



COLLEGE OF EDUCATION

Master in Teaching Field Experience Guidelines

**Department of Teaching and Learning
Washington State University**

Fall 2009/Spring 2010 Semesters



The College of Education contributes to the theory and practice of the broad field of education, and dedicates itself to understanding and respecting learners in diverse cultural contexts. We facilitate engaged learning and ethical leadership in schools and clinical settings. We seek collaboration with diverse constituencies, recognizing our local and global responsibilities to communities, environments, and future generations.

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Quick Reference to Web Resources

Code of Professional Conduct

<http://www.kent.k12.wa.us/KSD/HR/CodeProfessionalConduct.pdf>

WSU Support and Supervision

<http://education.wsu.edu/field/studentteaching/handbook/mentor/>

Role of the Cooperating Teacher

<http://education.wsu.edu/field/studentteaching/handbook/teacher/>

Characteristics of Effective Mentoring

<http://education.wsu.edu/field/studentteaching/handbook/mentoring/>

Observation and Feedback

<http://education.wsu.edu/field/studentteaching/handbook/feedback/>

Role of the Building Administrator

<http://education.wsu.edu/field/studentteaching/handbook/admin/>

Responsibilities of Student Teachers

<http://education.wsu.edu/field/studentteaching/handbook/studentteachers/>

Performance Based Pedagogy Assessment

<http://education.wsu.edu/field/studentteaching/handbook/ppa/> and <http://education.wsu.edu/ppa/>

Professional Teacher Certificate Affidavit

<http://education.wsu.edu/field/studentteaching/handbook/>

Reference Letters

Questions

<http://placement.wsu.edu/content/placementfiles/filefaq.asp#10>

Confidential and Non-Confidential Letter of Recommendation Forms

<http://placement.wsu.edu/content/placementfiles/fileforms.asp>

Introduction

The Guidelines booklet has been prepared to serve as a resource for the students enrolled in the Master in Teaching (MIT) program and the cooperating teachers who mentor these students during the Pre-Internship and Internship in the public schools.

The purposes of the “Pre-Internship and Internship Guidelines” are to:

- Clarify MIT policies and procedures;
- Provide guidelines for the Pre-Internship (fall) and Internship (spring) field experiences;
- Describe the roles and responsibilities of the MIT intern during the Pre-Internship and Internship;
- Describe the roles and responsibilities of the cooperating teacher during the Pre-Internship and Internship;
- Describe the roles and responsibilities of the university supervisor during the Pre-Internship and Internship;
- Describe the roles and responsibilities of the building principal during the Pre-Internship and Internship; and
- Provide state-mandated assessment forms and directions for evaluation (Performance-Based Pedagogy Assessment).

Conceptual Framework Overview

A constructivist conceptual framework based on current research and best practices guides the teacher preparation program at WSU. This cohesive and integrated framework is performance-based, addresses state and national standards for P-12 students and teacher preparation, and reflects the understanding that professional educators need dispositions as well as cognitive understanding to be successful teachers.

Effective teaching requires that educators draw upon students’ social, cultural, linguistic, and academic strengths. To accomplish this task, teachers must have the knowledge, disposition and skills to understand learners, learning, and teaching, as well as commitment to employ this knowledge in the service of individual students and social justice.

MIT Policies for Student Teaching

Placement and Calendar

In the fall Pre-Internship, MIT interns follow the Washington State University calendar. During the spring Internship, interns will follow the public school's calendar. Teaching assignments are determined by the MIT program coordinators, university supervisors, and the cooperating school district to which the intern has been assigned. Through a contractual agreement, the MIT intern is under the direct supervision of the university supervisor and a district-appointed cooperating teacher in the public school system.

Absences

The MIT intern must notify the university supervisor, program coordinator, cooperating teacher and other designated school personnel if he/she is going to be absent. If absences occur while teaching, interns are responsible for giving cooperating teachers appropriate plans for the day(s), just as they would if they were planning for a substitute teacher. Absences will be made up to the satisfaction of all involved.

Extracurricular Activities

Interns are encouraged to participate in extracurricular activities (i.e. school clubs; athletic, musical, and academic events; PTA meetings) to broaden and enhance their internship experiences, when their university class schedule permits. Interns must attend all university classes.

Grading

The university supervisor assigns a grade of satisfactory (S) or unsatisfactory (F) for the Pre-Internship (T&L 593) and Internship (T&L 595). The grade is determined by the supervisor's observations, recommendations from the cooperating teacher, principal's assessment, and performance in the Performance-Based Pedagogy Assessment (PPA), and Professional Disposition Evaluation for Field Experiences (PDEFE). An intern may not enroll in the Internship if he/she fails the Pre-Internship.

A student receiving a failing grade for the Internship/student teaching (T&L 595) may, upon recommendation of the Department of Teaching and Learning, be given an opportunity to repeat the Internship/student teaching. If reassigned, every effort will be made to place the student in a different district with a different university supervisor.

Coursework

MIT interns are required to concurrently attend university classes during the yearlong Pre-Internship and Internship placements. Interns register for fulltime in the fall and spring semesters. During the fall Pre-Internship field experience, secondary interns spend 2 days per week in their public school classroom placements. In the fall, elementary interns spend 1 day per week in their classroom placements during the first 8 weeks and 3 days per week during the last 8 weeks. The first full-time week of the Internship occurs December 14 – 18, 2009. During the spring Internship, interns continue full-time, Monday through Friday for twelve weeks (January 2, 2010 through March 26, 2010).

Supervisor Visitations

The university supervisor will visit MIT interns on both a scheduled and drop-in basis. The initial visit will occur shortly after the student teacher arrives. During the Pre-Internship, approximately three site visits, for a total of six hours of supervision, will be completed. During the Internship,

approximately six site visits, to include twelve hours of observed teaching and/or conferencing, will be completed. MIT interns are required to attend scheduled seminars after school hours.

Termination of Field Experiences

The Department of Teaching and Learning reserves the right to remove any student from any practicum/student teaching/internship situation when one or more of the following occurs:

1. The mentor teacher and/or the building principal indicate to the Department contact that the placement is not working out for the mentor teacher or the students.
2. The University Supervisor indicates that after repeated feedback and observation, sufficient progress is not being achieved.
3. The preservice teacher violates the student code of conduct and/or the Professional Dispositions of Teachers (see PDA).

In the event a preservice teacher is removed from a practicum/student teaching/internship placement, the following will occur:

1. Department personnel will gather information from school personnel, the University Supervisor, and others connected to the reason for removal. The preservice teacher is required to work through department personnel and his/her University Supervisor to resolve issues regarding his/ her placement and may not directly contact school district personnel regarding the placement unless authorized by the department to do so.
2. A meeting will be scheduled as soon as possible to discuss the student's removal from the placement and next steps. The attendees will include the preservice teacher and, if desired, a support person or other mutually agreeable third party (e.g., ombudsman) and a Department committee consisting of at least three of the following: Director of Teacher Education, Director of Field Experiences, University Supervisor, MIT Coordinator (if applicable), Director of Student Services, Faculty Member. At the meeting, the preservice teacher may present additional information as the situation is discussed and options are explored.
3. The Committee will then make a recommendation to the Department Chair, who will make a final decision regarding the removal and next steps. This decision will be communicated to the student in writing as soon as possible. Possible next steps include, but are not limited to, the following:
 - A new placement is recommended and the preservice teacher begins again. A formal letter stipulating conditions for the continuation of the practicum is provided to the student, who must indicate his or her agreement to the conditions in writing.
 - It is too late for a new placement for the semester and the new placement will need to be delayed by one semester. A contract stipulating conditions is signed.
 - The student receives a failing grade for the practicum/student teaching/internship and may be removed from the program.
4. In the event the student is removed from the program, he or she may be able to continue in/graduate from his/her degree program, but without recommendation to the state for teacher licensure. The decision of the Department may be grieved through the formal grievance procedure outlined in the WSU student policies.

Teaching Responsibilities and Legal Status

The intern assumes teaching responsibilities determined by the Department of Teaching and Learning at Washington State University and the cooperating school district to which that intern has been assigned. Through a contractual agreement, the intern is under the direct supervision of the university supervisor and a mutually agreed upon cooperating teacher in the public school

system. As stated in WAC 181-44-005-060, the cooperating teacher is responsible for the health, safety, and general well-being of the students. Therefore, when the cooperating teacher leaves the MIT intern in charge of the class, the cooperating teacher may still be held responsible for the students. However, should harm come to any pupil through malice, negligence, or poor judgment on the part of the intern, both the intern and the cooperating teacher could be held responsible.

Student teaching is a **supervised** experience. Consequently, a certificated cooperating teacher or administrator should be available at all times.

Please review “Pre-Service Teacher as Paid Substitutes” found in this section of the MIT Guidelines.

Work Stoppage

In cases where the cooperating teacher participates in a work stoppage, the MIT intern will report to the university supervisor until such time as deemed appropriate by the university and public school for the intern to return to the classroom. Under university policy, MIT interns are not allowed in district buildings during work stoppages.

Pre-Service Teachers as Paid Substitutes

Intern Substitute Certificate

The Intern Substitute Certificate is valid only during the student teaching field experience. Substitute service during the student teaching phase (1) must be in the cooperating teacher’s classroom, (2) must be approved by the university supervisor, (3) cannot exceed 10 percent of the entire student teaching experience, and (4) is limited to a maximum of three consecutive days per occurrence.

Issuance of this certificate is subject to the following conditions:

- District approval
- Completion of at least 50 percent of the field experience
- University supervisor and cooperating teacher approval
- Application and payment of the fee

How to apply

The application packet for applying through Washington State University is available on the Web at www.educ.wsu.edu/certification. Click on “Download Forms” and select “Intern Substitute Certificate.”

Some districts do not support the use of interns as substitutes. Please check before applying.

Emergency Substitute Certificate

The following policy for substitute teaching by practicum students applies only to those pre-service teachers who already hold a valid Emergency Substitute Certificate. During the pre-internship phase of the program, these individuals may substitute teach only during time periods outside the scheduled practicum time.

During the student teaching phase of the program, the use of the Emergency Substitute Certificate (1) must be in the cooperating teacher’s classroom, (2) must be approved by the university supervisor, (3) cannot exceed 10 percent of the entire student teaching experience, and (4) is

limited to a maximum of three consecutive days per occurrence. Pre-service teachers may use their existing Emergency Substitute Certificate during this time, and need not apply for the Intern Substitute Certificate.

Department of Teaching and Learning Policy on Using Practicum Students/Pre-Interns and Student Teachers/Interns as Substitute Teachers

In the following, the terms “practicum” and “practicum student” are meant to include “pre-internship” and “pre-intern,” respectively. Also, “student teaching” and “student teacher” are meant to include “internship” and “intern,” respectively.

The demand for teachers has resulted in a shortage of substitute teachers. Washington State University (WSU) understands that the growing need for substitutes places school districts in a difficult position. However, practicum and student teaching are the most valuable pre-service experiences and are designed to assure that prospective teachers enter the profession successfully. Therefore, WSU discourages the use of practicum students and student teachers as substitutes.

Similarly, WSU discourages the use of cooperating teachers as substitutes in other classrooms. This practice limits the cooperating teacher’s availability to mentor pre-service students and, in effect, violates the school district’s contracted responsibility to provide a student teacher with a cooperating teacher on an ongoing basis. Furthermore, this practice may discourage prospective cooperating teachers from becoming mentors.

WSU will use the following policy for substitute teaching by practicum students:

- Practicum students with a valid Emergency Substitute Teacher Certificate may substitute only during time periods outside the scheduled practicum time.

To be responsive to school district needs for substitute teachers while maintaining the quality of the student teaching experience, WSU will use the following policy for (a) awarding an Intern Substitute Teacher Certificate, and (b) allowing substitute teaching by student teachers who possess an Emergency Substitute Teacher Certificate:

- Determination of readiness for an Intern Substitute Teacher Certificate or for substitute teaching by student teachers who possess an Emergency Substitute Teacher Certificate will be made by the student teaching supervisor with input from the student teacher and cooperating teacher.
- The student teacher must have progressed in her/his assignment to the point where she/he has demonstrated the ability to effectively teach and learn from teaching solo. Determination of readiness for an Intern Substitute Teacher Certificate or for substitute teaching by student teachers who possess an Emergency Substitute Teacher Certificate shall not be made prior to observation by the student teacher supervisor and no sooner than the mid-point of the student teaching experience.
- The student teacher shall notify in writing the student teaching supervisor of each substitute teaching assignment. Notification shall occur at the first meeting with the student teaching supervisor subsequent to the substitute teaching assignment.

In addition to the above policy, WSU encourages school districts to adhere to the following practices:

- A certified teacher shall be legally responsible for the classroom(s) where the student teacher is teaching solo as a substitute teacher.
- Teaching as a substitute should be limited to no more than three consecutive days and 10 percent of the entire student teaching experience. This does not apply to the period of student teaching when the individual is assigned to teach solo, during which time the cooperating teacher is available to mentor the student teacher.
- The student teacher shall not be penalized in any way, including performance evaluations, for refusing to accept an assignment as a substitute teacher.

Initial policy involving student teachers/interns only, was approved by the WSU-P faculty on December 14, 2000, and at the T & L WHETS meeting on December 14, 2000. Revised policy regarding student teachers/interns and practicum/pre-intern students was approved at the T & L WHETS meeting on December 14, 2001.

The MIT Intern

From the start of your internship, establish a positive working relationship with your cooperating teacher. Invite constructive suggestions, take the initiative to ask questions and share your ideas, and genuinely show your desire to be the best you can be as a new teacher. Above all, communicate!

- Free yourself from additional responsibilities, outside employment, and other activities that may deter you from devoting your energies to your Internship/student teaching. Take advantage of the opportunity to prove to all involved that you are an outstanding teacher candidate worthy of an excellent letter of reference. MIT interns are expected to act in a professional, responsible manner that would be consistent with the standards to which classroom teachers are held and the policies described in these “Guidelines.”
- Assume the attitude, the bearing, and the responsibility of a person who can be entrusted with the professional educator role. This requires the best possible use of good decision-making throughout your student teaching experience.
- Demonstrate a professional attitude in all contacts with the school and community, being aware of the instances in which matters of confidence and loyalty are to be respected. Be careful during parent conferences; do not give parents information about any student other than their own son or daughter. You will oftentimes be aware of privileged information and have a professional responsibility to keep such information in strict confidence. Let your cooperating teacher guide you.
- Be sensitive to what is appropriate attire for student teaching. Although there is no prescribed dress code for student teaching, a clean and well-groomed appearance will contribute to your success.
- Address your cooperating teacher by the proper name (Miss, Ms., Mrs. or Mr.) in front of students and parents. Students should not be allowed to call you by your first name.
- Be punctual at all times. State law requires teachers to be at work thirty minutes before and after school. Check with your cooperating teacher for building expectations regarding

times to begin and end the day. In the event of illness or other emergency which makes it impossible for you to report to school, report by telephone as soon as possible to both the cooperating teacher and the university supervisor. In the spring semester, you are responsible for giving your cooperating teacher your plans for the day, just as you would a substitute teacher. Absences will be made up to the satisfaction of all involved.

- Attend the required student teaching seminars (T&L 593, 595) and other required courses. If it is impossible for you to attend a university class, contact the instructor prior to the class.
- Know your students and learn to evaluate their growth through daily observations, learning experiences, conferences, and other activities.
- Be well prepared in subject matter.
- Complete appropriate short- and long-range planning as required by the cooperating teacher and university supervisor.
- Make certain that you understand the management procedures established in your classroom. Develop pro-active standards of classroom management.
- Make certain that you understand the emergency procedures in your school.
- Make yourself available for conferences with your cooperating teacher in order to discuss your progress in terms of your own ability and readiness for assuming the full role of a teacher. Initiate a regular schedule for consultation and team planning with your cooperating teacher. Open and frequent communication is key to the success of your experience.
- Communicate to your university supervisor any changes in schedule or other aspects of your teaching which might affect his/her arrangement of visits with you in your classroom.
- Assume, under the guidance of the cooperating teacher, such extra duties as study hall, playground, lunchroom, and hall supervision. Be sure you understand the assignment before you attempt the task!
- In addition to the regularly scheduled university courses, attend faculty meetings and all other professional meetings conducted by the cooperating school system or other professional groups.
- Attend school functions such as club meetings, plays, concerts, dances, athletic events, PTA meetings, and open house programs. Participate in the planning and supervision of these activities whenever possible.
- In the spring semester, request letters of recommendation and provide the Career Services web address to those who are writing recommendations for you. Be certain that you have satisfied all requirements for certification and have your placement file complete before having it sent to prospective employers.

The Cooperating Teacher

The public schools in a community play an essential and critical part in the education of pre-service teachers. It is here where interns observe diverse teaching styles; interact with professional educators; come into contact with diverse learners, including exceptional students; interact with individuals of various cultural, ethnic, and socioeconomic backgrounds; and essentially determine if teaching is what they feel most comfortable doing.

School personnel play a vital role in the guidance and education of pre-service teachers. By accepting the responsibility of supervising an MIT intern, the cooperating teacher assumes one of the most influential and exciting positions in the teacher education program at Washington State University. The benefits of a positive, well-organized field experience are immeasurable to the intern.

It takes a special person to be an effective cooperating teacher. Maturity, self-assurance, patience and confidence in one's knowledge and ability are prerequisites for this important undertaking. More specifically, a teacher who successfully collaborates with an intern is someone who:

- Is a skillful teacher (understands learners, learning, and teaching);
- Is able to transmit effective teaching strategies;
- Has a thorough command of the curriculum being taught;
- Is a good listener;
- Can communicate openly with the intern;
- Is sensitive to the needs of the intern;
- Understands that teachers may be effective using a variety of styles and is careful not to be overly judgmental; and
- Has the ability and willingness to surrender teaching responsibilities and autonomy to the intern.

Your intern will probably be anxious to begin teaching. The College of Education recommends that you and the intern mutually agree on the best timeline for gradually turning over some teaching responsibilities to the intern. Provide time for your intern to observe students, routines and your teaching methods. Gradually integrate experiences for your intern with individual students, or small groups of students, before you allow your intern to take responsibility for the entire class. By alternating observation and actual teaching, the intern receives important background knowledge and experience to ensure a smooth transition from being an intern to becoming a classroom teacher.

Clock Hours

Cooperating teachers are eligible to receive ten clock hours per semester, not to exceed 20 clock hours during a calendar year, for mentoring a pre-service teacher during the Internship (the culminating field experience). The clock-hour form will be distributed by the university with the payment voucher paperwork.

Suggestions for the Cooperating Teacher

The following suggestions are offered to help you plan for, and work with, your intern. The university supervisor is a resource person who will answer your questions or concerns at any time during the experience.

- **Professionalism.**
Your MIT intern will look to you for modeling people skills, appropriate attire, punctuality, and lesson planning.
- **Conference with your intern.**
Hold weekly conferences with your intern to discuss the coming week, the progress of the intern, and to offer teaching suggestions for improvement of instruction. Use the MIT Weekly Conference Form for this purpose.
- **Model and demonstrate.**
Take time before and after teaching to explain what is taking place and why. Keep in mind that while you know clearly what you are doing, your intern may not.
- **Guide the intern in both formal and informal observations.**
Meaningful, systematic observations will enable the intern to study in more depth the concepts of teaching and learning. Specific information about observing will be given to interns during seminars.
- **Assist the intern in both daily and long-range lesson planning.**
Establish a regular schedule for consultation and team planning.
- **Gradually surrender teaching responsibilities and autonomy to the intern.**
Assume the role of observer, idea sharer, and giver of feedback. During the spring internship, it is crucial that the intern have the opportunity to actually be the teacher and be cognizant of how s/he is doing in that role.
- **Assist in evaluating daily teaching performance.**
Formal and informal conferences will contribute to the intern's ability to recognize strengths and overcome weaknesses. Try not to let a day go by without some acknowledgement of the efforts of the intern.
- **Provide time for the intern to visit and confer with other staff members, specialists and classroom teachers.**
Observation of other classrooms and teaching styles is important to your intern's growth as a teacher. Observing other professional educators broadens an intern's knowledge of teaching strategies.
- **Keep open lines of communication between your intern and the university supervisor.**
Communication is one of the key factors contributing to the success of the intern and all others involved in this experience.

Suggestions for Giving Feedback to Your Intern

Meaningful, systematic observation and feedback will enable the MIT intern to examine in more depth the concepts of teaching and learning. The use of observation and feedback also will allow your intern to strengthen his/her confidence and competence in teaching. The following are suggests for using observation and feedback in the field experience.

When observing and debriefing:

- Let your intern clarify lesson objectives and decide what the focus of the observation should be.
- Pay attention to observable behaviors; avoid inference and judgment.
- Note strengths, improvements, and successes in identified area of focus. Record what happened in the lesson.
- Meet with your intern as soon as possible after the lesson to debrief.
- Assist in reflecting on your intern's teaching experience. Begin by asking questions that allow him/her to feel positive about the experience: "What do you feel were the strengths of your lesson? What worked well? Why is it working well?" Focus on what is helping to bring about these successes.
- In situations where it is difficult for the intern to identify successes, point out observed examples of success.
- If the intern expresses a concern regarding the lesson, assist in drawing connections between previous successes and possible alternatives/solutions to the concern.
- Focus the conference discussion on the positive elements of the lesson.
- At the end of the conference, discuss the intern's continuing growth and encourage him/her to set goals and use past successes to move forward.
- Give a copy of the observation notes/summary to your intern and to the WSU supervisor. Use the MIT Weekly Conference Form for this purpose. At the conclusion of the Internship, interns will use the summaries to write a Professional Action Plan, to be included in their MIT Portfolio final project.

When using the Performance-Based Pedagogy Assessment (PPA):

- Become familiar with the PPA document, focusing particularly on the instructions and the rubrics.
- Formally assess a minimum of two lessons using the PPA. Review the Instructional Plan, the Instructional Plan Rationale, and the Classroom and Student Characteristics.
- Use the Scoring Rubric/Assessment Record, Standards 1-5 to assess the written sources of evidence.
- Observe your intern using the Scoring Rubric, Standards 6-10.
- Discuss with the intern and university supervisor the Standards and Criteria that have been met or not met and provide feedback addressing any areas needing improvement.
- Review evidence from the intern that s/he has had a positive impact on student learning.
- Use the PPA Rubric as a formative tool to share the intern's progress with the university supervisor.

WSU supervisors are responsible for coordinating the yearlong MIT field experiences. They work with partner school districts to identify appropriate sites and cooperating teachers. Supervisors help cooperating teachers monitor and evaluate the intern's performance in emerging professional teaching roles.

Pre-Internship Responsibilities

During the Pre-Internship, supervisors conduct approximately three on-site observations of MIT interns, for a minimum of six hours of supervision, in order to provide interns with formative evaluation and opportunities to reflect on their work. The intern or cooperating teacher may request additional site visits, as needed. University supervisors meet with the intern and the cooperating teacher in growth conferences (mid-term conference, final conference) as a prelude to the spring semester Internship.

Internship Responsibilities

During the Internship, supervisors conduct approximately six on-site observations of MIT interns, for a minimum of 12 hours, in order to continue to provide interns with formative evaluation and opportunities for reflection on their progress. The intern or cooperating teacher may request additional site visits, as needed. University supervisors meet with the intern and cooperating teacher for mid-term and final conferences during the Internship.

As a mentor, the WSU supervisor oversees the MIT intern's progress from an observing role to an active teaching role.

The WSU supervisor:

- Observes and conferences with the MIT intern. The goal of the observations is to provide description and data about what is happening in the classroom, especially what the students are doing. Observation and conference sessions guide interns to reflect upon their own practice and to make plans for improvement in a systematic and developmental way.
- Facilitates on-going communication and feedback regarding the intern's progress by completing the Performance-Based Pedagogy Assessment, a copy of which is given to the intern and the cooperating teacher.
- Schedules three-way conferences so that the pre-service teacher, the cooperating teacher, and the WSU supervisor can agree on formative assessment, planning and problem solving.
- Assists with completion of program assignments and requirements.

As part of the university graduation requirements and the Washington State Certification System, the WSU supervisor is also required to provide on-going and final evaluations of the MIT intern's strengths and weaknesses. These requirements ask the WSU supervisor to evaluate the intern on certain predetermined behaviors and characteristics specified on the Performance-Based Pedagogy Assessment (PPA), and the Professional Disposition Evaluation for Field Experiences (PDEFE). As an evaluator, the WSU supervisor monitors the feedback received from the cooperating teacher, completes the PPA and PDEFE, and facilitates the three-way conferences.

At the successful conclusion of T&L 595, the WSU supervisor should expect to complete a letter of reference for the intern's confidential Career Placement File. Interns are responsible for requesting letters of recommendation.

The Building Administrator

The building administrator plays a key role in selecting qualified cooperating teachers, helping the MIT intern become a welcomed addition to the teaching staff in the school, and serving as a resource person and observer. The following suggestions are intended to assist the building administrator.

Assist in the selection of a qualified cooperating teacher for the MIT intern.

An effective cooperating teacher is a competent instructor who is willing to share students, classroom responsibilities, and professional expertise with an intern. The cooperating teacher is enthusiastic about teaching and is willing to allow his/her intern to develop a “personal model of teaching.” Many districts require pre-service teacher interviews before determining the final placement.

Welcome and introduce the MIT intern to school staff members.

Pre-service teachers tend to be nervous the first several days of the field experience. Taking time for introductions and a brief tour of the building helps the intern feel part of the school and aids the important transition from graduate coursework to teaching. Include the intern on the staff mailing list and in staff workshops and social functions. If possible, provide a mailbox and an identification badge for him/her. Interns view these actions as symbols of belonging on the school staff.

Orient the intern to school policies.

An overview of the staff and student handbooks, building goals and staff member expectations help the MIT intern become familiar with policies and procedures. It also helps the intern better understand his/her role in the school. Some administrators include the pre-service teacher in new teacher orientation.

Conduct at least one formal observation and conference and several informal visits.

Observations enable MIT interns to gain feedback and also become familiar with the professional evaluation system.

Maintain communication with the WSU supervisor to monitor the intern’s progress.

Open communication enables all participants to have input throughout the experience. If a problem should develop, everyone is informed and better able to assist the MIT intern. Communication also is necessary to assess fairly the intern’s performance when time comes for final evaluation.

Participate in the pre-service teacher’s exit process.

If asked, complete a recommendation form for the MIT intern’s placement file. Arrange a simulated (or actual) job interview with the pre-service teacher. After the interview, discuss the rationale for including specific questions and suggest interview strategies for the intern to consider.

Initial Involvement of the Intern during the Pre-Internship

Suggested Observation Activities for the MIT Intern:

- Get to know all the students in a detailed way.
- Note classroom environment and organization.
- Observe the cooperating teacher’s teaching style.

- Determine the cooperating teacher’s questioning strategies.
- Observe classroom management and discipline techniques.
- Observe interactions between students and teachers.
- Observe interactions among students.
- Note interactions among teachers in the school.
- Note if teachers and students make connections between academic work and real-world applications.
- Observe a number of teachers and grade levels, if possible.
- Document in a Reflective Journal the effective teaching techniques, or any other matter you deem important, that you have observed in order to develop and improve your own teaching skills.

Suggested Participation Activities for the MIT Intern:

- Assist with student activities in the classroom; distribute materials.
- Initiate period “startup” routines (attendance, collect assignments).
- Review instructional materials (texts, technology).
- Locate and use supplemental reference materials.
- Prepare a file of resource materials.
- Participate in classroom management and procedures, such as grading, assigning tasks, preparing assignments, etc.
- Participate in classroom set-up activities such as designing a teaching aid, preparing a lab, etc.
- Individually tutor students; lead small- and large-group discussions when able; teach lessons when cooperating teacher suggests.
- Assist the cooperating teacher with out-of-class activities such as supervision duties in the hallways, lunch area, sports fields, etc.
- Monitor testing.
- Obtain and review a copy of the school policy manual.
- Use a variety of instructional media.

Pre-Internship Suggested Sequence of Activities

Cooperating teachers: Please use the suggestions below as a guide. Make accommodations based on the individual needs and progress of your intern.

Weeks 1 - 5

- _____ Become familiar with the students (demographic information, diversity issues), the schedule, and the school layout.
- _____ Observe teacher and student interactions.
- _____ Become familiar with school/classroom rules and expectations.
- _____ Observe behavior management and classroom management strategies.
- _____ Observe lesson planning, preparations, implementation and progress.
- _____ Observe various teaching techniques.
- _____ Assist in individualized instruction as needed.
- _____ Begin planning and teaching small-group instruction.

- _____ Assist the teacher in paperwork, bulletin boards, and student activities.
- _____ Prepare for Open House.
- _____ Observe in other classrooms, if appropriate.
- _____ Assume other minor duties as directed by the cooperating teacher.
- _____ Complete Weekly Conference Form with the cooperating teacher.
- _____ Assume professional role (punctuality, dress, attitude, initiative, etc.)

Weeks 6 - 14

- _____ Continue with activities begun in weeks 1-5.
- _____ Continue observations in other classrooms, if appropriate.
- _____ Teach small-group lessons.
- _____ Analyze cooperating teacher's unit plans.
- _____ Assume more responsibility for instruction and any other activities as directed by the cooperating teacher.
- _____ Review/analyze assessments used in class.
- _____ During Week 8, the intern, cooperating teacher and university supervisor complete a Mid-Term Conference form.
- _____ Teach small-group lessons.
- _____ Teach whole-class lessons.
- _____ Teach one or two periods in the day.
- _____ Meet with parents (with teacher present).
- _____ Attend meetings on students (IEP's, 504's)
- _____ Design and/or grade assessments.
- _____ During Week 13, the intern, cooperating teacher and university supervisor complete a Final Conference form.

Monitoring Progress during the Pre-Internship

The MIT intern and the cooperating teacher should confer on a weekly basis to openly discuss the MIT intern's progress. One of the first things that the intern and cooperating teacher should determine is the specific time and day of these weekly conferences.

Beginning in week 6 and each week thereafter, please complete the MIT Pre-Internship Weekly Conference Form. The MIT intern and the cooperating teacher sign these forms and keep copies of each completed form. The MIT intern should share these completed forms with his/her WSU supervisor during visits. The Weekly Conference Form will be used by the intern as the basis for information needed to complete the Professional Action Plan, placed in the T&L 702 Special Project Portfolio.

During the pre-internship in T&L 593 seminar, the MIT intern will become knowledgeable about the State of Washington Performance-Based Pedagogy Assessment (PPA) of Teacher Candidates, Part III: Observation Scoring Rubric. In the fall semester, the cooperating teacher and university supervisory should use the PPA Observation Scoring Rubric, and other means, in order to communicate clearly with the intern about his/her progress.

As a mid-term evaluation of progress during Week 8 or Week 9 of fall semester, the cooperating teacher will complete the MIT Mid-Term Conference form, found under the Pre-Internship tab. At the end of the Pre-Internship, the cooperating teacher will complete two documents: (1) MIT

Final Conference form, and (2) the Professional Dispositions Evaluation for Field Experiences, found under the Pre-Internship tab.

MIT Weekly Conference Form

| |
|--|
| Things done well: 1. 2. 3. |
| Things to work on: 1. 2. 3. |
| Suggestions for the implementation of positive changes: 1. 2. 3. 4. 5. 6. |

(See reverse side for WAC and WSU Department of Education Standards.)

MIT Intern's Signature

Cooperating Teacher's Signature

Date

| | |
|--|---|
| <p>MANAGEMENT:</p> <ul style="list-style-type: none"> • Understands and demonstrates effective management and monitors students • Is clear and consistent in classroom expectations • Develops routines and procedures to increase academic learning • Involves students in management decisions • Treats students in a fair, consistent manner | <p><i>INSTRUCTION/ASSESSMENT</i></p> <ul style="list-style-type: none"> • Selects appropriate EALR's, district and classroom goals for instruction • Constructs and teaches clear learning targets that are central to the discipline of study: meaningful, important, accurate, and incorporate a multicultural perspective • Selects appropriate learning strategies that support continuous intellectual, social and emotional growth • Addresses students' prior knowledge and skills appropriate to the lesson/unit plan and incorporates content relevant to students' experience • Designs strategies that engage low-status, historically marginalized students and students with disabilities • Incorporates a multicultural perspective in lessons/units • Develops lessons that include critical thinking skills for all students including those considered low-status or historically marginalized, and students with disabilities • Effectively uses multiple approaches to learning, including those that are culturally relevant • Creates meaningful learning experiences for all students • Develops lesson plans/units that provide a multicultural perspective and interdisciplinary connections with other subject/content areas • Utilizes community resources, and beyond, as appropriate • Creates learning opportunities for students to work individually and in different group arrangements, including heterogeneous groups that build and recognize academic competence for low-status and historically marginalized students, and students with disabilities • Creates an inclusive, supportive learning community • Uses technology effectively to support and enhance student learning and instruction • Aligns assessment strategies with learning target(s) • Includes effective formal and/or informal assessment strategies, including opportunities for student self-assessment • Uses pre- and post-assessment data to design instruction and document a positive impact on student learning • Demonstrates instructional methods, curriculum, and assessment skills that incorporate a multicultural perspective and is culturally responsive to students of color, immigrant children, and students from lower socio-economic families. • Supports ESL and bilingual students and students with disabilities through appropriate lesson design • Uses the knowledge of students and community as framework and support for activities, resources, and learning strategies • Uses communication strategies to create supportive environments that promote individual and collaborative student learning |
| <p>RELATIONSHIPS:</p> <ul style="list-style-type: none"> • Relates positively to students demonstrating interest, respect, equity, care and good rapport • Demonstrates collaboration in working with teachers, staff, parents, and administrators • Demonstrates effective interactions with parents to support students' learning and well being • Collaborates with parents to support student learning that uses personal contact (e.g., telephone, home visit and/written message) | |
| <p>PROFESSIONALISM:</p> <ul style="list-style-type: none"> • Is punctual • Displays a positive attitude • Dresses appropriate to the situation • Is enthusiastic and motivated • Conveys enjoyment for teaching • Is flexible • Responds positively to feedback • Follows legal/ethical guidelines • Shows initiative | |



MIT Intern
WSU ID#

MIT Mid-Term Conference Fall Pre-Internship

Wash

Formal Conferences between the MIT intern and cooperating teacher are essential if professional growth is to occur. The conference should be viewed as (1) a tool to help the intern self-evaluate, and (2) a means to help prepare him/her to become an effective educator.

Conference Date: _____

Cooperating Teacher _____

| | |
|--|---|
| <p>1. Clarity of Expression</p> <ul style="list-style-type: none"> • Understands and presents concepts clearly • Precisely answers questions • Writes effectively using appropriate grammar, spelling and legible penmanship • Uses voice effectively by varying volume and expression when appropriate | <p>Comments:</p> <p>() Exceeds expectations () Meets expectations () Below expectations</p> |
| <p>2. Instructional Skills</p> <ul style="list-style-type: none"> • Has knowledge of current approaches • Applies new ideas • Uses a variety of methods • Provides large group, small group, and individual instruction • Plans and paces lessons appropriately for needs of students • Provides a learning environment relevant to age and intended learning | <p>Comments:</p> <p>() Exceeds expectations () Meets expectations () Below expectations</p> |
| <p>3. Classroom Management</p> <ul style="list-style-type: none"> • Develops routines and procedures to increase academic learning time • Involves students in management decisions when appropriate • Accurately maintains records of student progress • Provides an environment conducive to learning | <p>Comments:</p> <p>() Exceeds expectations () Meets expectations () Below expectations</p> |
| <p>4. Discipline</p> <ul style="list-style-type: none"> • Establishes clear parameters for student behavior • Recognizes conditions which may lead to discipline problems • Develops strategies to prevent discipline problems • Responds appropriately if problems occur • Assists students toward self-discipline • Promotes/models courtesy among learners | <p>Comments:</p> <p>() Exceeds expectations () Meets expectations () Below expectations</p> |
| <p>5. Testing and Evaluation</p> <ul style="list-style-type: none"> • Evaluates programs, students and own teaching strengths/weaknesses | <p>Comments:</p> <p>() Exceeds expectations () Meets expectations () Below expectations</p> |

| | |
|---|---|
| <p>6. Relation to Students</p> <ul style="list-style-type: none"> • Exhibits empathy for students • Responds to students' social, emotional, physical, academic and exceptional needs • Relates to students' diverse ethnic and socioeconomic backgrounds | <p>Comments:</p> <p>() Exceeds expectations () Meets expectations () Below expectations</p> |
| <p>7. Enthusiasm</p> <ul style="list-style-type: none"> • Displays a positive attitude • Displays personality traits of tact and humor • Conveys a genuine enjoyment for working with students | <p>Comments:</p> <p>() Exceeds expectations () Meets expectations () Below expectations</p> |
| <p>8. Flexibility</p> <ul style="list-style-type: none"> • Learns new concepts willingly • Adjusts plans to meet needs of schedule or student learning changes • Responds positively to constructive comments made by students, parents, and mentors • Works well with faculty, students, and parents • Integrates education policies/curriculum with school, home, and community | <p>Comments:</p> <p>() Exceeds expectations () Meets expectations () Below expectations</p> |
| <p>9. Modeling Appropriate Behavior</p> <ul style="list-style-type: none"> • Encourages respect and confidence of students, parents, and staff • Maintains professional demeanor, behavior and attire • Maintains social interactions with students consistent and professional role | <p>Comments:</p> <p>() Exceeds expectations () Meets expectations () Below expectations</p> |
| <p>10. Commitment to Accomplishment</p> <ul style="list-style-type: none"> • Solicits suggestions for improvement from several sources • Exerts effort to attain goals • Organizes ideas, time, materials, and space in a way that supports goal accomplishment • Is self-motivated | <p>Comments:</p> <p>() Exceeds expectations () Meets expectations () Below expectations</p> |
| <p>11. Professionalism</p> <ul style="list-style-type: none"> • Is punctual • Dresses appropriately • Shows initiative • Responds positively to feedback | <p>Comments:</p> <p>() Exceeds expectations () Meets expectations () Below expectations</p> |
| <p>12. Overall potential as an educator</p> | <p>Comments:</p> <p>() Exceeds expectations () Meets expectations () Below expectations</p> |

Form Prepared By _____

Cooperating Teacher: _____ MIT Intern _____ University Supervisor _____
 (Initial) (Initial) (Initial)



MIT Intern
WSU ID#

MIT Final Conference Fall Pre-Internship

Wash

Formal Conferences between the MIT intern and cooperating teacher are essential if professional growth is to occur. The conference should be viewed as (1) a tool to help the intern self-evaluate, and (2) a means to help prepare him/her to become an effective educator.

Conference Date: _____ Cooperating Teacher _____

| | |
|--|---|
| <p>1. Clarity of Expression</p> <ul style="list-style-type: none"> • Understands and presents concepts clearly • Precisely answers questions • Writes effectively using appropriate grammar, spelling and legible penmanship • Uses voice effectively by varying volume and expression when appropriate | <p>Comments:</p> <p>() Exceeds expectations () Meets expectations () Below expectations</p> |
| <p>2. Instructional Skills</p> <ul style="list-style-type: none"> • Has knowledge of current approaches • Applies new ideas • Uses a variety of methods • Provides large group, small group, and individual instruction • Plans and paces lessons appropriately for needs of students • Provides a learning environment relevant to age and intended learning | <p>Comments:</p> <p>() Exceeds expectations () Meets expectations () Below expectations</p> |
| <p>3. Classroom Management</p> <ul style="list-style-type: none"> • Develops routines and procedures to increase academic learning time • Involves students in management decisions when appropriate • Accurately maintains records of student progress • Provides an environment conducive to learning | <p>Comments:</p> <p>() Exceeds expectations () Meets expectations () Below expectations</p> |
| <p>4. Discipline</p> <ul style="list-style-type: none"> • Establishes clear parameters for student behavior • Recognizes conditions which may lead to discipline problems • Develops strategies to prevent discipline problems • Responds appropriately if problems occur • Assists students toward self-discipline • Promotes/models courtesy among learners | <p>Comments:</p> <p>() Exceeds expectations () Meets expectations () Below expectations</p> |
| <p>5. Testing and Evaluation</p> <ul style="list-style-type: none"> • Evaluates programs, students and own teaching strengths/weaknesses | <p>Comments:</p> <p>() Exceeds expectations () Meets expectations () Below expectations</p> |

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|---|---|
| <p>6. Relation to Students</p> <ul style="list-style-type: none"> • Exhibits empathy for students • Responds to students' social, emotional, physical, academic and exceptional needs • Relates to students' diverse ethnic and socioeconomic backgrounds | <p>Comments:</p> <p>() Exceeds expectations () Meets expectations () Below expectations</p> |
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| <p>8. Flexibility</p> <ul style="list-style-type: none"> • Learns new concepts willingly • Adjusts plans to meet needs of schedule or student learning changes • Responds positively to constructive comments made by students, parents, and mentors • Works well with faculty, students, and parents • Integrates education policies/curriculum with school, home, and community | <p>Comments:</p> <p>() Exceeds expectations () Meets expectations () Below expectations</p> |
| <p>9. Modeling Appropriate Behavior</p> <ul style="list-style-type: none"> • Encourages respect and confidence of students, parents, and staff • Maintains professional demeanor, behavior and attire • Maintains social interactions with students consistent and professional role | <p>Comments:</p> <p>() Exceeds expectations () Meets expectations () Below expectations</p> |
| <p>10. Commitment to Accomplishment</p> <ul style="list-style-type: none"> • Solicits suggestions for improvement from several sources • Exerts effort to attain goals • Organizes ideas, time, materials, and space in a way that supports goal accomplishment • Is self-motivated | <p>Comments:</p> <p>() Exceeds expectations () Meets expectations () Below expectations</p> |
| <p>11. Professionalism</p> <ul style="list-style-type: none"> • Is punctual • Dresses appropriately • Shows initiative • Responds positively to feedback | <p>Comments:</p> <p>() Exceeds expectations () Meets expectations () Below expectations</p> |
| <p>12. Overall potential as an educator</p> | <p>Comments:</p> <p>() Exceeds expectations () Meets expectations () Below expectations</p> |

Form Prepared By _____

Cooperating Teacher: _____ MIT Intern _____ University Supervisor _____

(Initial)

(Initial)

(Initial)

Internship Suggested Sequence of Activities

Cooperating teachers: Please use the suggestions below as a guide. Make accommodations based on the individual needs and progress of your intern. If the intern did not complete the Pre-Internship in the same classroom as the Internship, he/she will need some time at the beginning of the semester to become familiar with the students, the classroom and the cooperating teacher's expectations and style. During the Internship, MIT interns must return to campus for coursework on Tuesday afternoons.

Weeks 1-5

- _____ Continue with Pre-Internship responsibilities.
- _____ Plan and teach small-group and large-group instruction.
- _____ Meet with parents.
- _____ Design and grade assignments.
- _____ Attend faculty meetings, planning sessions, professional development opportunities, staff get-togethers and any other professional gatherings within the school.
- _____ Assume more duties as directed by the mentor teacher.
- _____ Complete Weekly Conference Forms with the cooperating teacher.
- _____ Assume professional role (punctuality, dress, attitude, initiative, etc.)
- _____ As the intern begins limited student teaching, the cooperating teacher assumes active observation and increases feedback to the intern.
- _____ During the week 5, the intern, cooperating teacher and university supervisor complete a Mid-Term Conference form.
- _____ The intern completes first required PPA lesson.

Weeks 6-11

- _____ For four weeks, the intern assumes responsibility for all periods of instruction and classroom management. The cooperating teacher may team teach with the intern, but the intern does all planning and preparation.
- _____ The intern successfully completes a minimum of two (2) required PPA lessons.
- _____ During week 10 of the intern's teaching, the intern, cooperating teacher and university supervisor complete a State of Washington Performance-Based Pedagogy Assessment of Teacher Candidates, Part III: Observation Scoring Rubric.
- _____ Upon approval of the cooperating teacher and university supervisor, the intern phases curriculum and teaching responsibilities back to the classroom teacher.
- _____ Arrange observations in other schools and/or grade levels in week 11.
- _____ The cooperating teacher is customarily asked to write a Letter of Recommendation for the intern's placement file in Career Services. Please see the Web site <http://www.careers.wsu.edu/files/placementfile.html> for information.

Monitoring Progress during the Internship

The MIT intern and the cooperating teacher should confer on a weekly basis to openly discuss the MIT intern's progress. One of the first things that the intern and cooperating teacher should determine in the spring semester is the specific time and day of these weekly conferences.

At each weekly conference in the spring semester, please complete the MIT Internship Weekly Conference Form and discuss with your intern. The MIT intern and the cooperating teacher sign these forms and keep copies of each completed form. The MIT intern should share these completed forms with his/her WSU supervisor during visits.

The Weekly Conference Forms will be used by the intern as the basis for information needed to complete the Professional Action Plan, placed in the T&L 702 Special Project Portfolio.

Both the cooperating teacher and the university supervisor will complete the State of Washington Performance-Based Pedagogy Assessment, Part III: Observation Scoring Rubric based on the intern's performance during the entire student teaching experience. The MIT intern must be "At Standard" on all items listed in this assessment and written evidence that briefly describes how the intern met each Standard must be provided by the cooperating teacher and/or university supervisor.

It is suggested that the mentor teacher and the MIT teacher candidate continue using the Weekly Conference Form and the Instruction/Assessment Sheet during the internship.

Formal Conferences between the MIT intern and cooperating teacher are essential if professional growth is to occur. The conference should be viewed as (1) a tool to help the intern self-evaluate, and (2) a means to help prepare him/her to become an effective educator.

Conference Date: _____

Cooperating Teacher _____

| | |
|--|---|
| <p>1. Clarity of Expression</p> <ul style="list-style-type: none"> • Understands and presents concepts clearly • Precisely answers questions • Writes effectively using appropriate grammar, spelling and legible penmanship • Uses voice effectively by varying volume and expression when appropriate | <p>Comments:</p> <p>() Exceeds expectations () Meets expectations () Below expectations</p> |
| <p>2. Instructional Skills</p> <ul style="list-style-type: none"> • Has knowledge of current approaches • Applies new ideas • Uses a variety of methods • Provides large group, small group, and individual instruction • Plans and paces lessons appropriately for needs of students • Provides a learning environment relevant to age and intended learning | <p>Comments:</p> <p>() Exceeds expectations () Meets expectations () Below expectations</p> |
| <p>3. Classroom Management</p> <ul style="list-style-type: none"> • Develops routines and procedures to increase academic learning time • Involves students in management decisions when appropriate • Accurately maintains records of student progress • Provides an environment conducive to learning | <p>Comments:</p> <p>() Exceeds expectations () Meets expectations () Below expectations</p> |
| <p>4. Discipline</p> <ul style="list-style-type: none"> • Establishes clear parameters for student behavior • Recognizes conditions which may lead to discipline problems • Develops strategies to prevent discipline problems • Responds appropriately if problems occur • Assists students toward self-discipline • Promotes/models courtesy among learners | <p>Comments:</p> <p>() Exceeds expectations () Meets expectations () Below expectations</p> |
| <p>5. Testing and Evaluation</p> <ul style="list-style-type: none"> • Evaluates programs, students and own teaching strengths/weaknesses | <p>Comments:</p> <p>() Exceeds expectations () Meets expectations () Below expectations</p> |

| | |
|---|---|
| <p>6. Relation to Students</p> <ul style="list-style-type: none"> • Exhibits empathy for students • Responds to students' social, emotional, physical, academic and exceptional needs • Relates to students' diverse ethnic and socioeconomic backgrounds | <p>Comments:</p> <p>() Exceeds expectations () Meets expectations () Below expectations</p> |
| <p>7. Enthusiasm</p> <ul style="list-style-type: none"> • Displays a positive attitude • Displays personality traits of tact and humor • Conveys a genuine enjoyment for working with students | <p>Comments:</p> <p>() Exceeds expectations () Meets expectations () Below expectations</p> |
| <p>8. Flexibility</p> <ul style="list-style-type: none"> • Learns new concepts willingly • Adjusts plans to meet needs of schedule or student learning changes • Responds positively to constructive comments made by students, parents, and mentors • Works well with faculty, students, and parents • Integrates education policies/curriculum with school, home, and community | <p>Comments:</p> <p>() Exceeds expectations () Meets expectations () Below expectations</p> |
| <p>9. Modeling Appropriate Behavior</p> <ul style="list-style-type: none"> • Encourages respect and confidence of students, parents, and staff • Maintains professional demeanor, behavior and attire • Maintains social interactions with students consistent and professional role | <p>Comments:</p> <p>() Exceeds expectations () Meets expectations () Below expectations</p> |
| <p>10. Commitment to Accomplishment</p> <ul style="list-style-type: none"> • Solicits suggestions for improvement from several sources • Exerts effort to attain goals • Organizes ideas, time, materials, and space in a way that supports goal accomplishment • Is self-motivated | <p>Comments:</p> <p>() Exceeds expectations () Meets expectations () Below expectations</p> |
| <p>11. Professionalism</p> <ul style="list-style-type: none"> • Is punctual • Dresses appropriately • Shows initiative • Responds positively to feedback | <p>Comments:</p> <p>() Exceeds expectations () Meets expectations () Below expectations</p> |
| <p>12. Overall potential as an educator</p> | <p>Comments:</p> <p>() Exceeds expectations () Meets expectations () Below expectations</p> |

Form Prepared By _____

Cooperating Teacher: _____ MIT Intern _____ University Supervisor _____

(Initial)

(Initial)

(Initial)

 Intern
 WSU ID#

MIT Final Conference Spring Internship

Was

Formal Conferences between the MIT intern and cooperating teacher are essential if professional growth is to occur. The conference should be viewed as (1) a tool to help the intern self-evaluate, and (2) a means to help prepare him/her to become an effective educator.

Conference Date: _____

Cooperating Teacher _____

| | |
|--|--|
| <p>1. Clarity of Expression</p> <ul style="list-style-type: none"> • Understands and presents concepts clearly • Precisely answers questions • Writes effectively using appropriate grammar, spelling and legible penmanship • Uses voice effectively by varying volume and expression when appropriate | <p>Comments:</p> <p style="text-align: right;">() Exceeds expectations () Meets expectations () Below expectations</p> |
| <p>2. Instructional Skills</p> <ul style="list-style-type: none"> • Has knowledge of current approaches • Applies new ideas • Uses a variety of methods • Provides large group, small group, and individual instruction • Plans and paces lessons appropriately for needs of students • Provides a learning environment relevant to age and intended learning | <p>Comments:</p> <p style="text-align: right;">() Exceeds expectations () Meets expectations () Below expectations</p> |
| <p>3. Classroom Management</p> <ul style="list-style-type: none"> • Develops routines and procedures to increase academic learning time • Involves students in management decisions when appropriate • Accurately maintains records of student progress • Provides an environment conducive to learning | <p>Comments:</p> <p style="text-align: right;">() Exceeds expectations () Meets expectations () Below expectations</p> |
| <p>4. Discipline</p> <ul style="list-style-type: none"> • Establishes clear parameters for student behavior • Recognizes conditions which may lead to discipline problems • Develops strategies to prevent discipline problems • Responds appropriately if problems occur • Assists students toward self-discipline • Promotes/models courtesy among learners | <p>Comments:</p> <p style="text-align: right;">() Exceeds expectations () Meets expectations () Below expectations</p> |
| <p>5. Testing and Evaluation</p> <ul style="list-style-type: none"> • Evaluates programs, students and own teaching strengths/weaknesses | <p>Comments:</p> |

| | |
|--|---|
| | () Exceeds expectations () Meets expectations () Below expectations |
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| | |
|---|---|
| <p>6. Relation to Students</p> <ul style="list-style-type: none"> • Exhibits empathy for students • Responds to students' social, emotional, physical, academic and exceptional needs • Relates to students' diverse ethnic and socioeconomic backgrounds | <p>Comments:</p> <p>() Exceeds expectations () Meets expectations () Below expectations</p> |
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| <p>8. Flexibility</p> <ul style="list-style-type: none"> • Learns new concepts willingly • Adjusts plans to meet needs of schedule or student learning changes • Responds positively to constructive comments made by students, parents, and mentors • Works well with faculty, students, and parents • Integrates education policies/curriculum with school, home, and community | <p>Comments:</p> <p>() Exceeds expectations () Meets expectations () Below expectations</p> |
| <p>9. Modeling Appropriate Behavior</p> <ul style="list-style-type: none"> • Encourages respect and confidence of students, parents, and staff • Maintains professional demeanor, behavior and attire • Maintains social interactions with students consistent and professional role | <p>Comments:</p> <p>() Exceeds expectations () Meets expectations () Below expectations</p> |
| <p>10. Commitment to Accomplishment</p> <ul style="list-style-type: none"> • Solicits suggestions for improvement from several sources • Exerts effort to attain goals • Organizes ideas, time, materials, and space in a way that supports goal accomplishment • Is self-motivated | <p>Comments:</p> <p>() Exceeds expectations () Meets expectations () Below expectations</p> |
| <p>11. Professionalism</p> <ul style="list-style-type: none"> • Is punctual • Dresses appropriately • Shows initiative • Responds positively to feedback | <p>Comments:</p> <p>() Exceeds expectations () Meets expectations () Below expectations</p> |
| <p>12. Overall potential as an educator</p> | <p>Comments:</p> <p>() Exceeds expectations () Meets expectations () Below expectations</p> |

Form Prepared By _____

Cooperating Teacher: _____ MIT Intern _____ University Supervisor _____
 (Initial) (Initial) (Initial)

Appendix

Washington State Performance-Based Pedagogy Assessment Instrument

OVERVIEW OF THE PPA PROCESS

| | What to do | What to submit for each lesson |
|--|--|---|
| <p>A. Written Sources of Evidence (Provided Prior to Observation)</p> <p>(PPA Standards 1, 2, 3, 4, 5)</p> | <ul style="list-style-type: none"> • In collaboration with the cooperating teacher and university supervisor, select a lesson to teach. • Using the PPA Standards 1-5 as a reference, prepare the written materials specified in the “What to Submit for Each Lesson” column. • Provide the written materials to your cooperating teacher and/or supervisor. • Meet with your cooperating teacher and/or supervisor to discuss the written materials. • Revise the materials based on feedback from the cooperating teacher and/or supervisor. • Provide the final draft of written materials to the cooperating teacher and/or supervisor for their evaluation, based on PPA Standards 1-5. | <ul style="list-style-type: none"> • Classroom and Student Characteristics. • Instructional Plan, including descriptions or documentation related to assessment strategies. • Instructional Plan Rationale, including your plan for personal contact with families. <p>(Note: Your cooperating teacher and/or supervisor will evaluate your materials based on PPA Standards 1-5).</p> |
| <p>B. Observation</p> <p>(PPA Standards 6, 7, 8, 9, 10)</p> | <ul style="list-style-type: none"> • Teach the lesson outlined in the instructional plan. • Collect evidence of student learning. | <ul style="list-style-type: none"> • Evidence of student learning. <p>(Note: Your cooperating teacher and/or supervisor will use PPA Standards 6-10 to evaluate your teaching)</p> |

Scoring Rubric

Overview

The Scoring Rubric consists of 10 standards and accompanying criteria. The first five are used to assess the written Sources of Evidence, and the second five are used during observation of teaching. The following shows the Washington Administrative Code (WAC) Residency Standards addressed in the Scoring Rubric. The Scoring Rubric begins on the next page. Your evaluator will record your progress relative to meeting each criterion in the Scoring Rubric on either the Scoring Rubric, itself, or the Assessment Record that follows the Scoring Rubric.

Sources of Evidence (Prior to the Observation)

1. The teacher candidate sets learning targets that address the Essential Academic Learning Requirements and the state learning goals.

Targeted Residency Standards: (WAC 180-78A-270): a, s, p

2. The teacher candidate demonstrates knowledge of the characteristics of students and their communities.

Targeted Residency Standards: (WAC 180-78A-270): m, n, o, s

3. The teacher candidate plans and establishes effective interactions with families to support student learning and well-being.

Targeted Residency Standard: (WAC 180-78A-270): v

4. The teacher candidate designs assessment strategies that measure student learning.

Targeted Residency Standards: (WAC 180-78A-270): m, n, o, t

5. The teacher candidate designs instruction based on research and principles of effective practice.

Targeted Residency Standards: (WAC 180-78A-270): l, m, n, o, s, x

Observation

6. The teacher candidate aligns instruction with the plan and communicates accurate content knowledge.

Targeted Residency Standards: (WAC 180-78A-270): b, s

7. Students participate in a learning community that supports student learning and well-being.

Targeted Residency Standards: (WAC 180-78A-270): r, ri, rii, l, m

8. Students engage in learning activities that are based on research and principles of effective practice.

Targeted Residency Standards: (WAC 180-78A-270): m, n, o, p, q, r, x

9. Students experience effective classroom management and discipline.

Targeted Residency Standards: (WAC 180-78A-270): r

10. The teacher candidate and students engage in activities that assess student learning.

Targeted Residency Standards: (WAC 180-78A-270): m, n, o, ri, t

SCORING RUBRIC

Candidate _____ Supervisor _____ Cooperating Teacher _____

School _____ School District _____ Grade Level(s) _____

PAA Administration Dates: 1st _____ 2nd _____ 3rd _____ 4th _____

1. The teacher candidate sets learning targets that address the Essential Academic Learning Requirements and the state learning goals.

Source of Evidence ***Instructional Plan, Instructional Plan Rationale***

| Criterion | Not Met | Met | Comments (evidence of performance) |
|---|--|---|---|
| A. Alignment | The plan's learning targets are not aligned with EALRs, state learning goals, district goals, and school and classroom goals. | The plan's learning targets are explicitly aligned with EALRs, state learning goals, district goals, and school and classroom goals. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |
| B. Meaningfulness/Importance | The plan's learning targets represent trivial learning and lack potential for fostering student critical thinking and problem solving. | The plan's learning targets represent valuable learning and foster student critical thinking and problem solving. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |
| C. Developmental and Instructional Appropriateness | The plan's learning targets are not appropriate for the development, pre-requisite knowledge, skills, experiences, and backgrounds of students or student characteristics and needs. | The plan's learning targets are suitable for all students in the class and are adapted where necessary to the needs of individual students. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |
| D. Accuracy | The plan's learning targets represent activities rather than learning outcomes and cannot be assessed. | The plan's learning targets define learning outcomes and can be assessed. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |
| E. Multicultural Perspectives | The plan's learning targets lack transformative multicultural knowledge, reasoning, performance skills, products, or dispositions. | The plan's learning targets are grounded in transformative multicultural knowledge, reasoning, performance skills, products, or dispositions. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |

2. The teacher candidate demonstrates knowledge of the characteristics of students and their communities.

Source of Evidence: *Instructional Plan, Instructional Plan Rationale*

| Criterion | Not Met | Met | Comments (evidence of performance) |
|---|---|--|---|
| A. Developmental Characteristics | The plan reflects minimal or inaccurate understanding of students' developmental characteristics. | The plan reflects understanding of students' developmental characteristics. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |
| B. Exceptionalities | The plan reflects minimal or inaccurate understanding of students' exceptionalities and special learning needs. | The plan reflects understanding of students' exceptionalities and special learning needs. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |
| C. Cultural Backgrounds, Ethnicity, Language Development, Socioeconomic Status (SES), Gender | The plan reflects minimal or inaccurate understanding of students' cultural backgrounds, ethnicity, first language development, English acquisition, SES, and gender. | The plan reflects understanding of students' cultural backgrounds, ethnicity, first language development, English acquisition, SES, and gender. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |
| D. Approaches to Learning | The plan reflects minimal or inaccurate understanding of students' varied approaches to learning. | The plan reflects understanding of students' varied approaches to learning. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |
| E. Prior Knowledge and Skills | The plan reflects minimal or inaccurate understanding of students' knowledge and skills relative to the learning targets. | The plan reflects understanding of students' knowledge and skills relative to the learning targets for each student, including those with special needs. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |
| F. Community Factors that Impact Student Learning | The plan reflects minimal or inaccurate understanding of community factors that impact student learning. | The plan reflects understanding of how to use students' community as support for activities, resources, and learning strategies. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |

3. The teacher candidate plans and establishes effective interactions with families to support student learning and well-being.

Source of Evidence: **Plan for using personal contact with families (e.g., telephone, home visit, family conferences, and/or written messages)**

| Criterion | Not Met | Met | Comments (evidence of performance) |
|-----------------------------------|--|---|---|
| A. Appropriateness | There are no plans for interactions with families OR interactions presented in the plan are inappropriate for the language and level of understanding of families. | The plan's interactions with families are specifically adapted to the language and level of understanding of each student and his or her family, including low-status/historically marginalized families. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |
| B. Purpose | Interactions in the plan focus primarily on negative student behavior and performance. | The plan for family interaction provides and elicits information regarding student learning and well-being, including low-status/historically marginalized families. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |
| C. Cultural Responsiveness | Interactions in the plan are routine with little or no effort to make interactions culturally responsive. | The plan's interactions with families are culturally responsive for each student and his or her family. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |
| D. Two-Way Communications | The plan provides limited opportunities for families to engage in communication about the learning progress and well-being of their children. | The plan provides adequate opportunities for families to engage in communication or activities to support student learning and well-being. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |

4. The teacher candidate designs assessment strategies that measure student learning.

Source of Evidence: **Instructional Plan. Include descriptions or documentation related to the assessment strategies (e.g., copy of assignments, description of strategies, rubric)**

| Criterion | Not Met | Met | Comments (evidence of performance) |
|-------------------------------|--|--|---|
| A. Alignment | The plan's assessment strategies are not aligned with the learning targets. | The plan's assessment strategies are aligned with the learning targets. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |
| B. Technical Soundness | The plan's assessment strategies do not measure the intended outcomes of the learning targets. | The plan includes assessments that measure the student outcomes reflected in the learning targets. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |

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| C. Formative and Summative Assessment | The plan does not provide for the use of both formative and summative assessment data to evaluate the impact on student learning. | The plan provides for the use of both formative and summative assessment data to evaluate impact on student learning. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |
| D. Multiple Modes and Approaches | The plan's assessment strategies employ a single assessment mode or approach. | The plan includes opportunities for students to engage in a variety of assessments that measure their performance relative to the learning targets. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |
| E. Feedback | The plan's assessment strategies provide no opportunities for students to receive feedback. | The plan includes opportunities for students to receive feedback regarding their performance relative to the learning targets. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |

5. The teacher candidate designs instruction based on research and principles of effective practice.

Source of Evidence: ***Instructional Plan, Instructional Plan Rationale***

| Criterion | Not Met | Met | Comments (evidence of performance) |
|--|--|---|---|
| A. Alignment | The plan's learning activities are not aligned with learning targets and assessments. | The plan's learning activities are aligned with learning targets and assessments. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |
| B. Lesson Sequence | The plan's learning activities are unrelated to prior learning and do not support the learning targets. | The plan's learning activities account for prior learning and support the learning targets. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |
| C. Research-Based Pedagogy | The plan fails to connect instruction to research and principles of effective practice that are developmentally appropriate, culturally responsive, gender sensitive, and inclusive of all students including low-status/historically marginalized students. | The plan is based on research and principles of effective practices that are developmentally appropriate, culturally responsive, gender sensitive, and inclusive of all students including low-status/historically marginalized students. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |
| D. Academic Knowledge and Perspective | The plan reflects a single viewpoint OR uses multicultural or gender academic knowledge only as an add-on to instruction that reflects the dominant culture. | The plan describes how instructional strategies extend beyond the existing diversity of the students in the class and expand material to incorporate a range of transformative multicultural and gender-relevant subject matter content. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |

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| E. Culturally Responsive Learning Activities | The plan employs a single learning strategy or method throughout the lesson OR limits student opportunity to learn from one another in a democratic and caring environment. | The plan employs a variety of learning experiences that build on and recognize the academic competence of each student and encourages critical thinking and collaborative learning in a democratic and caring environment. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |
| F. Materials and Resources | The plan utilizes learning materials and learning tasks that primarily represent the dominant culture or a single gender. | The plan utilizes learning materials and engages in learning tasks that incorporate transformative multicultural and gender perspectives. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |
| G. Use of Technology | The plan incorporates few opportunities for students to learn with varied technologies. | The plan utilizes technology to support and enhance instruction and student learning. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |
| H. Heterogeneous Grouping | The plan's learning activities exclude heterogeneous cooperative learning groups. | The plan provides opportunities for students to engage in a variety of learning experiences including heterogeneous cooperative learning groups that build and recognize academic competence of all students, including low-status/historically marginalized students. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |
| I. Student Engagement | The plan provides no opportunities for students to become intrinsically motivated or engaged in their own learning. | The plan describes how students will become intrinsically motivated and engaged in their own learning. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |

6. The teacher candidate aligns instruction with the plan and communicates accurate content knowledge.

Source of Evidence: **Classroom Observation**

| Criterion | Not Met | Met | Comments (evidence of performance) |
|---|--|---|---|
| A. Alignment | Classroom instruction and the instructional plan are not aligned. | Classroom instruction is aligned with the instructional plan. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |
| B. Meaningful Opportunities to Learn | Students have limited opportunities to learn the key skills and concepts needed to reach the learning targets. | Students are learning the key skills and concepts needed to reach the learning targets. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |
| C. Accuracy | The teacher candidate makes content errors. | The teacher candidate demonstrates accurate knowledge of the content. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |

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| D. Interdisciplinary Instruction | Students participate in tasks that focus on a single discipline without making connections to other subject areas. | Students are engaged in tasks that provide interdisciplinary connections with other subject areas. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |
| E. Culturally Responsive and Gender-Sensitive Instruction | Students participate in tasks that represent limited cultural and gender-sensitive perspectives. | Students respond using multicultural and gender-sensitive perspectives. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |

7. Students participate in a learning community that supports student learning and well-being.

Source of Evidence: **Classroom Observation**

| Criterion | Not Met | Met | Comments (evidence of performance) |
|----------------------------------|--|--|---|
| A. Democratic Classroom | Students do not participate in the development of classroom behavioral expectations and norms. | Students participate in the development of classroom behavioral expectations and norms (e.g., provide input regarding rules or procedures; are involved in conflict resolution). | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |
| B. Respect | Classroom interactions between students and teacher candidate or between peers are disrespectful. | Classroom interactions between students and teacher candidate or between peers reflect respect for others. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |
| C. Learning Community | In group activities, some students act independently or fail to support one another's inquiry/learning or exclude low-status/historically marginalized students. | Students support one another in group learning activities and include low-status/historically marginalized students. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |
| D. Self-Directed Learning | Students have no opportunity to express their opinions and provide suggestions regarding their own learning. | Students express their opinions and provide suggestions regarding their own learning. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |
| E. Diverse Perspectives | Students demonstrate disrespect for the multicultural and gender perspectives expressed by others. | Students show respect for multicultural and gender perspectives expressed by others. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |
| F. Heterogeneous Groups | Students do not participate in heterogeneous cooperative learning groups OR heterogeneous cooperative learning groups fail to build the academic | Students engage in a variety of learning experiences including heterogeneous cooperative learning groups that build and recognize | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |

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|--|---|---|--|
| | competence of all students including low-status/historically marginalized students. | academic competence of students, including low-status/historically marginalized students. | |
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8. Students engage in learning activities that are based on research and principles of effective practice.

Source of Evidence: **Classroom Observation**

| Criterion | Not Met | Met | Comments (evidence of performance) |
|---|---|--|---|
| A. Questioning and Discussion Techniques | Students experience learning activities that include limited opportunities to pose and answer questions. | Students answer and pose questions and engage in cooperative discussions that enhance learning, critical thinking, transformative multicultural thinking, and problem solving. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |
| B. Delivery and Pacing | Students experience learning activities that are too slow or rushed OR are not mindful of the academic competence of low-status/historically marginalized students. | Students engage in learning activities that are paced appropriately for all students, are culturally responsive, and allow for reflection and closure as appropriate. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |
| C. Differentiated Instruction | Students experience undifferentiated learning activities. | Students engage in learning activities that are adjusted to meet their individual backgrounds, strengths, and needs and are culturally and gender responsive. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |
| D. Active Learning | Students are not engaged in learning activities OR low-status/historically marginalized students are disproportionately disengaged. | Students are cognitively engaged in the learning activities and initiate or adapt activities to enhance understanding. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |
| E. Technology | Students have no opportunities to use technology as part of the learning or assessment process. | Students use technology when engaging in learning or the demonstration of their learning. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |

9. Students experience effective classroom management and discipline.

Source of Evidence: **Classroom Observation**

| Criterion | Not Met | Met | Comments (evidence of performance) |
|--------------------------------------|---|--|---|
| A. Use of Classroom Materials | Students use the classroom space and materials with little regard for order and others. | Students find, use, and return classroom materials respectfully and efficiently with regard for order and others. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |
| B. Equitable Discipline | Some students, such as low-status/historically marginalized students, are disproportionately disciplined in comparison to other students. | Students are fairly and equitably disciplined. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |
| C. Transitions | Students have limited success changing from one learning task to another without disruptions in the flow of learning. | Students move between learning tasks in an efficient manner. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |
| D. Response to Interventions | Students demonstrate little or no response to interventions. | Students positively respond to teacher suggestions and interventions in order to make adjustments to appropriate learning behaviors. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |
| E. Democratic Practices | Students have limited opportunities to experience democratic classroom practices. | Students are engaged in democratic classroom management practices. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |

10. The teacher candidate and students engage in activities that assess student learning.

Source of Evidence: **Classroom Observation, documentation of student learning (e.g., formative or summative results)**

| Criterion | Not Met | Met | Comments (evidence of performance) |
|---|---|--|---|
| A. Alignment | Students are not engaged in assessments that are aligned with learning targets. | Students engage in assessment activities that are aligned with learning targets. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |
| B. Multiple Modes and Approaches | All students engage in the same assessment strategy to measure their performance. | Students engage in a variety of assessments that measure their performance relative to the learning targets. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |
| C. Feedback | Some students receive limited feedback regarding their performance. | Students receive constructive, timely feedback based on assessment results. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |
| D. Understanding | Students demonstrate a lack of | Students demonstrate an | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |

| | | | |
|---|---|---|---|
| of Assessment | understanding of the relationship between assessment activities and the learning targets. | understanding of the relationship between the assessments and learning targets. | |
| E. Self-Assessment | Students are not involved in self-assessment related to the learning targets. | Students engage in self-assessment related to the learning targets. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |
| F. Student Reflection | Students do not reflect on their performance relative to learning targets. | Students reflect on their performance in order to evaluate progress over time relative to learning targets. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |
| G. Positive Impact on Student Learning | Assessment results reflect insignificant learning relative to the learning targets by at least some students. | Assessment results show the expected amount of learning relative to the learning targets by all students. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |

The Candidate has has not met all the standards and criteria of the Performance-Based Pedagogy Assessment.

Candidate Signature _____ Supervisor Signature _____ Date _____

Professional Dispositions Evaluation for Field Experiences (PDEFE)

Student Name: _____

ID#: _____

SEMESTER: _____ YEAR: _____ Course: _____ Instructor: _____

NOTE TO INSTRUCTORS/SUPERVISORS: WHEN COMPLETING THIS EVALUATION, PLEASE ASSESS THE PRESERVICE TEACHER IN LIGHT OF HIS/HER STAGE OF PROFESSIONAL DEVELOPMENT. EXPECTATIONS FOR MEETING THE STANDARDS OF PROFESSIONAL DISPOSITIONS SHOULD BE CONSISTENT WITH THE PRESERVICE TEACHER'S PROGRESS THROUGH THE PROGRAM.

A full definition of each disposition is on the reverse side. Specific comments or brief examples are instructive.

| Disposition | Comments |
|--|---|
| 1. Enthusiasm: <i>The preservice teacher has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life.</i> | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |
| 2. Interaction with Students: <i>The preservice teacher is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning</i> | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |
| 3. Sensitivity: <i>The preservice teacher is sensitive to community and cultural norms.</i> | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |
| 4. Classroom Climate: <i>The preservice teacher takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as a whole</i> | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |
| 5. Self-expression: <i>The preservice teacher recognizes the power of language for fostering self-expression, identity development, and learning.</i> | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |
| 6. Planning: <i>The preservice teacher believes that long term and short term plans must always be open to adjustment and revision based on student needs and changing circumstances.</i> | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |
| 7. Life Long Learning: <i>The preservice teacher is committed to reflection, assessment, and learning as an ongoing process.</i> | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |
| 8. Assessment Strategies: <i>The preservice teacher is committed to using assessment to identify student strengths and promote student growth rather than to deny students access to learning opportunities</i> | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |
| 9. Attention to Student Needs: <i>The preservice teacher is concerned about all aspects of a child's well-being (cognitive, emotional, social, and physical), is alert to signs of difficulties, and is willing to work with other professionals to improve the overall learning environment for students</i> | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |
| 10. Professionalism: <i>The preservice teacher recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.</i> | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed |

Standards adapted from the Interstate New Teacher Assessment and Support Consortium (INTASC), available at the Council of Chief State School Officers (CCSSO) website (<http://www.ccsso.org/intasc.html>)

Definitions of Indicators

1. **Enthusiasm:** Appears excited about what s/he is teaching or observing in the classroom; engages students, supervising teachers and/or colleagues in discussions about content; provides examples of how knowledge can be connected to students' everyday lives.
2. **Interaction with Students:** Looks for opportunities to provide positive feedback to students; works with students to insure any confusion or misunderstanding is addressed without negativity.
3. **Sensitivity:** Adapts to established classroom and building procedures and policies; interacts effectively with students, teachers, and administrators; communicates well with all students and their families; addresses the specific needs of individual students and their families.
4. **Classroom Climate:** Is proactive in establishing relationships with students; models the importance of respecting others; clearly communicates expectations regarding students' behavior; appears interested in students' academic performance and emotional well-being.
5. **Self-expression:** Adjusts the complexity of his/her language to the linguistic abilities of the students in a class; is able to express him/herself in a clear and professional manner in speaking and in writing.
6. **Planning:** Modifies plans as students' needs or situations change; changes directions and explanations to clarify information for students; adjusts plans based on students' understanding, interest, or engagement.
7. **Life Long Learning:** Responds to constructive feedback by making appropriate changes in instruction or action; demonstrates an understanding of his/her own strengths and weaknesses; makes adjustments based on his/her own reflection; appears committed to being a "lifelong learner."
8. **Assessment Strategies:** Uses informal and formal assessment strategies; provides feedback to students in constructive ways; assesses students' performance without making judgments about his/her character; uses information gained from assessment to plan and modify assignments.
9. **Attention to Student Needs:** Addresses all aspects of students' needs; acknowledges students' experiences outside of the classroom; communicates with appropriate school personnel to learn more about students' lives; expresses concerns about specific students in a timely and professional manner.

10. Professionalism: Attends all field experiences (or communicates with appropriate personnel regarding extenuating circumstances that prevents attendance); arrives on time; is prepared to participate and/or teach; dresses professionally; observes confidentiality; adheres to school and state code of conduct.