g, h, j, o, p; L1; M4;</p>	<p>The classroom is safe, and students have equal access to learning activities; the teacher candidate ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively. Enacted but with potential for growth.</p>	<p>The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher candidate attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.</p>	<p>The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.</p>
<p>Domain Three: Instruction</p>			
<p><b>Danielson 3a: Communicating with students</b> (CAEP 1.3, 1.4; InTASC 5) MDE: P1c,d, h, j, k; L2, L3; M2, M3, M4; S5, S6, S7 CTP 2</p>	<p>The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher candidate's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher candidate focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher candidate's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher candidate's use of academic vocabulary is precise and serves to extend student understanding. Enacted but with potential for growth.</p>	<p>The teacher candidate's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher candidate's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher candidate's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher candidate's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher candidate rarely takes opportunities to explain academic vocabulary.</p>	<p>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher candidate's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher candidate's spoken or written language contains errors of grammar or syntax. The teacher candidate's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>

<p><b>Danielson 3b: Using questioning and discussion techniques</b> (CAEP 1.3, 1.5, 2.3; InTASC 8) MDE: P1q; L1, L3; M1, M2, M4; S7, S8 CTP 1</p>	<p>While the teacher candidate may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher candidate creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher candidate challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard. Enacted but with potential for growth.</p>	<p>The teacher candidate's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher candidate attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher candidate attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.</p>	<p>The teacher candidate's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher candidate and students is predominantly recitation style, with the teacher candidate mediating all questions and answers; the teacher candidate accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.</p>
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<p><b>Danielson 3c: Engaging students in learning</b> (CAEP 1.3, 1.5, 2.3; InTASC 1, 3, 4, 5, &amp; 8) MDE: P1c, d, q; L2, L3; M2, M4; S6, S7, S8 CTP 15</p>	<p>The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged. Enacted but with potential for growth.</p>	<p>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime."</p>	<p>The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.</p>
<p><b>Danielson 3d: Using assessment in instruction</b> (CAEP 1.2; InTASC 6) MDE: P1h, i, n, P3d; L3, L4-L17 (c); M3; S6, S7 CTP 3</p>	<p>Students appear to be aware of the assessment criteria, and the teacher candidate monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher candidate feedback to groups of students is accurate and specific; some students engage in self-assessment. Enacted but with potential for growth.</p>	<p>Students appear to be only partially aware of the assessment criteria, and the teacher candidate monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.</p>	<p>Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.</p>
<p><b>Danielson 3e: Demonstrating flexibility and responsiveness</b> (CAEP 1.3, 1.5, 2.3; InTASC 5, 8) MDE: P1d, g, h, i, j, l, P2c, P3b, d, e, f</p>	<p>The teacher candidate successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher candidate persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher candidate makes a minor adjustment to the lesson and does so smoothly. Enacted but with potential for growth.</p>	<p>The teacher candidate accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.</p>	<p>The teacher candidate ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher candidate makes no attempt to adjust the lesson even when students don't understand the content.</p>

**Domain Four: Professional Responsibilities**

<p><b>Danielson 4a: Reflecting on teaching</b> (CAEP 1.2, 1.3, 1.5; InTASC 9) MDE: P2c, d</p>	<p>The teacher candidate makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher candidate makes a few specific suggestions of what could be tried another time the lesson is taught. Enacted but with potential for growth.</p>	<p>The teacher candidate has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher candidate makes general suggestions about how a lesson could be improved.</p>	<p>The teacher candidate does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher candidate profoundly misjudges the success of a lesson. The teacher candidate has no suggestions for how a lesson could be improved.</p>
<p><b>Danielson 4b: Maintaining accurate records</b> (CAEP 1.2, 1.3, 1.5; InTASC 9) MDE: P1i, P2c</p>	<p>The teacher candidate's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Enacted but with potential for growth.</p>	<p>The teacher candidate's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher candidate's records for non-instructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.</p>	<p>The teacher candidate's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher candidate's records for non-instructional activities are in disarray, the result being errors and confusion.</p>

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

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 685 GTC Elem/Sec Assessment (apprentice/intern)

**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><b>Ethical:</b> 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><b>Scholarly:</b> 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><b>Reflective:</b> Committed to deepening understandings of one's own teaching practice with the goal of continual improvement. Is introspective, self-regulatory, and demonstrates self-awareness.</p> <p>INTASC standard: 9l.</p>	<p>Generates and implements improvements or revisions to professional practice based on accurate self-assessments.</p>	<p>Recognizes areas of professional practice that need improvement.</p>	<p>Does not evaluate own professional practice or makes inaccurate self-assessments and resists or ignores feedback.</p>

MDE: P2c, d; M3;			
<p><b>Resourceful:</b> 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>	Models initiative, perseverance and self-efficacy by being a proactive, persistent, and engaged problem solver.	Recognizes problems and tries to address them using available resources.	Fails to recognize or address problems, acting helpless or passive.
<p><b>Student Centered:</b> 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>	Models sensitivity to the needs of individual students, builds positive relationships with them, and is willing to serve as an advocate when needed.	Recognizes students' needs and understands the importance of positive teacher-student relationships.	Demonstrates little or no understanding of individual students' needs, or interest in developing positive teacher-student relationships.
<p><b>Rigorous:</b> Sets high expectations for all students, rooted in the assumption that all students can learn.</p> <p>INTASC standard: 2l; 4r.</p> <p>MDE: P1c, f, i, j, k; L1, L2; M1; S8</p>	Sets high expectations for all students.	Recognizes the need to set high expectations for all students.	Expresses low expectations for certain students.
<p><b>Fair:</b> Is equitable and unbiased towards others. Values all</p>	Models equitable and unbiased behavior;	Recognizes the need for being equitable and unbiased and for	Is biased, ignores diverse perspectives,

<p>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>integrates diverse perspectives.</p>	<p>incorporating diverse perspectives.</p>	<p>or promotes stereotypes.</p>
<p><b>Responsive:</b> 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>

# MT Clinical Internship Performance Feedback on Student EDI 685 GTC Elem/Sec 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			
<b>Danielson 1a: Demonstrating knowledge of content and pedagogy</b> (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><b>Danielson 1b: Demonstrates knowledge of students</b> (CAEP 1.1, 2.3; InTASC 1, 2, &amp; 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><b>Danielson 1c: Setting instructional outcomes</b> (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><b>Danielson 1d: Demonstrating knowledge of resources</b> (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><b>Danielson 1e: Designing coherent instruction</b> (CAEP 1.1, 1.5, 2.3; InTASC 1, 4, &amp; 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><b>Danielson 1f: Designing student assessments</b> (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><b>Domain Two: The Classroom Environment</b></p>			
<p><b>Danielson 2a: Creating an environment of respect and rapport</b> (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><b>Danielson 2b: Establishing a culture for learning</b> (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><b>Danielson 2c</b>  <b>Managing classroom procedures</b>  (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><b>Danielson 2d:</b>  <b>Managing student behavior</b>  (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><b>Danielson 2e:</b>  <b>Organizing physical space</b>  (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><b>Danielson 3a: Communicating with students</b> (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><b>Danielson 3b: Using questioning and discussion techniques</b> (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><b>Danielson 3c: Engaging students in learning</b> (CAEP 1.3, 1.5, 2.3; InTASC 1, 3, 4, 5, &amp; 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><b>Danielson 3d: Using assessment in instruction</b> (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><b>Danielson 3e: Demonstrating flexibility and responsiveness</b> (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><b>Domain Four: Professional Responsibilities</b></p>			
<p><b>Danielson 4a: Reflecting on teaching</b> (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><b>Danielson 4b: Maintaining accurate records</b> (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><b>Danielson 4c: Communicating with families</b> (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><b>Danielson 4d: Participating in the professional community</b> (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><b>Danielson 4e: Growing and developing professionally</b> (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><b>Danielson 4f: Showing professionalism</b> (CAEP 1.2, 1.3, 1.5; InTASC 9 &amp; 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>

## 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**

<b>Element</b>	<b>Completely Agree (5)</b>	<b>Agree (4)</b>	<b>Neither Agree or Disagree (3)</b>	<b>Disagree (2)</b>	<b>Completely Disagree (1)</b>
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%)					

## Referral Form: Student Improvement

### Graduate Teacher Certification Program

Return form to: GTC Coordinator, 401 Fulton Street West, 401C DEV, Grand Rapids, MI 49504

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Emphasis Area (check one):  Elementary Education  Secondary Education

Submitted by: Name: \_\_\_\_\_ Role: \_\_\_\_\_

#### Area(s) of Concern

For each area of concern only, place 1, 2, or 3 in the space provided with 3 indicating a higher level of concern, and 1 a lower level.

#### Planning and Preparation

1.1 \_\_\_ Knowledge of content and pedagogy

#### Classroom Environment

2.1 \_\_\_ Managing classroom procedures

2.2 \_\_\_ Managing student behavior

2.3 \_\_\_ Creating an environment of respect and rapport

#### Instruction

3.1 \_\_\_ Clear and accurate communication skills related to instruction  
\_\_\_ verbal \_\_\_ written

#### Professional Responsibilities

4.1 Professional Relationships with:

\_\_\_ students \_\_\_ parents \_\_\_ principal \_\_\_ school staff

\_\_\_ peers \_\_\_ mentor teacher \_\_\_ faculty

#### Skills

\_\_\_ self-control \_\_\_ judgment/tactful \_\_\_ tolerance \_\_\_ sensitive to all students

\_\_\_ flexibility \_\_\_ energetic \_\_\_ maturity \_\_\_ positive attitude

\_\_\_ inappropriate behavior (explain:)  
\_\_\_\_\_

4.2 Professional Responsibilities

\_\_\_ student advocacy \_\_\_ meeting obligations \_\_\_ overall quality of instruction  
\_\_\_ reliability/dependability \_\_\_ organization \_\_\_ desire to improve

\_\_\_ persistence \_\_\_ responsive to feedback \_\_\_ approach to at-risk students

\_\_\_ appearance/dress \_\_\_ commitment (attendance/punctuality)

**Attach added sheets if necessary to provide documentation, explanation, and description of concern(s), including examples of specific behavior or events.**

#### Improvement Plan

(use this space to provide steps for improvement)

Improvement Plan Approved by  
University Field Coordinator Signature: \_\_\_\_\_ Date:  
\_\_\_\_\_

**I have reviewed, discussed and agreed to the above stated plan.**  
Student Signature: \_\_\_\_\_ Date:  
\_\_\_\_\_

## GTC Program Policies

### ADMISSION

#### Foreign Language Oral Proficiency Interview (OPI)

Prospective candidates with majors in French, German and Spanish must pass the Oral Proficiency Interview (OPI) before beginning teacher internship.

#### Postponement

Candidates admitted to the GTC program who postpone their first field placement must seek re-admission as first-time applicant in order to re-enter the program.

### CERTIFICATION

#### Certification Recommendation

Candidates must earn a B- or better in all courses within the GTC program and have positive professional fieldwork course recommendations in order to be recommended for teacher certification.

#### Certification Denial for Fraud

Certification may be denied for fraud, material misrepresentation, or concealment in the certificate application. The College of Education and Community Innovation will report any instances of fraud in the application, including altered transcripts from other institutions and improperly reported teaching experiences.

#### Certification Denial for Immoral Conduct

Certification may be denied for failure or ineligibility of the applicant to meet the certificate criteria or prior conviction as an adult of an act of immoral conduct contributing to the delinquency of a child or a felony involving moral turpitude.

### MISDEMEANORS AND FELONIES

#### Criminal Background Check

A criminal background check using digitally scanned fingerprints is required by prospective candidates when submitting Teacher apprenticeship applications. The subsequent report will be compared with the misdemeanor and felony page of the candidate application. Discrepancies will be addressed the Office of Certification and Accreditation. If charged with a misdemeanor and/or felony after submission of this application, I will notify immediately the College of Education and Community Innovation at (616) 331-6650 and will provide copies of court documents.

#### Individual Case Review

Candidates who have been convicted or have pled no contest to a felony or certain misdemeanors will be required to provide additional information. The College of Education and Community Innovation's Office of Certification and Accreditation will review, on an individual basis, records of prospective candidates who have been convicted or pled no contest to a felony or certain misdemeanors to determine admission status. Such candidates may subsequently be denied admission, denied field placement by cooperating school districts, or denied certification by the Michigan Department of Education. If such a candidate is granted certification, there is no guarantee of employability.

### Notification of Status to Applicant

If the applicant is admitted to the College of Education and Community Innovation, they will be advised that program completion will not be possible if cooperating schools deny field placement. The applicant will also be advised that the Michigan Department of Education has the authority to deny a recommendation for certification based upon a prior conviction.

### Notification of Status to Cooperating Schools

If the College of Education and Community Innovation admits a candidate with a conviction record into any field course, it will advise the cooperating school district of the individual's status prior to finding a classroom placement.

### Notification of Status to Michigan Department of Education

The College of Education and Community Innovation will report directly to the Michigan Department of Education Office of Professional Preparation Services any known individual who has been convicted or pled no contest to a felony or misdemeanor.

### Request for Records

According to law, the College of Education and Community Innovation must request information on a candidate's conviction record. Candidates are required to disclose any and all convictions even if they have been dismissed or expunged. If a candidate misrepresents their self and/or fails to disclose any and all misdemeanors and/or felonies, they could be removed from the undergraduate or graduate program. A candidate may be denied any level of certification: initial provisional, first or second renewal of their provisional certification, professional certification, additional endorsements, school counseling license or administrator certification.

## CPR AND FIRST AID TRAINING

Candidates are required to earn a CPR and First Aid certificate before being recommended for teacher certification. Training must encompass infant, child, and adult classes offered only by a Red Cross or American Heart Association organization. Certification needs to be current so classes should be taken near the end of teacher internship. After completing training, candidates fill out a verification form, at the Office of Certification and Accreditation within the College of Education and Community Innovation. The form will be sent to the university Records Office so certification can proceed.

## FIELD PLACEMENT POLICIES

### Alternate Placement

Alternate arrangements are unusual and will be made only if a school site is unable to fulfill the GTC programmatic needs as determined by the GTC faculty and university field coordinators. The GTC faculty and/or university field coordinator will make alternate arrangements.

### Calendar

Candidates enrolled in field placement follow the calendar of the assigned school for both starting and vacation dates. See the Field Placement Calendar in this handbook.

### Corporal Punishment

Teaching candidates never administer corporal punishment as a means of discipline. Doing so may result in program removal.

### Diversity Observation Experience – Teacher interns

To ensure experience with diverse students, candidates must plan and document one week (20 hours) of observations during the month of October. This experience needs to include students who meet at least four diversity characteristics: race/ethnicity, socioeconomic status, English language learners, academic ability and exceptionalities, gender, religion and/or sexuality.

### Evaluation – University Field Coordinator

Each candidate will have a designated university field coordinator who will visit a minimum of four (4) times both fall and winter semesters. The coordinator will ensure a high quality field experience by sharing expertise, guidance, and encouragement. The coordinator will evaluate candidate growth and development as a teacher.

### Field Length

All GTC field placements are for two semesters. Fall semester field is 20 hours a week, all day Monday, Wednesday, Friday. There will be required weekly seminars and weekly cohort sessions. Second semester field is a full-time, 13 week experience. This begins after the winter holiday break.

### Liability

Grand Valley State University carries liability insurance for field candidates acting within the scope of their duties or performing services on behalf of or under university direction.

### Observations by Student Assistants

Candidates must observe in grades and/or content areas or specialty areas that are not part of their placement. Arrangements should be made with consultation with the mentor teacher.

### Outside Activities

The teaching candidate's primary responsibility is the instructional experience. Candidates are discouraged from out-of-school employment or enrolling in additional course work during field. Special responsibilities during field (e.g., after school coaching) must not interfere with instructional responsibilities.

### Placement

Field placements will be made by university staff. Candidates are not to seek their own placement.

### School Interview

School placement will be contingent upon acceptance by school personnel and usually involves an interview with the principal and/or possible mentor teacher. If school personnel, following the first placement interview, do not accept a candidate, they will be given another placement opportunity. If the candidate is denied a second placement, they may be removed from the GTC program.

### School and Seminar Attendance

All field candidates must exhibit regular and consistent attendance. Unexcused absences from the school setting or the accompanying seminar may result in course failure. Excused absences will be considered on an individual basis.

### Site Location

Public school placements will be made by the university within designated school districts. Most schools are in the Grand Rapids and lakeshore areas.

### Strikes and Work Stoppage

In the event of a teacher strike or work stoppage, GTC teaching candidates do not report for duty or appear at their assigned buildings.

### Substitute Teaching

The College of Education and Community Innovation policy states that Teacher interns (or Student Interns) 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 Field Coordinator, the Mentor Teacher, and the building Principal. Exceptions to this policy are rare and evaluated on a case-by-case basis. The Teacher intern/Student Intern must be registered as a substitute teacher. If the Teacher intern/Student Intern is not comfortable serving as a substitute teacher, they have the right of refusal.

### Withdrawal

A candidate must inform the Office of Certification and Accreditation in the College of Education and Community Innovation if they withdraw from field placement. Notification must be immediate and in writing. Failure to do so will result in program removal.

## FIELD: UNSATISFACTORY PERFORMANCE

### Determination

The university field coordinator, in collaboration with the mentor teacher and/or school administrator, will judge unsatisfactory performance. Such a judgment reflects the expertise of teaching professionals and will be supported with field visit documentation and with one or more candidate evaluation instruments.

### Grade

The grade for dismissal is "F" unless the candidate requests and qualifies for an "I". An "incomplete" is appropriate only for illness or extenuating circumstances beyond the candidate's control and does not substitute for a failing grade or withdrawal.

### Improvement Plan

A teacher candidate whose performance is unsatisfactory will be given an opportunity to correct and adjust behavior and/or skills with an improvement plan. The plan will state the problem(s) and outline procedures and timelines for correction. The university field coordinator will decide if the candidate will:

- Remain in the current placement with specific remediation plans
- Be assigned a new placement
- Be removed from the field for the remainder of the semester
- Be asked to repeat winter field in a different semester. The candidate is required to re-enroll in the course and pay tuition.

## Removal

A GTC candidate dismissed by school district personnel may face immediate removal from field work and possible program removal. Teacher candidates may be dismissed for any of the following:

- Failure to meet established field placement standards
- Demonstrated ineffectiveness so that student progress is impaired
- Failure to comply with school/faculty norms
- Defying reasonable requests
- Any reason for which a certified classroom teacher might be dismissed
- Failure to improve teaching deficiencies within a reasonable period of time after being given an improvement plan
- Failure to improve teaching deficiencies during a repeat semester of field.

## Repeat Field

Candidates who have been removed from the field or have received an unacceptable grade may be allowed one more attempt. Ordinarily a full semester must intervene before the next field placement to allow time for remediation and to negotiate a placement. Re-assignment after field removal requires the completion of an entire semester of field and seminar.

