

Preparing
Educators
with



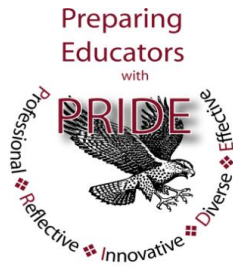
Professional Development Module
for
Mentor Teachers

Developed by: Dr. Sharon Clark



UNIVERSITY *of* MARYLAND
EASTERN SHORE

Department of Education



The University of Maryland Eastern Shore Mentor Teacher Module
Developed by Dr. Sharon Clark & Abigail Goebel, 2007

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Overview of UMES Mentor Module

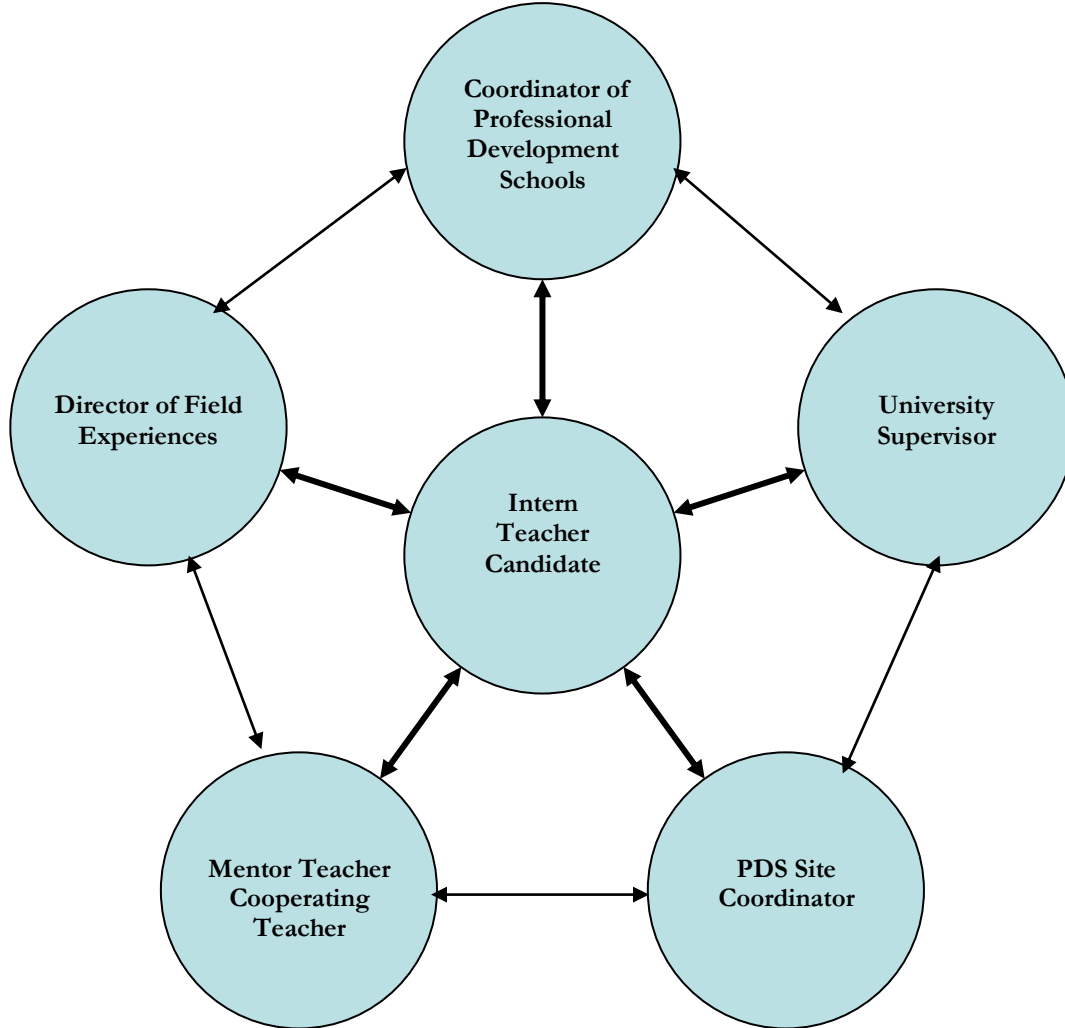
Thank you for taking part in the UMES teacher intern preparation program. As a mentor you provide critical support in preparing future educators as you model best practices and provide the authentic environment needed for these interns to develop as teachers. While UMES pre-interns have prior teaching experience as provided by the course-related clinical and field work requirements, they have not experienced the day-to-day responsibility for prescribing and planning for student needs, or being part of a professional work environment for an extended period of time. Therefore, the role you perform as a mentor is unique in the preparation process because it is in your classroom, with the guidance of you and your students, that the intern will apply all that has been learned and further develop his/her own effective teaching strategies.

The purpose of this module is to provide you with information, techniques and tools in a central, easy-to-use and interactive format that will maximize your experience as a mentor teacher. To that end, this module includes essential information about the UMES Teacher Education Program and an overview of how Professional Development School partnerships support the mentor's role in providing internship experiences that focus on the continuous improvement of teaching and learning. To clarify your role in this process, this module reviews UMES mentor teacher expectations and describes the network of support for you, the mentor who teaches in a professional development school, and for the intern who will rely on you for daily support and guidance.

This guide also provides professional development materials designed to further develop your mentoring skills as you raise your level of awareness as to the most effective ways to guide and facilitate the internship experience to maximize benefits for all partners. For example, this guide includes a check-list for how to prepare yourself and the school environment for the intern and specific resources you should share with your intern. Also, this guide explains how to facilitate communication and how to provide focused feedback because the most effective ways to shape performance is to build on the positive traits and behaviors you observe by giving specific and immediate feedback. Resources such as Appendix E, "Intern Cycle of Emotions," are included to help you remember and remind yourself and the intern of the variety of emotions and the stages involved in this learning experience.

What you do makes a difference! An effective teacher employs essential research-based instructional strategies, effective classroom management techniques and classroom curricular design in a fluent, seamless fashion. This guide, as well as ongoing mentor training experiences, is designed to support you, the mentor by providing an overview of the process as well as a description of requirements/expectations as we work together to develop culturally and ethically sensitive teachers prepared to improve the achievement of all students.

Teacher Preparation is a Team Effort



The teacher preparation diagram provided above represents the stakeholders involved in supporting the internship experience within the PDS framework. PDS partnerships are defined as collaboratively planned and implemented partnerships for the academic and clinical preparation of interns and the continuous professional development of both school system and IHE faculty. The focus of the PDS partnership is improved student performance through research-based teaching and learning (Maryland Partnership for Teaching and Learning K-16 Superintendents and Deans Committee, 2004). Below, the various roles and expectations are provided for all partners to help you, the mentor teacher, understand and participate in this partnership. Please think of these fellow professionals as your “Mentor Support Network” as we work together to meet the needs of these interns as they develop into the next generation of teachers.



Mentor Support Network

The University Director of Field Experiences

The University Director of Field Experiences coordinates all placements of teacher candidates and interns in K-12 schools for all clinical and field experiences, including the student teaching internship. He/she serves as the liaison between the interns, teacher candidates, mentor teachers, school administrators, and University personnel. In this capacity, the UMES Director of Field Experiences will:

- provide mentor teachers and principals with background information and materials such as:
 - Handbook for Teacher Education Interns*
 - registration forms
 - employment forms
 - evaluation forms
- work with local school systems in the field placements assignments.
- notify interns, mentors and other school and University personnel of internship placements.
- meet with prospective interns for orientation to their internship.
- serve as a mediator if conflicts arise between the interns, their US, and/or mentor teachers.
- provide information and consultation upon request.
- remind mentors and the University Supervisors to complete evaluation forms.

The University Coordinator of Professional Development Schools

The University Coordinator of Professional Development Schools coordinates the Professional Education Unit's professional development schools (PDSs) which currently are in four counties (Caroline, Somerset, Wicomico, Worcester). UMES now has 24 PDS partnership schools at the elementary, middle and high school levels. By regulation of the Maryland State Department of Education (MSDE), pre-internships and internships take place at a PDS. The Professional Development School Coordinator works closely with the Director of Field Experiences to serve as the liaison between the intern, mentor teacher, university supervisor, school administrators and other University personnel. The PDS Coordinator provides additional support to the internship process. The University Coordinator of Professional Development Schools' specific responsibilities are to:

- serve as a mediator if conflicts arise between the interns, their US, and/or mentor teachers.
- provide information and consultation upon request.
- remind mentors and the University Supervisors to complete evaluation forms.
- coordinate the collection of PDS artifacts.
- provide and facilitate professional development/training for all PDS partners.
- oversee the PDS Advisory meetings and Coordinating Council meetings.
- support student internship workshop each semester prior to internship experience.

The University Supervisor

The University Supervisor (referred to as IHE Supervisor in *PDS Standards*) is an important link between UMES and the public schools involved in the PDS partnership program. The US is a UMES faculty member qualified in the intern's specific major content area. The University Supervisor (US) serves as a liaison between the University Director of Field Experiences, and the cooperating school system. In fulfilling the responsibility of the internship, the intern is directly responsible to the

mentor teacher. However, the University Supervisor gives counsel and assistance as a member of the PDS “team” to strengthen the quality of the experience. The University Supervisor’s specific responsibilities are to:

- meet with the intern and mentor teacher to discuss the student internship experience.
- clarify roles and responsibilities with the mentor teacher.
- assist the mentor in guiding the intern.
- visit the intern on **at least four** occasions at each placement in order to:
 - review plans, units, or other written materials.
 - observe at least one complete lesson.
 - confer **with mentor/intern** to evaluate areas of strengths and areas in need of improvement.
- discuss with the intern and mentor any serious difficulties.
- assist in planning and securing needed materials.
- assist interns in appraising their professional competencies.
- complete/submit the mid-term and final evaluation forms online to Tk20 in a timely manner.
- issue the final grade in consultation with the mentor teacher.
- urge interns to take an active part in the professional activities of the teaching profession.

PDS Site Coordinator

The PDS Site Coordinator serves as the empowered representative of the PreK-12 school in the PDS partnership. Working collaboratively with the University Coordinator of Professional Development Schools, the Site Coordinator provides leadership to the PDS and serves as a liaison between mentors, and interns for his/her PDS partnership school. The PDS Site Coordinator’s specific responsibilities are to:

- collect artifacts for upcoming NCATE visit.
- serve as a mediator if conflicts arise between the interns, and the mentor teachers.
- provide information and consultation upon request.
- serve as a liaison between the university and PDS school based personnel.
- participate in PDS Advisory and Coordinating Council meetings.



Background Knowledge for the Mentor



Goals and Roles of Mentors

This excerpt from *A Checklist for Mentors* (Gabriel, 2005) provides a helpful overview of the various resources and supports that mentor teachers provide. Mentor teachers:

- Share resources on classroom management, unit/lesson planning, assessments
- Provide copies of the state and local standards
- Clarify homework, late work, grading, and attendance policies
- Provide a copy of a greeting/tardy/absence form letter
- Inform about web sites that support learning objectives
- Allocate instructional supplies and explain how to request supplies
- Review daily schools routines and procedures (hall duty, lunch duty)
- Introduce the intern to all relevant school staff/orient the intern to school facilities

- Explain procedures/expectations regarding school resources such as the use of copy machine, laminating machine, phone, teacher's work room
- Review procedures for parking/signing in and out of school
- Review school forms such as hall passes, discipline referrals, Nurse referrals
- Explain how to call in an absence/how to contact the mentor
- Emphasize the importance of creating three days of emergency lesson plans
- Discuss fire drill and crisis procedures
- Show where to get information regarding school delays and closings
- Discuss the disciplinary plan
- Model professional behavior in all interactions with colleagues and parents



Preparing for an intern:

Interns need mentors who will prepare the way for them in the school environment. As each school has its own unique culture and “hidden curriculum,” your skills are needed to help the intern transition and learn to work within the parameters of this new environment (Deal and Peterson, 2000). Some suggestions to guide this preparation process to make the transition as smooth as possible for the intern include:

Prepare yourself

Interns are adult learners and working with another adult, of whatever background, experience or age, is different from working with children (Rutherford, 2005). Adults bring experience, confidence from past successes, anxiety about new challenges, the need for frequent feedback, and associations with peers who demonstrate positive attitudes toward the profession and toward them as future professionals. Also, as you prepare yourself consider changes it'll cause in your routine, especially as that relates to your current classroom learning, time, and associated activities--

- Examine co-teaching strategies and techniques
- Consider ways that the intern could help with individuals, small groups, or other classroom responsibilities (such as designing a bulletin board)
- Decide what you should share with the intern based on the intern's particular level of development such as: unique class population characteristics, curriculum guides, particular methodology for the observed (demo) lesson, observation tools (such as a coaching wheel or frequency count chart), decide how to give feedback

As you prepare consider these questions:

- What is the "hidden curriculum" (values and attitudes) in my school?
- How are my students unique?
(Dress, language, interests, groups, territory, conflict, dominance, and power) Who arrives first and last, age and gender, cliques, isolates, movement between groups, roles--joker, cynic, teacher's pet, introvert; who raises a hand or not, behavior at back/front, in corners or middle of room, who asks for help from whom, which students make up the "steering" group? See “Program at a Glance” link.

- What should I discuss initially with the intern? (classroom management, diversity, learning, teacher's role, school & society, knowledge, rewards & criteria, our relationship; cultural norms)
- When is there time in my schedule to meet with the University Supervisor and intern, together, to discuss progress?
- What is the protocol for reporting problems and/or requesting help from UMES? (University Supervisor/Site Coordinator/PDS coordinator/Director of Field Experiences/Director of Teacher Education)

Prepare the staff

- Notify the site coordinator, teaching team, secretary, principal, cafeteria, and nurse regarding the expected date and time of intern placement. Provide essential building information such as parking information and a school map for the intern. Introduce the intern to everyone and every facility available in your school for teaching and learning.

Prepare a place

- Designate and clear a desk, chair, and storage area for personal belongings /books/papers, copy of the lesson to be observed, school handbook, etc.

Prepare the students

- Tell them the purpose, responsibilities, and benefits for the class; brainstorm ways they can help provide a smooth transition. Share your leadership of them with the intern. Introduce the intern as a fellow professional to your students.

Prepare the parents

- Introduce them to the intern. Relate to them the benefits of an added pair of hands, more individual student help from you and the intern, latest strategies, a "new" face.

Prepare the intern

- State it loudly and clearly that this experience is viewed as a professional responsibility for each of you, at the same time that each partner understands--at an appropriate level, the process of learning to teach.
- Explain your expectations regarding lesson plans, including at least the following minimum inclusions: VSC standards, goals & objectives (IEP goals & objectives and accommodations for special needs students), procedures, activities and assessments.
- Remind the intern that emergency lesson plans must be submitted to you within the first week.
- Prepare the intern for reporting absence and working with a substitute.

- Share all of the above so the intern realizes the importance of the place you've created, the commitment you feel to the effective preparation of a new professional, the breadth and depth of support available from the learning community, and the belief by all that the intern will be successful.



Intern changes during the internship:

As mentors, you need to be aware that your interns will go through a profound life change while working with you. They will be expected to take on a new role and so must conform to standard professional images in dress, communication, title and demeanor. In order to expend the energy to perform as a professional, interns may have to change many of their college student habits, including the amount of time spent with friends. As beginning teachers, they need frequent positive feedback, an opportunity to derive principles for their practice based on that feedback and the opportunity to reflect on it. Your willingness to share resources, a network of support, and reminders about schedules and deadlines is a critical help in their growth.



UMES Mentor Responsibilities and Expectations

General Mentor Teacher Responsibilities

- Establish a one-on-one relationship with an intern, adhering strictly to confidentiality
- Meet regularly to share time, teaching experiences, and professional resources
- Remain available to the intern as needs arise
- Empower the intern to apply educational theory to teaching experiences
- Document observation and conference sessions (including data presentation and analysis)
- Monitor the intern's lesson plans for appropriateness and completeness
- Be actively involved in the delivery of instruction with the intern
- Determine the appropriate time to entrust full teaching responsibility to the intern
- Make time to meet with the University Supervisor and intern to discuss progress
- Maintain communication, follow protocol when requesting assistance or sharing concerns (University Supervisor/PDS Site Coordinator/PDS Coordinator/Director of Field Experiences/Director of Teacher Education)

UMES Teacher Education Program: An Overview

It is essential for you as a mentor to be aware of the framework and mission of the UMES Teacher Education Program. The overarching goal of the teacher education programs is to develop culturally and ethnically sensitive instructional leaders who work to elevate the quality of schools and to improve achievement for all students, regardless of their environmental circumstances. The program strives to educate a diverse population of teachers who are able to address the unique challenges of the twenty-first century. Our Teacher Education Programs are aligned with the national standards related to the specific content areas, the Principles of the Interstate New Teachers Assessment and Support Consortium (INTASC), the Unit's Conceptual Framework (PRIDE), Standards of the National Council for Accreditation of Teacher Education (NCATE) and the Maryland Voluntary State Curriculum (VSC). All Pre-internship experiences occur in a Professional Partnership Development School (PDS) and consist of a minimum of 25 hours of visitation for methods courses. Below a partial list is provided as an example of the format for these experiences. Please refer to the UMES Internship Handbook/ Field Experience Guide for further information and a complete listing of course requirements.

List of Clinical and Field Experiences required for all Teacher Education Majors



| <u>Course Number/ Title</u> | | <u>Type of Experience/ Hours</u> |
|---------------------------------|--|--------------------------------------|
| EDCI 200 * | Introduction to Contemporary Education | Field (10 hours) |
| EDCI 201 * | Praxis Preparation | None (15 hours in class/credit) |
| EDCI 306** | Integrating Technology Into the Curriculum | Clinical (10 hours) |
| PSYC 305** | Developmental Psychology | Clinical (10 hours) |
| PSYC 307** | Educational Psychology | Clinical (10 hours) |
| EDSP 428*** | Communication and Collaboration in Special Education | Field (15 hours) |
| * | Taken prior to admission to Teacher Candidacy. | |
| ** | Supporting professional courses; may be taken before or after admission to Teacher Candidacy. | |
| *** | Pre-Internship Courses | |

UMES Internships

Applications for the internship are completed by teacher candidates the semester prior to the internship experience. No teacher candidate may be considered for the internship until he/she has passed the Praxis II examination. Internship placements are in PDSs for all candidates unless such a placement is unavailable. Each semester a mandatory student internship workshop is presented the week prior to the start of the first internship placement. The purpose of this workshop is to acquaint interns with issues that they may face in their internship as well as to explain internship requirements and expectations. The mentor teacher orientation meeting is the culminating event of this workshop and is an opportunity for mentor teachers, university supervisors, and interns to meet and clarify their specific responsibilities in the internship process. All interns serve two internship placements, the first for seven weeks (ideally at the site of the pre-internship) and the second for eight weeks. The Handbook for Teacher Education Interns provides the framework and a detailed description of the induction process that is crucial to the internship experience. This model applies to learning to teach all subjects across the curriculum while utilizing co-teaching models that maximize instructional opportunities. Please note that additional emphasis is being placed on providing interns the opportunity to participate

in co-teaching and co-planning instructional experiences. Pages 10-11 of this guide as well as Appendix C provide resources designed to support this co-teaching initiative.



Specific UMES Mentor Teachers responsibilities:

- Work with teacher candidates completing Clinical Experiences. Clinical experiences generally require a limited amount of time working with a student in a school or agency (10 hours).
- Work with teacher candidates completing Field Experiences. Field Experiences consist of 10 to 25 hours of visitation per course in a school setting. The times vary based on the course requirement. Guidelines for these assignments are provided by the UMES course instructor.
- All mentor teachers are expected have and refer to their copies of the UMES Handbook for Teacher Education Interns and the Clinical and Field Experience Handbook for information about hours/course requirements.
- Plan with the intern for gradual induction into full-time co-teaching. The sequence of accepting greater responsibility may differ for each student. (See Suggested Sequence in Handbook).
- Complete two intern evaluation forms, one at the mid-point and one during the final week. Whenever an intern receives a score of 2 or less on the evaluation (see appendix G) form the mentor teacher needs to provide specific feedback. The mentor teacher should document the area for improvement with a written comment that describes why the intern isn't meeting expectations as well as suggestions for improvement. Although the mentor teacher and the US should complete their forms independently it is important for the mentor to share any areas of concern (such as items scored 2 or less) with the US during site visits. Prior to the final evaluation, the intern should have an opportunity to share his/her self- evaluation with his/her supervisors. The mid-term and final evaluations are to be completed online on Tk20 (see appendix H).
- Complete mentor forms for the University
 - W-4 Form
 - Employment Verification Form – I-9
(INCLUDE PHOTOCOPY OF SOCIAL SECURITY CARD AND LICENSE)
 - Mentor Teacher Registration Form
 - Employee Supplemental Data Form
- Immediately contact the University Supervisor, Director of Field Experiences, (410-651-6195) and/or Coordinator of Professional Development Schools (410-651-6216) if there are any questions or concerns. Additional Contact information is provided on the following page.

| UMES TEACHER EDUCATORS | | | |
|--|--------------------------|-------------------------|--|
| 2008-2009 | | | |
| Department/ Program | TEACHER EDUCATOR | PHONE NUMBER | E-MAIL ADDRESS |
| Agriculture | Dr. George Shorter | 410-651-6193 | gshorter@umes.edu |
| Art | Mr. Ernest Satchell | 410-651-6488 | ersatchell@umes.edu |
| Biology | Dr. Madhumi Mitra | 410-651-6049 | mmitra@umes.edu |
| Business | Dr. Nicole Buzzetto-More | 410-651-6523 | nabuzzetto-more@umes.edu |
| Chemistry | Dr. Karen Verbeke | 410-651-6220 | kaverbeke@umes.edu |
| English | Dr. Barbara Seabrook | 410-651-6204 | bjseabrook@umes.edu |
| Family & Consumer Sciences | Dr. Shirley Hymon-Parker | 410-651-6055 | shparker@umes.edu |
| Mathematics | Ms. Dan Seaton | 410-651-8164 | dmseaton@umes.edu |
| Master of Arts in Teaching | Dr. Mary Agnew | 410-651-6222 | mlagnew@umes.edu |
| Music | Dr. John Lamkin | 410-651-6576 | jrlamkin@umes.edu |
| Social Studies | Dr. James Raymond | 410-651-6515 | jhraymond@umes.edu |
| Special Education | Dr. Karen Verbeke | 410-651-8362 | kaverbeke@umes.edu |
| Technology Education | Dr. Leon Copeland | 410-651-6468 | llcopeland@umes.edu |
| Contacts | | | |
| Director of Field Experiences | Mr. W. Edwin Riggan | 410-651-6195 | weriggan@umes.edu |
| Coordinator of Professional Development Schools (PDSs) | Ms. Penny Largay | 410-651-6216 | bplargay@umes.edu |
| Administrative Assistant, Field Experiences and PDSs | Mrs. Maria L. Hall | 410-651-7958 | mlhall@umes.edu |
| Tk20 Coordinator | Dr. Andrew Carrington | 410-651-6219 | ATCArrington@umes.edu |
| Praxis Coordinator | Dr. Michael Nugent | 410-651-8362 | manugent@umes.edu |
| Administrative Assistant Department of Education | Mrs. Brenda Granger | 410-651-6217 | BKgranger@umes.edu |
| Chair, Director of Teacher Education | Dr. Karen Verbeke | 410-651-6220 | kaverbeke@umes.edu |

Skills for Mentoring

This section of the guide focuses on the skills required such as co-teaching, advocacy, giving effective feedback, modeling (teaching demonstration lesson), charting intern progress, coaching and designing an action plan.



Co-Teaching with an Intern

Co-teaching (also referred to as collaborative teaching) is defined as two or more professionals working collaboratively in primarily a single classroom setting to ensure students with diverse needs learn a specified area of content. This approach is most effective when participating teachers are equally committed and willing to meet regularly in order to plan and provide differentiated instruction. Co-teaching is a developing process and like all relationships involving cooperation participating teachers move through stages (beginning, compromising, collaborative) as participants learn to work together to design and teach differentiated lessons. This approach to instructional delivery is supported by the UMES Teacher Education Program and by mentor teachers because co-teaching:

- ❖ Promotes coordinated delivery of instruction.
- ❖ Provides opportunities for shared decision making.

- ❖ Lowers teacher-student ratio.
- ❖ Supports active roles in teaching.
- ❖ Incorporates unique instructional strategies.
- ❖ Facilitates differentiated instruction. (See Appendix C.)
- ❖ Engages all students to meet individual needs of diverse learners.



Types and Styles of Co-teaching

Co-teaching is built on shared accountability, responsibility and parity between participants. Collaboration occurs in response to meet a shared instructional goal. There are several co-teaching approaches/styles. As you work with interns there are a variety of co-teaching styles you can utilize. Refer to this list for the style that best suits students and the teaching environment. Approaches include:

- ❖ Lead and Support (Grazing)
- ❖ Station teaching
- ❖ Modeling
- ❖ Parallel teaching
- ❖ Team teaching/collaborative teaching
- ❖ Alternative Teaching
- ❖ Needs Groups

Co-teaching supports the inclusion of all learners but in order to meet the challenges and instructional needs of such diverse student groups interns also need to utilize innovative instructional strategies. Some examples of research-based instructional strategies to encourage for inclusion (Marzano, Pickering, & Pollock , 2001) on the following page include:



- ☑ Identifying Similarities and Differences
- ☑ Summarizing and Note Taking
- ☑ Reinforcing Effort and Providing Recognition
- ☑ Homework and Practice
- ☑ Nonlinguistic Representations
- ☑ Cooperative Learning
- ☑ Setting Objectives and Providing Feedback
- ☑ Generating and Testing Hypotheses
- ☑ Cues, Questions, and Advance Organizers

Advocacy

There are situations in which the mentor may need to serve as an advocate for the intern. The mentor will develop a sense of the intern's abilities, over time. In a very real way, the mentor will be more knowledgeable about the intern's skills than any other individual. In one instance, when it appears that the mentor's skills are not sufficient to meet the needs of the intern, the mentor will seek out additional help, if the intern gives the consent to do so. The mentor's first resource is the University Supervisor, followed where necessary by the Site Coordinator, the Coordinator of Professional Development Schools and the Director of Field Experiences. In such a case, the mentor advocates for the intern in order to locate the necessary resources. In other instances, the mentor may advocate to the principal, parent, and/or student for the intern, with the intern's consent, when it seems helpful to do so.

Sharing resources

An intern needs the mentor's time, experiences, resources, and knowledge of the process of learning to teach. It is important for the mentor to do this in a way that maintains confidentiality, respect, and commitment to the internship process. Interns are not a finished product so sharing your previous experiences, similar situations as opportunities for instruction naturally occur throughout the school day. As you work with your intern, review the list below to ensure that you are making yourself available to the intern and providing access to instructional and

experienced based resources. Suggestions for facilitating sharing of resources, experiences include:

- Provide contact info: The best time/way to contact me is...
- Share insights/take time to guide intern reflections “The experiences I remember having the most impact on my becoming a master teacher are...”
- Resources available to my intern are...
- Issues of confidentiality in working with a novice should include...
- I know that this experience will have a positive outcome, because...
- The schedule of events to come that require advance planning...



Giving Effective Feedback

Because communication is key to this partnership experience, and it can be difficult to share constructive critique with your intern, here is a model for you to try when providing feedback.

Formula for constructive negative feedback:

1. State the feeling:

“I am upset, angry, annoyed...”

2. State the negative behavior:


“...when you come late; when you come without plans; when you don't implement my suggestions...”

1. **Focus feedback on behavior rather than on the person.** It is important that you refer to what a person does rather than comment on what you imagine he is. To focus on behavior implies that you use adverbs rather than adjectives. Thus you might say a person "talked considerably in this meeting," rather than that this person "is a loudmouth."
2. **Focus feedback on observations rather than on inferences.** Observations refer to what you can see or hear in the behavior of another person, while inferences refer to interpretations and conclusions which you make from what you see or hear. When inferences or conclusions are shared, and it may be valuable to do this, it is important that they be so identified.
3. **Focus feedback on description/data (!) rather than judgment.** The effort to describe represents a process for reporting what occurred, while judgment refers to an evaluation in terms of good or bad, right or wrong, nice or not nice. Judgments arise out of a personal frame of reference or value system, whereas description represents neutral (as far as possible) reporting.
4. **Focus feedback on exploration of alternatives rather than answers or solutions.** The more we can focus on a variety of procedures and means for accomplishing a particular goal, the less likely we are to accept premature answers or solutions--which may or may not fit a particular problem. Many of us have a collection of answers and solutions for which there are no problems.

5. **Focus feedback on the amount of information that the person receiving it can use, rather than on the amount that you have which you might like to give.** If you overload a person with feedback, it reduces the possibility that he may use what he receives effectively. When you give more than he can use, you are satisfying some need for yourself rather than helping the other person.
6. **Focus feedback on specifics rather than on generalizations.** To be told that one is "dominating" will probably not be useful as to be told that "just now when we were deciding the issue, you did not appear to listen to what others said."
7. **Focus feedback on behavior that the receiver can do something about.** Frustration is only increased when a person is reminded of some shortcoming over which he has no control.
8. **Check feedback to insure clear communication.** One way of doing this is to have the receiver try to rephrase the feedback he has received to see if it corresponds to what the sender had in mind.
9. **Focus feedback on those areas where the receiver has indicated information would be relevant and useful.** Prior to beginning a feedback session, find out what the receiver would like to know. Begin the feedback with responses based on his or her concerns before considering other issues.

Teaching A Demonstration Lesson

When modeling best instructional practices, please provide demonstration lessons that emphasize the following key instructional skills and practices:

- 
- model lessons that begin with a clear, positive opening that encourages student participation
 - lesson objectives are posted, aligned to the VSC as well as stated in behavioral terms that students can understand
 - integrating assessment throughout instruction (model how to check for understanding)
 - provide clear step-by-step directions
 - differentiation strategies
 - accommodations for individual needs
 - real life applications and personal experiences
 - positive student reinforcement

- ✓ All behaviors being demonstrated need to be modeled appropriately. Interns must be able to see and understand what is being modeled through the conditions demonstrated. Discussions should be carried out before, during, and after the demonstration lesson to link observations with the model presented. A videotape or audiotape may be made to aid in reflection after the observation. The rights of those who are taped must be acknowledged. In some cases, students' permission must be obtained. Also, learners might be disrupted by the use of unfamiliar equipment, so it is a wise idea to prepare them for it. Always complete a trial run to test equipment and to ensure equipment is placed where it can record most accurately the behavior(s) which the mentor and the intern wish to observe.



Observation Tools: Maintaining a record of intern progress



Using a chart (such as the one provided below) is an effective way to organize, document, and visually represent the intern's progress throughout the student teaching experience. A critical part of the selection of an observation tool is that both the mentor and intern are clear about which teaching component is to be observed, how the data selected measures that component, and how the collected data will be used.

Log of Intern's Strengths and Needs

(© Sharon Clark)

Mentor Name: _____

Novice Name: _____

| Term, Week | Date: | Date: | Date: | Date: | Date: | Date: |
|-------------------|-------|-------|-------|-------|-------|-------|
| Strengths | | | | | | |
| Needs | | | | | | |
| Next Steps | | | | | | |

Key areas of concern--**Time**: engaged, transition, wait; **Teaching**: movement, order of questions, student interactions; **Students**: frequency of language, gestures, participation, movement, checking understanding

Selecting and providing “real” data...

While working with interns mentor teachers need to focus on key practices and behaviors that impact the delivery of instruction. Examples of areas of ongoing concern in the classroom for data collection would include:

- instructional skills/techniques (opening and closing class, establishing and using routines, effective transitions, asking questions that stimulate critical thinking skills)
- student behaviors (attitudes, task engagement, academic progress)

*A master copy of the classroom seating chart should be maintained and updated. Data can be recorded on a clean copy by the mentor, or even by trusted students. Tally marks can be made for any desired information, such as students who volunteer, students called upon by the intern, etc.

*Some situations that develop during the internship experience may be different from those considered to be “routine.” Published observation tools can be useful in resolving these situations. But remember, the goal is to encourage the intern-practitioner to be aware, reflective, and solution-centered about his/her classroom teaching. The goal is for the mentor teacher to select a simple observation tool which will support the collection of reliable, valid, and relevant data.



Coaching

Coaching is an effective technique that mentors can use to provide essential support to the intern when

focusing on specific areas of weakness. Often, the best coaches are those who have had to struggle in gaining their skills before being successful. Yes, they teach the theory. But, a true coach understands the pitfalls, misconceptions, and discrepancies between the ideal and reality. A coach stays there when the going gets tough and asks questions, such as, “What are the issues here? How can we cope with these issues?”

Good coaching involves the use of:

- ❖ effective conferencing techniques
- ❖ modeling, reflecting and guiding the intern in the use of student data in planning for instruction
- ❖ rewards for positive outcomes
- ❖ closure of the mentoring relationship

Conferencing techniques include:

Hallway techniques

- ❖ Listen actively, as much as possible.

- ❖ Set a time to discuss the concern, or victory, later, but as soon as possible.
- ❖ Model focus on students in the hall, even when the intern's emotional level is high.
- ❖ Be open and friendly!

Pre-conference techniques

- ❖ Clarify the teaching plan with the intern.
- ❖ Review the theory base for the lesson.
- ❖ Rehearse procedures for the data collection device/tool for observation (See Appendix D for ideas.).
- ❖ Set a time later for discussion of the lesson - as soon as possible!
- ❖ Renew your vow NEVER to interrupt the lesson orally, unless the safety of someone in the classroom is in jeopardy!
- ❖ Ask the intern where would be the best place for you to observe/collect the data selected.
- ❖ Choose just one or two of the most important problems to address.

Post-conference techniques

- ❖ Allow time for the intern to reflect and analyze the overall lesson, then the data collected, before offering your feedback.
- ❖ Ask probing questions to encourage more insight into the patterns provided by the data, wherever possible.
- ❖ Encourage the intern to develop a set of "next steps" based upon the observation and outcomes. Agree upon a way/time to check on growth on them.
- ❖ Provide ample praise for as many attitudes, skills, and events as possible.
- ❖ Agree on just one or two of the most important problems to address next.
- ❖ Encourage the intern to use assessment data for planning of instruction, whenever and wherever it is available.



Designing an Action Plan

The role of action research is to enable teachers to measure the impact of their teaching on student learning. Mentor teachers need to support and encourage action research as initiated by interns.

Steps in an action plan:

1. Define the problem/area of concern
2. Establish goals and outcomes
3. List methods and procedures
4. Select activities and people needed to complete them
5. Develop a time line and deadlines
6. Write an evaluation plan
7. Revise the plan

(Sample Data Collection Table)

Student Test Data*

Intern Name: _____

Grade: _____

Date Recorded: _____

| Student ID # | Gender/ Race | Attendance | Special Services | SAT-10 (Elem.) | MSA (Elem./ Middle) | HSA (High) | Proficiency Level | Next Steps |
|--------------|-----------------|------------|------------------|-------------------|---------------------------|---------------|-------------------|------------|
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

1. From your examination of the assessments results, which trends by gender and/or race did you see?
2. What explanation do you have for those scores?
3. In which areas of the tests did your students perform satisfactorily or better?
4. In which areas of the tests did your students not perform satisfactorily?
5. What have you done in your classroom to improve student performance in these areas? (Please be specific.)

*Identify five (5) students who are having the most difficulty achieving in your class. Research the appropriate standardized test data as they apply to those individuals and document that information in the above chart (or an expanded version). Given that information, answer the five questions below the chart based on the ways your understanding and use of the data impact on student achievement.

Analyze data for mutual reflection

- Use appropriate data for insight as “The content, organization, labeling, and formatting of effective displays reflect the presenter’s overall objectives for displaying the data and are tailored to the audience that will be examining the display.” (Boudett, City & Murnane, 2006, p. 63)
- Provide a set of data and work with the intern to interpret the data, using frequency counts, percentages, sorting, etc., in order to derive an “answer” to the original question which stimulated the data collection.
- Encourage the intern to draw inferences from the data. Ask probing questions, where patterns are clear to the mentor, but escape the intern’s attention, in order to draw out new thinking on the part of the intern.
- Establish, with the intern, a set of “next steps” based upon the data analysis.

Reflect together on practice/Share insights as a coach:

- Help the intern to evaluate performance each day (remember to be truthful but highlight real outcomes whenever possible)
- Help the intern to understand students’ individual styles and needs, based upon reflection and use of assessment data
- Brainstorm alternative strategies and potential solutions
- “Think aloud” classroom decisions while viewing the video clip of a lesson

Document action research outcomes:

- Maintain the pre- and post-data collected during episodes of action research
- Identify patterns
- Record “next steps” in a journal for review
- After the project is completed dispose of unnecessary data in a manner which respects the confidentiality of all parties



Techniques to Guide Intern Reflections/Self-evaluation

As a mentor you can encourage self-competence during conferencing by using effective questioning, paraphrasing, and confirming statements to support intern reflection. Mentors should use techniques such as Open-Ended Questions, Closed-ended Questions, and Confirmatory Paraphrase to develop insight into his/her intern’s frame of reference.

Also remember that positive, congruent questions or statements, and positive spoken, and body, language will aid in maintaining positive, open communication with the intern. Asking questions with clarity stimulates the hearer to respond more appropriately.

Confirming answers tends to prevent escalation of negative behavior. Asking Open-ended questions, as well as Closed-ended questions will allow the intern to express real thoughts to you, to tell you what is felt to be important.

Examples of Open-ended questions include:

1. What are your strengths as a teacher?
2. How would you know if your lesson were successful?
3. What are your goals for this school year?
4. How do you think mentoring will benefit your teaching?
5. If there were no curriculum, what would you be teaching?
6. How would you describe a good lesson?
7. If you were a student, what kind of teacher would you like to have?
8. How could I be the most help to you?
9. What do you feel contributed to your success today?
10. Imagine it is the end of the school year. What would you want to say about the year?
11. If you could change anything, what would you change in education?

Note: Although usually an effective technique some Open-ended questions such as: “Why did you do that?” and “How could you have handled him differently?” can work against you. They may lead to a defensive posture, which can happen even if asked with a neutral tone. Such questions may cause an assumption of guilt--that they are “in trouble” when asked by someone viewed as an authority figure.

Closed-ended questions ask for a simple answer. Examples include:

1. At what point did you notice that most of your students were with you?
2. What emotion did you feel when ___ made that smart remark?
3. Would you like to rehearse alternative responses?
4. Did you know that gesturing with your open hand is perceived as more friendly than pointing?
5. Where can I sit that would make you feel most comfortable?
6. Did you know that you have excellent eye contact with all students in the room?

Confirmatory Paraphrase Technique

Confirmatory paraphrase is a statement that tests whether your interpretation of what the intern has said is correct. You gain more clarity about a person’s meaning by confirming: an attitude or feeling, a fact, or an implied intent.

An example intern statement: “When she came in late, I really got upset.”

Sample mentor confirmatory paraphrase responses:

“You became angry.” (Confirms attitude/ feeling)

“She is often late.” (Confirms fact)

“Next time, you want to handle the situation more smoothly.” (Confirms intent)

In most dialogues, you may wish to confirm feelings first, get facts straight second, and establish intent third. Feelings are determined by observing body language and listening for voice tone.

Beginnings for confirmatory paraphrases:

“The problem is...”

“You feel...”

“You are finding...”

“You believe that...”

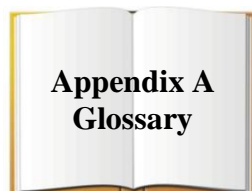
“You plan to...”

“I can expect...”

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The University of Maryland Eastern Shore Mentor Teacher Module



Action Research Action research is a deliberate, solution-oriented investigation that is group or personally owned and conducted. It is characterized by spiraling cycles of problem identification, systematic data collection, reflection, analysis, data-driven action taken, and, finally, problem redefinition (Kemmis & McTaggart, 1982).

Clinical Experiences Clinical experiences generally require a limited amount of time working with a student in a school or agency (10 hours). Guidelines for these assignments are provided by the UMES course instructor.

Conceptual Framework The Conceptual Framework is a statement of the Department of Education philosophy that guides the preparation of interns in teaching and counseling. It is known as PRIDE. (See the logo above.)

Coordinators, Coordinating Council The Coordinating Council consists of all the Local School system (LSS), PDS Site Central office Representatives and University Staff (PDS Coordinator and Director of Field Experiences). This group consists of multiple countries and serves as the organizing body for the implantation of the PDS process. The Director of Teacher Education is an *ex officio member*.

Coordinator of Professional Development Schools Works with the Director of Field Experiences to serve as a liaison to support collaboration between PDS stakeholders such as: interns, mentor teachers, site coordinators, school administrators, IHE Supervisors, and other university personnel. The PDS Coordinator provides additional support to the internship process and co-chairs the Coordinating Council.

Co-teaching Co-teaching is a cooperative process involving planning for and implementation of instruction jointly by a general and special educator.

Director of Field Experiences The University Director of Field Experiences coordinates all placements of teacher candidates and interns in K-12 schools for all clinical and field experiences, including the student teaching internship. He/she serves as the liaison between the interns, teacher candidates, mentor teachers, school administrators, and University personnel.

Diversity Diversity refers to differences among groups of people and individuals in the areas of race, ethnicity, socioeconomic status, gender, language, exceptionalities, religion, region, age, learning preferences or sexual orientation.

Equity Unlike equality, this implies sameness, equity “places more emphasis on notions of fairness and justice, even if that requires an unequal distribution of goods and

services” (Valli, et. al., 1997). In the *Standards for Maryland Professional Development Schools*, equity refers to equitable access, processes and outcomes for PreK-12 students, interns, school faculty, and IHE faculty.

Extensive Internship An extensive internship is a minimum of 100 days over two consecutive semesters in which interns are engaged in learning to teach in the PDS school community.

Field Experiences Field Experiences occur in a school setting and consist of 10 to 25 hours of visitation per course. The times vary based on the course requirement. Guidelines for these assignments are provided by the UMES course instructor.

IHE The Institution of Higher Education is the two-, four-, or five- year college or university involved in the PDS partnership.

INTASC The Interstate New Teachers Assessment and Support Consortium is a project of the Council of Chief State School Officers (CCSSO) that has developed model performance-based standards and assessments for the licensure of teachers. UMES uses INTASC standards in its teacher education program.

Intern An intern is a student in a teacher education program who participates as part of a cohort in an extensive internship in a PDS.

Mentor Teacher The mentor (pre-service mentor) is also known as a cooperating or supervising teacher, is a tenured, professionally certified teacher in the PDS who is responsible for collaborating with the IHE supervisor to provide individualized support to a PDS intern. Pre-service mentors receive specific training in guiding, supporting and assessing the strengths and weaknesses of interns.

NCATE National Council for Accreditation of Teacher Education. This organization is the national accrediting organization for schools of education.

PDS A Professional Development School is a collaboratively planned and implemented partnership for the academic and clinical preparation of interns and the continuous professional development of both school system and IHE faculty. The focus of the PDS partnership is improved student performance through research-based teaching and learning. A PDS may involve a single or multiple schools, school systems and IHEs and may take many forms to reflect specific partnership activities and approaches to improving both teacher education and PreK-12 schools.

PDS Partners PDS Partners include the IHE and school faculty and staff and the interns participating in the extensive internship.

PDS Stakeholders PDS Stakeholders include the IHE and school faculty, staff, and support staff; the interns participating in the extensive internship; central office staff from the local school system; parents; community members; business partners; and PreK-12 students. PDS Stakeholders may also include representatives from the local teacher’s association.

Portfolio A portfolio is a collection of artifacts designed to demonstrate mastery of a set of professionally accepted standards for teaching. UMES Intern portfolios are organized

around INTASC standards and are assessed by a team of IHE and school faculty using a standards-based rubric or scoring tool. An ePortfolio is a computer-based electronic version of the portfolio.

Praxis I and II Both are norm-referenced national (ETS) level achievement tests for pre-interns. Passing Praxis I is one of the requirements for acceptance into the Teacher Education Program. Passing Praxis II is one of the requirements for Internship participation.

Site Coordinator The Site Coordinator serves as the empowered representative of the Prek-12 school in the PDS partnership. Working collaboratively with the University Coordinator of Professional Development Schools and/or IHE liaison, the site coordinator provides leadership to the PDS and serves as a liaison between IHE faculty, mentors, and interns for his/her PDS partnership school.

Students with Special Needs Students with special needs include those who have been identified in compliance with regulations of the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973.

Teacher Education Program A teacher education program is any program during which interns receive the coursework and experiences necessary for initial teacher certification.

TK20 Assessment System Is an on-line program to keep track of intern work and will allow us to store, retrieve and analyze information. It will allow interns to store projects electronically for portfolios, it provides for communications between you and UMES such as mid-term and final evaluation updates, and will help us later to send you information. Information to help you log in to the system will be provided.

University Supervisor The University supervisor is the IHE representative who is responsible for collaborating with the pre-service mentor to provide individualized support and guidance to the PDS intern. The University Supervisor and the mentor teacher work together to provide formative and summative assessment to the intern; often referred to as IHE Supervisor in the PDS Standards.

Appendix B: PDS Standards

Standards for Maryland Professional Development Schools

| Standards | Components | | | |
|---|--|---|--|--|
| | Teacher Preparation | Continuing Professional Development | Research & Inquiry | Student Achievement |
| <p>I. Learning Community</p> <p><i>The PDS recognizes the distinct learning needs of faculty/staff, interns, students, parents, and community members.</i></p> | <p>a. PDS partners collaboratively integrate PreK-12 instructional content priorities in the teacher education program and field-based experiences;</p> <p>b. Interns engage in the full range of teacher activities in the school community;</p> <p>c. Interns are placed in cohorts and reflect on learning experiences with their cohort peers and IHE and school faculty.</p> | <p>a. PDS partners collaboratively create, conduct, and participate in needs-based professional development to improve instruction and positively impact student achievement;</p> <p>b. PDS partners plan and participate in activities where all school staff is encouraged to support and interact with interns;</p> <p>c. School and campus-based instructional activities are informed by PDS experiences.</p> | <p>a. PDS partners collaboratively engage in inquiry and/or action research;</p> <p>b. PDS partners disseminate results of research/inquiry activities.</p> | <p>a. IHE and school faculty model the use of state/local learning outcomes and assessments in coursework and field experiences;</p> <p>b. Interns demonstrate competency in using specified learning outcomes and assessments to plan, deliver and assess instruction.</p> |
| <p>II. Collaboration</p> <p><i>PDS partners work together to carry out the collaboratively defined mission of the PDS.</i></p> | <p>a. IHE and school faculty collaboratively plan and implement curricula for interns to provide authentic learning experiences;</p> <p>b. PDS partners share responsibility for evaluating interns;</p> <p>c. PDS partners collaboratively meet the needs of pre-service mentors;</p> <p>d. IHE teacher education, arts and science, and school faculty collaborate in planning and implementing content-based learning experiences for PDS partners.</p> | <p>a. PDS stakeholders collaborate to develop, implement and monitor teacher education across institutions;</p> <p>b. IHE and school faculty engage in cross-institutional staffing;</p> <p>c. PDS partners identify and address professional development needs of faculty and interns;</p> <p>d. PDS partners provide ongoing support for all educators, including non-tenured and provisionally certified teachers.</p> | <p>a. PDS partners collaboratively examine the action research/inquiry process;</p> <p>b. PDS partners identify the research/inquiry agenda based on the data-driven needs of the PDS.</p> | <p>a. PDS partners use demographics and performance data to modify instruction to improve student achievement;</p> <p>b. Representatives of PDS stakeholder groups participate on the school improvement team;</p> <p>c. PDS partners collaborate to plan and implement PreK-12 performance assessments and use outcomes to guide instructional decisions.</p> |
| <p>III. Accountability</p> <p><i>The PDS accepts the responsibility of and is accountable for upholding professional standards for preparing and renewing teachers in accordance with the Redesign of Teacher Education</i></p> | <p>a. IHE and school faculty collaborate on the development of intern performance assessments;</p> <p>b. The teacher education program requires that interns be assessed through a standards-based portfolio;</p> <p>c. PDS partners develop and implement a collaborative agreement regarding exit standards for interns;</p> <p>d. IHE and school faculty solicit and use feedback from interns to modify the teacher education program.</p> | <p>a. PDS partners assess the collaborative professional development provided in the PDS;</p> <p>b. IHE and school faculty collaboratively prepare to mentor and supervise interns;</p> <p>c. PDS partners work together to meet one another's professional development needs;</p> <p>d. PDS partners recognize one another's accomplishments.</p> | <p>a. PDS partners collect, analyze and use data for program planning and implementation;</p> <p>b. PDS partners use results of research and inquiry to inform future practice within the PDS.</p> | <p>a. PDS stakeholders assume responsibility for improving PreK-12 student achievement;</p> <p>b. PDS partners collaborate to determine the impact of PDS on student achievement.</p> |

| <u>Standards</u> | Components | | | |
|---|---|--|--|---|
| | Teacher Preparation | Continuing Professional Development | Research & Inquiry | Student Achievement |
| <p>IV. Organization, Roles and Resources</p> <p><i>Partner institutions allocate resources to support the continuous improvement of teaching and learning.</i></p> | <p>a. PDS partners communicate regarding roles, responsibilities and operating procedures and use continuous feedback to improve the operation of the PDS;</p> <p>b. PDS partners share resources to support the learning of PreK-12 students and PDS partners;</p> <p>c. PDS induction for interns and new faculty, making changes as needed.</p> | <p>a. IHE's recognize and reward the PDS work of IHE faculty and staff through organizational structures and incentives that fully integrate PDS work with the mission of the teacher education program;</p> <p>b. PDS stakeholders institutionalize recognition and rewards for pre-service mentors;</p> <p>c. PDS partners use the PDS as a vehicle for the recruitment and retention of teachers;</p> <p>d. A Memorandum of Understanding signed by PDS partners delineates the organization of the PDS and the resources to be provided.</p> | <p>a. PDS partners model professional ethics and engage in substantive examination of ethical issues affecting research and practice;</p> <p>b. IHE and local school system partners provide joint resources to support collaborative school-based PDS research/inquiry.</p> | <p>a. PDS stakeholders examine the impact of PDS on student achievement;</p> <p>b. PDS partners use performance data in strategic planning to design, implement, evaluate and revise PDS policies, roles and resources;</p> <p>c. The IHE and school district institutionalize resources to ensure the continuity of the PDS.</p> |
| <p>IV. Diversity and Equity</p> <p><i>The PDS supports equitable involvement of PreK-16 faculty/staff and interns to support equitable outcomes for diverse learners.</i></p> | <p>a. The IHE provided all interns equitable access to an extensive internship of at least 100 days over two consecutive semesters in a PDS,</p> <p>b. Interns demonstrate skill in working with diverse student, parent and staff population;</p> <p>c. Interns demonstrate the ability to work with students with special needs and collaborate with special educators.</p> | <p>a. PDS partners provide equitable opportunities for stakeholder participation in PDS activities;</p> <p>b. PDS partners participate in, assess and refine training to support knowledge, skills and dispositions surrounding equity issues;</p> <p>c. PDS partners represent diverse backgrounds.</p> | <p>a. PDS partners plan and conduct action research/inquiry with attention to issues of equity;</p> <p>b. PDS partners disseminate research findings related to student equity and use these for program improvement.</p> | <p>a. PDS partners work with parents and community members in support of student learning;</p> <p>b. PDS partners collaborate to ensure that all education is multicultural;</p> <p>c. PDS partners focus on meeting the needs of diverse learners to eliminate achievement gaps.</p> |

Appendix C Co-Teaching Lesson Plan

Teacher Names: _____

School: _____

Title: _____

Curriculum: _____

Grade-Level Span: _____

Purpose:

Description:

Collaborative Planning Description:

For each activity listed on the chart (next page), indicate the co-teaching model to be used:

- 1. Complementary Teaching**
- 2. Station Teaching**
- 3. Parallel Teaching**
- 4. Alternative Teaching**
- 5. Shared Teaching**

(increase or decrease the number of rows in the table to fit your lesson plan activities)

| <i>ACTIVITIES</i> | <i>Co-Teaching Model</i> | <i>Location: Classroom/Lab/Center</i> | <i>Time of Activity</i> | <i>Curriculum Standards</i> |
|--------------------------|---------------------------------|--|--------------------------------|------------------------------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

TOOLS AND RESOURCES: List all Web sites, specific software and hardware, and other needs.

Check list for lessons using technology

| | |
|--|--|
| | Software tools- tested to make sure they work in your instructional setting? |
| | Printer- is it connected to the room you want to teach in? |
| | Headphones, sound cards, microphones- will you need these? Are they available at your school? |
| | LCD Projector- will you need it? Does it work? Do you know what to do if it doesn't work the first time? |
| | Other equipment- will it be available on the day you need it? |
| | Helping hands- will you need a technical person available to help you get set up? |
| | I have a backup plan in case the technology is not working! |

ASSESSMENT:

How will you assess the student learning? If you have a rubric, record it here. Be as specific as possible.

COMMENTS:

Have you taught this learning activity before? What are the great “aha”/experiences you’ve had?

Appendix D: Program at a Glance

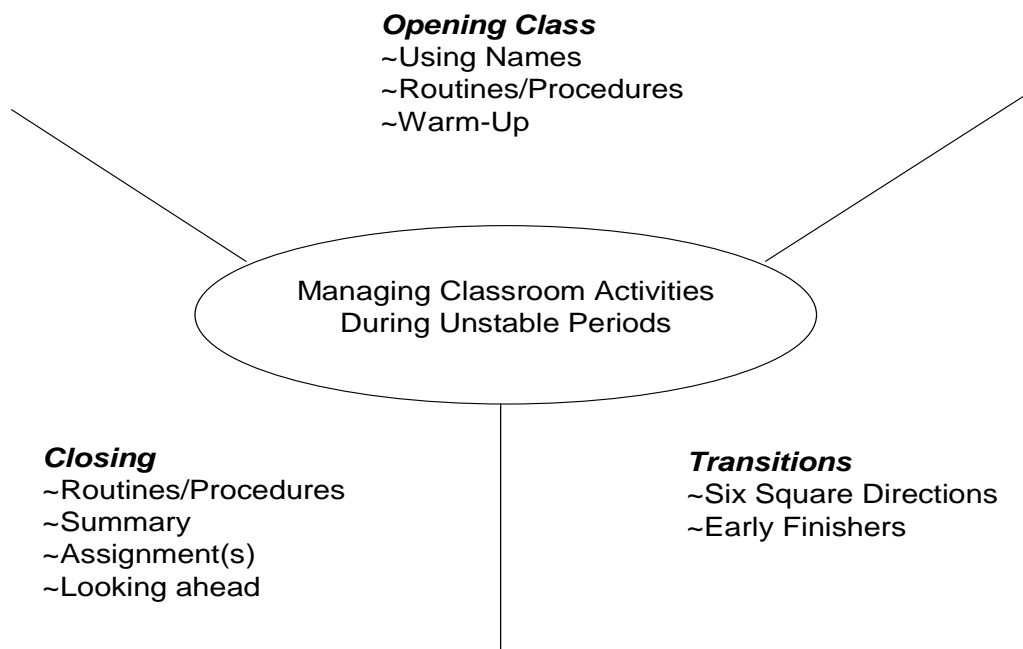
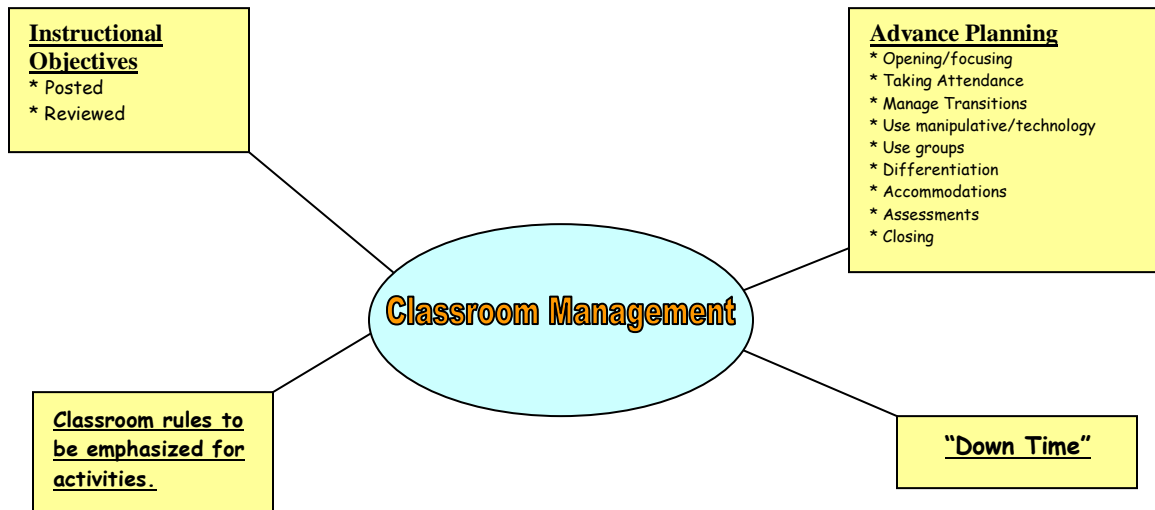
Student Name _____

Contact Person _____

Date _____

| | |
|-------------------------|-----------------|
| Objectives (in brief): | Accommodations: |
| Special Considerations: | Comments: |

Appendix E: Observation Tools



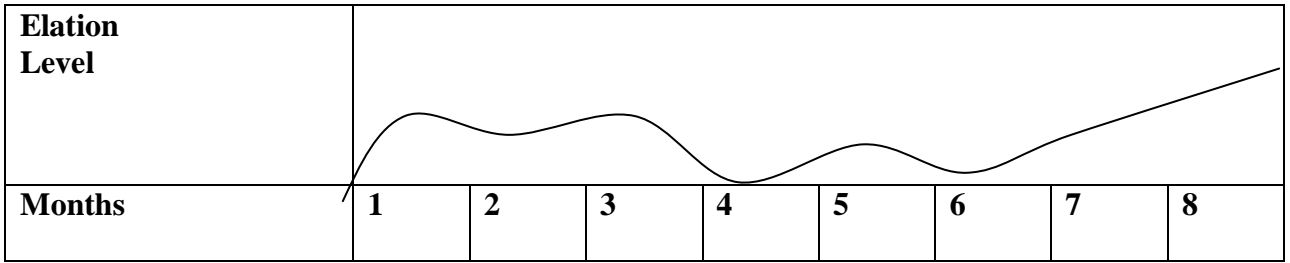
The Initial Observation

Date: _____ Mentor: _____ Intern: _____

| OBSERVED | POSSIBLE INDICATORS | INSTANCES |
|---|--|-----------|
| EFFECTIVE USE OF ACADEMIC LEARNING TIME | No more than 3% of class time is off-task | |
| LEARNERS ARE HELD ACCOUNTABLE | Students are asked to produce a demonstration of learning in a manner that assesses each students' acquired learning of lesson objective | |
| CLIMATE IS POSITIVE | Students seem positive, willing to involve selves in activities | |
| "WITHITNESS" | Teacher knows and takes action when students are off task to get them back | |
| CLEAR STRUCTURE | Learners' objectives are both stated and written, implemented, and evaluated; established routines are apparent | |
| INVITING CLASSROOM | Teacher and students demonstrate respect for each other and appropriate materials of instruction | |
| RULES & PROCEDURES ARE CONSISTENT | Expectations for student performance and behavior are clear | |
| EVALUATION IS IMPLEMENTED | Assessments are matched, clearly, to instructional objectives | |
| INDIVIDUAL DIFFERENCES, ACKNOWLEDGED | All students work toward meeting instructional objectives, where and with whom they are placed | |
| LEARNERS' SELF-CONCEPT SUPPORTED | Teacher recognizes achievement, dignifies errors | |
| MEANINGFULNESS IS APPARENT TO STUDENTS | Lesson activities provide relevance to the real world and to students' lives | |
| MONITORING | Teacher moves around the class and keeps students on task | |
| PLANNING IS LINKED TO OUTCOMES | Instructional objectives and assessments match State and national mandates for the grade level | |
| QUESTIONING IS VARIED & APPROPRIATE | Questions include those which challenge students to think at higher levels | |
| REINFORCEMENT IS EFFECTIVE | Teacher statements motivate students to stay on task | |
| TEACHER DEMEANOR IS APPROPRIATE | Dress and verbal interactions are professional and appropriate | |

Next steps:

Appendix F: The Cycle of Emotions in Learning to Teach



The Cycle of Emotions in Learning to Teach

Appendix G: Intern Evaluation

* The following statements/principles reflect components of the conceptual framework as well as reflections of the interns' knowledge, skills and dispositions. The corresponding conceptual framework component (professional, reflective, innovative, value diversity, effective) and knowledge, skill, or disposition is listed in parentheses.

4 = Exceptional/Outstanding 3 = Competent/Proficient 2 = Beginning/Basic 1 = Unsatisfactory
 NO = Not Observed NA = Not Applicable

Principle 2: The teacher intern understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.

| | | | | | | | |
|----|--|---|---|---|---|----|----|
| 5. | The teacher intern formally or informally pretests students to determine their knowledge and skill levels. (Professional, Innovative, Effective/Knowledge, Skills) * oral questions | 4 | 3 | 2 | 1 | NO | NA |
| 6. | The teacher intern helps tie new materials to students' prior knowledge in such a way that students see relevant connections. (Innovative/Knowledge, Skills) | 4 | 3 | 2 | 1 | NO | NA |
| 7. | The teacher intern instructs at a variety of levels to take into account developmental differences of students. (Innovative/Knowledge, Skills, Dispositions) | 4 | 3 | 2 | 1 | NO | NA |

Performance Based Evidence and Comments:

* Good use of manipulatives & direct teaching.

These students require a lot of one-to-one instruction & can be difficult to meet all learning needs.

Principle 3: The teacher intern understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

| | | | | | | | |
|----|---|---|---|---|---|----|----|
| 8. | The teacher intern adapts instruction when necessary (goal expectations, time allocation, response mode, etc.) to meet the academic needs of individual students. (Diversity, Effective/Knowledge, Skills) | 4 | 3 | 2 | 1 | NO | NA |
| 9. | The teacher intern takes into account different learning styles of the students by using multiple teaching strategies. (Diversity, Effective/Knowledge, Skills) *less marbles for next time? Students took a while to count* | 4 | 3 | 2 | 1 | NO | NA |

*Colors (red/ orange were kind of close, might be hard to tell color)

*Include more "teacher talk"

Ex: Are you ready? Are you ready to talk about your graph? State the obvious 😊 building prior knowledge

Appendix H: Quick Reference Guide to TK20



Step by Step Directions for Intern Evaluations

1. Enter the Username and Password assigned to you.
2. This will log you in to the homepage.
3. On the homepage you will see two tabs across the top of the screen: Home and Field Experiences. The Home tab will always appear when you first log in.
4. Clicking on the Field Experiences tab at the top of your screen will allow you to see on the left hand side of the screen Students I Assess.
5. Click on Students I Assess, and you will see *Current Assessments: Internship I* with a little red flag in front of it. You should also see your intern's name. No submit date has been given since you have two assessments to do.
6. Click on the link *Internship I* and it will bring up the Midterm and Final Evaluations on the right hand side of your screen. You can easily move the horizontal line to the left to give yourself plenty of visual space to read and mark the evaluation.
7. Just put a click mark in each circle and when you have completed that portion of the evaluation, please add comments in the Other Comments Box.

The Comments Box can be used in one of two ways. You can type a word document and then copy and paste it into the comment box or you can write directly in the box. When writing directly in the box, you might wish to use formatting options such as changing font size, bold, etc. To do so, just click on the *Rich formatting link* just above the Comments Box.

8. There is at the bottom a small box where you must put a letter grade.
9. When you have completed the Evaluation, click SAVE at the bottom of the screen.
10. The next screen will ask you to click Submit. You are now finished with that evaluation provided you no longer see the little red flag in front of the evaluation you just completed! If you still see the red flag, it means that the evaluation may have been saved but has not been submitted to Tk20.

(Important: Once you click "Submit", look at the top of your right hand screen. Make sure there is no writing in red that states that all items need to be answered. If you see such a statement, it means your evaluation has not actually been submitted and I will not be able to access it. You will have to go back into your evaluation and determine which item was not marked or whether you forgot to put a letter grade!) Hit "Save" and "Submit" again.)