



**Southern Delaware Elementary Teacher Education Program
University of Delaware/Milford School District
Professional Development School**

*302-424-6461
lpalmer@udel.edu*

August 13, 2009

Dear Junior Mentor Teachers:

We have formed a unique partnership between the University of Delaware and the Milford School District to provide teacher candidates with an enriched educational program to prepare them to be successful classroom teachers. One of our goals is to provide interns with a broader view into today's diverse classrooms and to give them more teaching experience so that they are better prepared for teaching. By working together, this can be a rewarding experience for the university interns, your students and you. To make your job a little easier, I have provided some information to help explain what the interns will need to be doing while they are with you, the requirements for their course work and ways that we can all communicate.

This year, our methods classes are focusing on experiences in the elementary classroom. The interns will be working with you Monday and Tuesday all day during their field placement. During this time, they should be observing, assisting you, working with students and presenting lessons. The more experience they have working with students, the more they will learn about teaching. Although they have a variety of assignments that they must complete in the next four months, there is plenty of time to work with individuals, small groups or even whole groups under your direct supervision. I hope that you will feel free to give your intern additional opportunities to work with students.

Attached, you will find some information that I hope you find useful. You will find some general information, professional requirements of the interns, the lesson plan format, the planning sequence, and information on assessing your intern. In addition to this information, you will be electronically sent a calendar for assignments and a description of the lessons that the intern must teach during this placement. Prior to planning and implementing lessons, interns should have time to observe, work with students and even present lessons that you have prepared or worked on together. The descriptions explain what kinds of lessons they must prepare. I hope that they are open ended enough to fit into your classroom. The schedule has been kept flexible so that your intern's lessons can fit your schedule.

Your feedback will be one of the most valuable learning tools in this program. Interns will need to discuss the strengths and weaknesses of their lessons and work in your classroom. Please plan to observe and write comments on all of the lessons that your intern plans and implements in your classroom. You can also provide feedback on their work with students that you assign. You should plan a time each week to talk about future lessons and to discuss work that your intern has done. You will also find a midterm progress report and final evaluation form. Please fill out the midterm report by October 13th and the final evaluation by December 15th. If you have any successes or concerns that you would like to share with me in between evaluations, please feel

free to contact me. PDS faculty will be visiting classrooms this semester to watch students teach and work in your classroom.

Thank you for welcoming an intern into your classroom this semester. I hope that the experience is positive for you and your students. If at any time you have questions, concerns or problems please contact me. I will do my best to assist you. I am looking forward to another rewarding partnership this semester.

Sincerely,

Laurie A. Palmer, Director
UD/Milford PDS

Table of Contents

School Information.....	4
Supervision and Communication.....	5
Lesson Planning	7
Lesson Planning Sequence.....	8
Lesson Plan Format.....	11
Lesson Plan Reflection.....	14
Professional Responsibilities	15
Dress Code	16
Guidelines for Professional Conduct.....	17
Standards of Professionalism and Students' Responsibilities...	20
Field Trips.....	22
Ways Interns Can Assist in the Classroom.....	24
Observation and Evaluation	26
Midterm Progress Report.....	28
Final Intern Evaluation.....	29
Professional Dispositions of Effective Educators Form.....	33
Faculty Assistance.....	35
When to Call for Assistance	36



**Southern Delaware Elementary Teacher Education Program
University of Delaware/Milford School District
Professional Development School**

Partnership School Information

Administration Building	422-1600
Benjamin Banneker Elementary School Principal – Mrs. Jean Wylie Junior Intern Hours 7:40-3:30 (M-R) 2:30 (F)	422-1630
Lulu Ross Elementary School Principal – Dr. Sylvia Henderson Junior Intern Hours – 7:40-3:30 (M-R) 2:30 (F)	422-1640
Evelyn I. Morris Early Childhood Center Principal – Mrs. Susan Donahue Junior Intern Hours – 8:00-3:30	422-1650

Note: Junior interns are required to keep teacher hours even if the teacher has another commitment or is absent and is not in the classroom until the end of the teacher day. These hours are:

Ross and Banneker – 7:40-3:30 (2:30 on Fridays)
Morris – 8:00-3:30

Please plan for time to meet with your intern to help the intern plan for lessons she will be teaching and to reflect on her work in the classroom. **Junior interns are required to attend after school faculty meetings and inservice trainings on their internship days.** However, they are not required to attend meetings after 3:30, but it is strongly recommended that they participate in all trainings and activities. They are also required to attend Open House at their school, family fun nights, and attend at least one parent conference.

SUPERVISION AND COMMUNICATION

PDS Faculty Supervision of Interns and Weekly Communication

Providing feedback to interns and supporting the work of mentor teachers is important to the PDS faculty. Although faculty would like to observe you teaching each week and watch all of their lessons, this is not possible. Faculty also realize that mentor teachers see you all day and their feedback is the most critical to your growth as a teacher and professional. Faculty will visit each school each week, but may not be able to observe all interns when you are teaching. Faculty may also stop in a classroom when you are supporting the teaching of the mentor teacher. The observation schedule may not permit a visit each week, but faculty will make contact with all mentor teachers and interns electronically on a weekly basis. At any time if you would like to meet with the PDS faculty, please let us know and a visit or conference will be arranged. PDS faculty will communicate and provide feedback through weekly electronic communications and classroom visits.

Weekly Electronic Communication

Mentor teachers, senior interns, and junior interns will hear from Laurie or Judy electronically each week. These e-mail communications will be sent on Thursdays or Fridays. The e-mail communications may offer support for the work being done, include reminders of upcoming meetings or events, share successes, and/or address an issue or problem.

You need to respond to the weekly messages so that Laurie or Judy can respond appropriately. The response may be an acknowledgement that all is going fine, information about a success, information about a struggle, a question or a concern, or a request for a meeting or an observation.

Classroom Visits/Observations

Laurie and Judy will observe a minimum of five lessons taught by senior interns and a minimum of three lessons taught by junior interns. We will also do drop-in visits in addition to formal observations. A mentor teacher may request additional observations from Laurie or Judy. We are always more than happy to help in any way possible and support the important work of the University of Delaware/Milford School District Professional Development School interns.

LESSON PLANNING

University of Delaware Southern Elementary Education Program Lesson Planning Sequence

During their internships, student interns will be working in a variety of classrooms throughout the Milford School District. They will spend time observing, helping students, teaching lessons planned by their mentor teacher, and finally planning and implementing their own lessons in the four content areas. This will be the most valuable part of their teacher education program. Their field placements will allow them to utilize the knowledge that they have gained through observations, readings, seminar discussions, and activities in teaching appropriate and exciting lessons.

In each of their methods classes, interns will be asked to plan and implement several lessons. All of their lessons should be written using that same procedures and format. Attached, you will find a copy of the lesson plan format that includes a description of what is to be covered in each section and a sample reflection form. This format is required for all lesson plans. (Please note that some of the methods classes may require additional sections or specific information within a section of the lesson plan. Interns will be given this information in their course syllabi.)

It is important that the interns follow these procedures for all of their lessons during their junior internships. If your intern is not following these procedures, please let the PDS faculty know.

Lesson Plan Drafts

When junior interns are ready to present a lesson there are several steps that they will need to follow:

- The interns must discuss their plans with their mentor teacher. They should have quality ideas ready to share that will fit into what is going on in the classroom and meet the requirements of their assignment. **The mentor teacher must approve these ideas prior to the intern writing their first draft.** Interns are encouraged to go to their mentor teacher with ideas rather than asking what should they do.
- Plans may not be copies of lessons written in teacher manuals, but can include information from these sources. Interns are encouraged to be creative! They should cite their sources if they take a lesson from a manual.
- Interns will need to consider if their plans are part of a larger unit of study, fall into a sequence of learning, or stand on their own. Lessons must meet the needs of your students, follow content standards, and include best practices in teaching.
- Interns are now ready to write the first draft of their plan.
- Plans must include:
 - Intern's name, title of lesson, subject, lesson number, date, time, grade, and approximate time required for the lesson
 - Student characteristics
 - Prior knowledge
 - Learning goals
 - Differentiated objectives
 - Essential Questions
 - State standards
 - Assessment

- Content connections
 - Materials needed
 - Teaching procedures
 - There may be additional, subject specific information required for different content area lesson plans.
- **Interns will submit their plans to their instructor at least two weeks before implementation.** They will follow the dates listed on the *Lesson Plan Calendar*. These deadlines are very important. If you do not receive the draft or final plan as indicated on the calendar, you do not have to allow the intern to teach that lesson. The instructors will approve all plans before they are given to the mentor teacher. Interns will not receive points for any plans not approved by their instructor prior to giving it to their mentor teacher.
 - Interns will include copies of all handouts and overheads with their lesson plans.
 - The instructor will review the draft and make suggestions for revisions. **This is draft #1**

Drafts for Mentor Teachers

- Interns will revise their draft as noted in the comments from their instructor and give a clean, typed copy to their mentor teacher. **They must include copies of all handouts and overheads.** It should be noted that the instructors look over the plans for all required components and evidence of good lesson planning. They assume that mentor teachers have approved ideas and plan content. Teachers are strongly encouraged to make additional comments and requests for revisions on the plan.
- **Interns should not give their plan to their mentor teacher prior to approval from their instructor. They should not give their mentor teacher a copy of the plan that was reviewed by their instructor with the comments on it.**
- The mentor teacher will make comments and suggestions for revisions on the lesson plan. **The mentor teacher must sign and date the draft.** Interns will not get credit for this draft if it is not signed by their mentor teacher. **This is draft #2.**
- Interns will revise this draft and create a clean, typed final plan. This plan needs to be given to their mentor teacher prior to teaching. Interns should include a coaching card with their final plan.

Lesson Reflection

After interns have taught a lesson, they should discuss it with their mentor teacher. They should be prepared to share what they felt were the strengths and weaknesses of the lesson. The mentor teacher should also reflect on the lesson. Remember that this is a learning experience. Often the most valuable learning about teaching will come from some of the lessons that seem to be disasters. Each lesson that interns implement will make them a better teacher. Interns should learn from them. They should not be afraid to reflect on the weaknesses of their lessons. Their lesson will only have failed if they do not reflect upon and learn from their mistakes.

Lesson reflections using the reflection format must accompany all final plans. All sections must be filled out and show evidence of self-evaluation and thoughtful reflection of their work. Interns should include any changes that they made to their final plan and the reasons for these changes.

Final Lesson Plans

Upon completing their lessons, interns will turn in their drafts and the final plan. Frequently teachers alter plans right before or during the teaching of the lesson to meet the needs of the students or changes in the day. If this happens during one of the intern's lessons, they do not have to write a new plan. They will simply note in their reflection, what changes were made and why. Final plans must include:

- Drafts #2 (the copy with mentor teacher's comments and signature)
- Copies of handouts and/overheads
- Final plan (signed and dated)
- Lesson reflection page
- Evidence of assessments such as anecdotal notes from observations, completed checklists, scores, etc.
- Coaching cards or other written documentation from their mentor teacher and PDS faculty supervisor (if lesson was observed).

Daily Lesson Plan

Junior Intern _____ Title of Lesson _____

Grade _____ Date and Time of Implementation _____ Subject/Lesson # _____

in Group _____ Approximate Time Needed for Lesson _____

Date Received _____ Mentor Teacher's Signature _____

1. Student Characteristics and Prior Knowledge

- Information or special needs of students that might impact **this lesson**
 - Consider language proficiency, skill level, exceptionalities, learning styles, behavior, medical, physical limitations, or any other characteristic that is related to this lesson.
 - This should include the needs of all students, not just special education students.
 - Do not use labels, but rather characteristics that students exhibit that **need to be addressed in this particular lesson**.
 - The organizer below should be more than a behavior chart.

Student(s)	Characteristic(s)	Accommodation(s)

- Use first names only.
- Accommodations must be appropriate, effective, and included in your lesson procedures.
- Prior knowledge** must include vocabulary that is needed to successfully complete and understand this lesson.
 - This is not an overview.** It must include the content **knowledge, skills, and strategies** that students need in order to be successful with this particular lesson.
 - This does not include any information, concepts, strategies or vocabulary that is **taught** during this lesson, just the knowledge that students need to bring to this lesson.

2. Statement of Learning Goals/Objectives/Standards/Grade Level Expectations:

Learning Goals:

- What do you want the students to learn and/or understand?
- Do not include what the students are doing during the lesson (not the activity).
- What is the overall focus or **“big idea”** of the lesson?

Objectives:

- What will the students will be able to do by the conclusion of the lesson?
- This should not be the activity that they will be completing, but the learning they will be demonstrating during your activity.
- Present objectives in terms of observable lesson outcomes.

State Standards and Grade Level Expectations:

- List state standards that are being addressed in the lesson. (required)
- List of grade level expectations being addressed in this lesson. (optional)

3. Essential Question

- Lesson objective in the form of a question.
- Helps to organize and set the focus for the lesson
- Should not be written as a yes or no question
- You will answer the question in your closing. This will help to provide evidence of student learning.
- Some schools require you to post the essential question and/or include it in your plan book.

4. Lesson Assessment

- Assessment should be stated in your procedures.
- Assessment is an ongoing activity that can be done during any part of the lesson.
- Explain how you will determine that the students have learned what you intended to teach them.
- Select a systematic means of assessment that is aligned with the objectives to analyze and document student progress.
- Assessment can be conducted in both formal and informal ways.
- When observing, listening, or taking notes:
 - Observing for what?
 - Listening for what?
 - Taking notes of what?
- How will you document your assessment?
- Must include your criteria
- Consider how this will impact your instruction.
- Use the organizer below to share your assessment plan.

Objective(s)	Method(s) of Assessment	Documentation
This is the exact objectives listed above. One objective per box.	This details how you are assessing this objective. You might have more than one assessment for an objective. This should include your criteria when appropriate.	How are you documenting the results of your assessment?

5. Content Connections

- **Lesson Content**
 - Demonstrate **your knowledge and understanding** of the fundamental concepts (subject matter) of the lesson.
- **Connection to past and future lesson**
 - Explain how the content of the lesson builds on what has preceded it and how it is connected to what students will be learning in the future based on knowledge, research, and theory.
 - What have the students done in previous lessons that relates to this lesson? What will they be doing in the future that relates to this lesson?
- **Connection to other content areas**
 - Explain how the lesson content is integrated across the curricula (if applicable).
 - Explain how other content areas are integrated into this lesson (if applicable).

6. Instructional Materials:

- List all of the materials and quantities you will need for the lesson.
- Identify specific materials used to accommodate individual differences.
- **Copies of all handouts, assessments, and overheads must be included with all plans.**

7. Teaching Procedures

Introduction

- Explain how students are to behave and what is expected from them.
- Capture students' interest; gain students' attention.
- Share the essential question
- Tell students what it is they are expected to know or be able to do. ("Today we will...")
- Introduce the lesson.

- Review prior knowledge - could include an activating knowledge strategy.
 - Link prior knowledge
 - Build knowledge needed for the lesson

- Serve as advance organizer for the lesson
- Preview key vocabulary
- The “K” in the KWL chart
- Include “before reading questions” if using literature.

Developmental Activities

- Present content, skills and strategies.
- Describe the selected teaching methods, instructional procedure, and learning activities which are appropriate for the students and that are aligned with the learning goal(s)/objective(s)/essential question.
- Include what the teacher will say and do.
- Could include a mini-lesson
- Model the skill or strategy being taught (Go through the process, explain what is expected.)
- Think aloud
- Check for understanding. (Ask students questions about the lesson, “during reading questions” if using literature.)
- Provide guided practice. (Strategies used to insure that students practice desired behavior; teacher is readily available; teacher should be monitoring group.)
- Could include group work
- Could include independent practice
- **Include critical questions that you will ask.**

Closure

- Summarize main points or big idea(s) of the lesson. Bring closure to the learning of your lesson.
- Summarizing or sharing work.
- Answering essential question
- Explain how learning is tied to future instruction (“Tomorrow we will...”)

PROFESSIONAL RESPONSIBILITIES

University of Delaware Student Dress Code

Dress in the field must be professional at all times. Even if interns are going over to their classroom to drop something off on a day they are not in school, they are expected to adhere to the dress code. The interns must adhere to the following dress policies when in Milford School district buildings:

- No jeans. No exceptions.
- No tank tops or spaghetti strap tops or dresses.
- No shirts with writing - advertising
- No sneakers, flip-flops, shower shoes, beach shoes, or sandals that resemble flip-flops. A shoe that has a front strap like a flip flop no matter what it is made out of or size of heel is not permitted.
- No form fitting tops, or low neckline tops or dresses.
- No short tops that reveal or would reveal the midriff when arms are raised.
- No tight fitting clothes.
- No tight fitting short skirts. Skirts should be no higher than just above the knee.
- No skirts with slits that are too high.
- No shorts of any kind including Bermuda or walking shorts (men and women).
- No pajamas
- No sweatshirts or sweatpants no hoodies, shirts, pants made of sweat material
- Dresses and tops with a tank top look need to be covered with a jacket or sweater.
- Wear proper undergarments.
- No exposed underwear.
- No "exposed thong" underwear.
- No low cut/low rise pants.
- No hats in the buildings.
- All tattoos must be covered
- Body piercings with the exception of ears, must be covered or removed.

Dress Code During Field Trips

Interns are expected to dress professionally and in accordance with the dress code at all times during their field experiences and when they are in a school building. This includes field trips. Although they won't be in your building, it is important that you always maintain the professional look. The one and only exception to the dress code is if you take a field trip to an outdoor location that requires interns to be crawling around on the ground out in nature, or participating in sporting activities. In this case, interns may wear sneakers and jeans that are clean, neat, and free of holes, fraying, or worn out. For all other kinds of field trips, interns must dress comfortably while adhering to the dress code. Interns should not ask the faculty to make exceptions to this dress code. Interns should not ask their mentor teacher to call PDS faculty for an exception.

If interns are dressed inappropriately while in a school, they may be asked to leave and they will have to make up the time.

GUIDELINES FOR PROFESSIONAL CONDUCT DURING CLINICAL EXPERIENCES

Note: All University of Delaware students are required to adhere to the following during all clinical experiences.

As a representative of the University of Delaware, you are expected to practice sound professional ethics and to conduct yourself in a professional, responsible, and reliable manner at all times. Remember that you are a guest in your partnership school and are expected to maintain high professional standards.

The following are some general guidelines for professional conduct during your placement:

I. BEFORE REPORTING TO YOUR CLINICAL SITE

- A. To participate in a clinical experience, you must have a valid negative Tuberculin test on file at the PDS Center.
- B. Arrange for reliable transportation since you are responsible for your own transportation to the clinical sites.
- C. Dress appropriately and professionally. This would include **no** jeans, T-shirts, shorts, sweat clothes, mini-skirts, see-throughs, midriffs, sneakers, hats, baseball caps, or excessive cologne/jewelry. Exceptions to this might include physical education settings, some field trips, floor activities and other situations as deemed appropriate by your University supervisors.
- D. Be sure that you are well groomed.

II. AT THE CLINICAL SITE

- A. Report to your school/center on the days scheduled. Be prompt and arrive early enough to **begin** work on time. Your scheduled school day is 8:00-3:30 in the middle school and early learning center, and 7:40-3:30 in the elementary schools. Fulfill completely the commitment made to the class/group/student. Remember that you are required to participate in after school meetings.
- B. Notify your PDS supervisor **and** your mentor teacher before the beginning of the school day if you are going to be late or absent. Any absence or lateness should occur only in cases of illness or an emergency. Personal commitments or academic deadlines are not acceptable reasons for your lateness or absence.
- C. Friends or family members may not accompany you to the clinical site at any time.
- D. Learn and carry out the school policies and procedures that have been established for pupils including no soda or beverages besides water at your desk or when you are walking down the hall.
- E. Abide by the regulations and rules established for school personnel.
- F. Hold all information in confidence concerning pupils or others as directed.
- G. Do your own work. It is appropriate to share ideas and adapt resources, but do not plagiarize someone else's work. Cite everything.
- H. Take responsibility for acquiring pertinent information about pupils for whom you are responsible, and for becoming thoroughly acquainted with these pupils.
- I. Be fully prepared for your teaching/tutoring assignment(s); this includes materials and/or supplies. If equipment or materials are necessary from the assigned school (and the school or mentor teacher has willingly offered), request them ahead of time and not on the day of the lesson. Promptly return the equipment and materials to the appropriate place.

- J. Be discreet about your personal life. Your school is not the place to discuss your social life or your personal experiences with drugs or alcohol (no matter how educational they may seem to you).
- K. Be sensitive when taking notes during a placement. Never record anything that you would be uncomfortable sharing with your mentor teacher.
- L. Keep your PDS supervisor informed of progress made and problems encountered.
- M. **Beepers and cell phones are never permitted in the classroom.**
- N. **Always wear your UD/Milford School District ID**

III. JUDICIAL AND LEGAL IMPLICATIONS

- A. Read and familiarize yourself with the Code of Conduct from the University of Delaware Official Student Handbook. This Code of Conduct extends to your off-campus clinical experiences. Any acts of misconduct during your field placement(s) shall be subject to action within the Undergraduate or Graduate Student Judicial System. The Code of Conduct can be found at http://www.udel.edu/stuhb/deanstu/POLICY_II.html.
- B. Persons applying for a teaching position in Delaware and a number of other states must undergo a criminal background check. Please be certain that you make good decisions and use good judgment at all times. Failure to do so could jeopardize your teaching career by making you ineligible for employment in many districts.

A person seeking employment with a public school in Delaware may be disqualified from employment for any of the following reasons:

- (1) Conviction or manufacture, delivery or possession, or possession with intent to deliver a controlled substance, or a counterfeit controlled substance;
 - (2) Conviction of any felony in this state or any other jurisdiction in the last five years; or
 - (3) Conviction of any crime against a child in this State or in any other jurisdiction.
- C. Individual school districts make the determination regarding what makes a person ineligible for employment. Generally, a felony arrest, a serious offense, or any crime against a child would make one ineligible for employment; however, a pattern of misconduct (e.g., DUI, underage drinking, petty theft, reckless driving, etc.) could also make one ineligible for employment. Since different districts view various offenses differently, something one district might perceive as not very serious might be seen as quite serious by another district. Be aware that even petty problems, viewed collectively, could render you ineligible for employment. It is in your best interest to keep your record clean.

IV. GROUNDS FOR DISMISSAL FROM FIELD EXPERIENCES (Junior or senior internships)

- A. Candidates in a teacher education program are expected to conduct themselves in a professional manner at all times. Candidates may not engage in acts of behavior which are professionally inappropriate for teachers or which are unlawful for any citizen. If the candidate engages in any of the following acts, it may result in dismissal from internships and candidates may be **ineligible for future internships**:

1. Candidates may not date pupils, parents of pupils enrolled in the school, or school or University personnel during the clinical experience. If you feel you are under any pressure to engage in inappropriate social activity, contact your PDS supervisor, Dr. Palmer, or the Director of Clinical Studies.
 2. Candidates may not socialize with school pupils except in an official capacity at officially sponsored school events.
 3. Candidates may not drink, smoke, be under the influence or be in the possession of alcoholic beverages or illegal drugs on school property, nor with or in the presence of any school pupil(s).
 4. Candidates may not use sexually explicit, obscene, profane, abusive, or derogatory language on school premises or at school sponsored events; nor may they suggest access to inappropriate material (e.g., on the Internet).
 5. Candidates may not take pupils off school property unless accompanied by the mentor teacher or another full-time district employee assigned by the principal.
 6. Candidates may not leave school early, be late to school or seminars, or have absences on a consistent basis.
- B. If at any time your conduct causes the mentor teacher, the principal, and/or the Director of the PDS to determine that your presence in the classroom has become detrimental to the educational program of the pupils in the class, to the partnership school, or to the UD/Milford PDS, you may be asked to leave the school and your placement could be terminated by the University.
- C. Should you be asked to leave the school based upon your behavior or your failure to perform at a satisfactory level (**a score of 3 in each of the 5 Pathwise domains or a 3 in the Profession Dispositions of Effective Educators**), the University of Delaware is not obligated to reassign you to another school and you may be ineligible for future field experiences or internships at the UD/Milford PDS or University of Delaware.

Failure to abide by these regulations may result in judicial action by the University of Delaware, legal action and/or failure of student teaching or junior/senior internships and/or specific University courses that require field placements.

APPEAL PROCESS

Candidates in teacher education programs may appeal decisions to the University Council on Teacher Education.

Standards of Professionalism and Students' Responsibilities

Note: The junior interns are expected to follow these guidelines while in your classroom. Please contact Laurie Palmer (lpalmer@udel.edu) if you have any questions or concerns.

- **Attendance at each field experience is mandatory. Any absence or lateness (excused or unexcused) must be made up.** Please inform your PDS faculty supervisor, Laurie (lpalmer@udel.edu) or Judy (jpatton@udel.edu), if you are going to miss or be late for your field experience **prior to** the beginning of the school day. If you are going to be absent from the classroom, give your mentor teacher as much notice as possible. Do not call and leave a message after school has begun. Your mentor teacher is counting on you during your scheduled field placement. **Do not miss or be late for a field experience without notifying your mentor teacher and your PDS faculty supervisor (Laurie or Judy).**
- If you are scheduled to teach on a day that you are going to be absent, **you must have your plans in your classroom** and all materials prepared so that your teacher could implement your lesson **even if your teacher is going to postpone your lesson until you return.** This follows the same requirements that a teacher must follow if he/she is going to be absent from school. In other words, you will need to leave substitute plans even if your mentor teacher decides that you will teach the lesson at a later date.
- Follow the University of Delaware Dress Code at all times during your field placement (see the PDS Handbook for the dress code). You may be sent home from school if you are not dressed professionally. Please check the handbook for appropriate field trip dress.
- Always arrive at the school site early. You will want to organize your thoughts and materials before beginning the day's activities.
- Do not come to school and begin to prepare your materials for that day's lesson. **You should be ready to teach when you arrive at school. Do not wait to copy materials until the day of your lesson.** This includes having all supplies ready. You should have materials and equipment in place when the children arrive. Make sure that if you are using equipment, you know how to use it and have made sure that it is operating correctly prior to the start of the school day.
- Taking notes at the site must be handled sensitively. Your field notes should only describe what you observe, not evaluate or judge. Give your mentor teacher access to your field notes at all times. Never record anything that you would be uncomfortable sharing with your mentor teacher.
- Show respect and empathy for all people at your site- mentor teachers, children, supervisors, school personnel, and other interns. We all have very complex jobs to handle, and all of us make mistakes.
- Whatever the school and classroom rules are, obey them yourself.
- Please do not drink coffee or soda in the classroom or in the halls.
- When you are not teaching a lesson or observing your mentor teacher, you should be involved with the children. **Do not just sit,** work on future lessons, read, or do other work. **You should be actively engaged at all times.**
- Discuss all ideas with your mentor teacher before you start to write lesson plans.

- **Set up a time each week to discuss upcoming responsibilities and teaching assignments and the teaching you have done with your mentor teacher.**
- Make sure that your mentor teacher has your home phone number, address, and e-mail address during your first visit.
- Be very sensitive to your conversations in your school. Although you may hear teachers doing it, it is not appropriate for you to discuss children, teachers, administrators, PDS faculty, or problems in the buildings or on school grounds. In other words, complaining about your mentor teachers, PDS faculty, or your work is not appropriate in school. It is perceived by those in the building as lacking professionalism. Gossiping, spreading rumors, and complaining can hurt you, members of your cohort, and the PDS program.
- **Do not bring cellular phones or pagers into the school buildings. This does not mean that phones or pagers can be put on silence or vibrate. You will be asked to leave your placement and will have to make up the day if you have one in school.** If there is an emergency, the office can be called and they will get in touch with you in your classroom.
- Do not bring MP3 players or iPods into the school buildings.
- Your computer use in your field placement classroom is limited to work specifically requested by your mentor teacher. **You may not** check or send e-mail messages, work on lesson plans or projects, or surf the Internet during the school day unless specifically requested by your mentor teacher. The one exception is using e-mail to notify your PDS supervisor of a last minute schedule change. You may not work on assignments other than those directly related to your students such as lesson plans or case studies while you are in the schools either before school, during school, or after school.

FIELD TRIPS

Field Trips

Field trips are an important part of the school curriculum. Assisting in the planning and participating in field trips is a valuable learning experience for the interns. We hope that during their internships, the student interns have several opportunities to participate in field trips with their classes.

It is important to note, that interns are different from traditional methods students and student teachers. During their two years at the UD/Milford PDS, the student interns are participating in courses while they are completing their internships. Both are important and valuable in the education of the interns. Interns will not be pulled from scheduled field experiences to participate in UD courses and they may not be excused from their University courses to participate in a field trip. If a field is planned for when an intern has a UD course, he/she will not be able to attend the field trip. **Interns may not miss part of or a whole class to participate in a field trip.**

UD Dress Code for Field Trips

Student interns are expected to dress professionally and in accordance with the dress code at all times during their field experiences and when they are in a school building. This includes field trips. Although they won't be in the building, it is important that they always maintain the professional look. This is a UD requirement. The one and only exception to the dress code is if you take a field trip to an outdoor location that requires the children and teachers to be crawling around on the ground, hiking, or outside working with and in nature. In this case, interns may wear sneakers and jeans that are clean, neat, and free of holes, fraying, or worn out. For all other kinds of field trips, interns must dress comfortably while adhering to the dress code. Please do not ask the faculty to make exceptions to this dress code.

Ways Interns Can Assist in the Classroom

Ways Interns Can Assist in the Classroom

It is our goal for interns to participate in the classroom as much as possible during their field experiences. They can assist students, help implement your lessons or teach their own lessons.

When children are in the classroom, we ask that interns are either making formal observations in the classroom, supporting the teaching of their mentor teacher, or actively engaged in learning activities. They should not be preparing materials, grading papers, making copies, or completing assignments during class time. The following are some activities that interns can assist with in the classroom:

Before school begins or during enrichment/specials when classroom students are not present

- Meet with mentor teacher to discuss upcoming lessons or lessons you have implemented in class
- Set up a learning center
- Set up AV equipment
- Plan and set up a bulletin board
- Gather materials needed for teaching
- Preview materials for class
- Prepare learning materials
- Copy materials
- Attend school meetings or parent conferences

During class time - They should be making observations or actively involved with students at all times

Work with individual students

- Assist a child who has been absent
- Reinforce skills or strategies
- Read with a student
- Assist student at the computer
- Review returned work, discussing errors and checking for understanding
- Assist a child needing help during a class activity

Work with groups of students

- Read a story to the class
- Help with activities teacher is conducting
- Implement a lesson to a small group planned by the mentor teacher
- Teach their own lessons
- Assist students with enrichment activities
- Monitor the class when the teacher is present
- Assist with assessment activities
- Take attendance and lunch count
- Conduct opening exercises
- Work with groups of students with teacher supervision

OBSERVATIONS AND EVALUATIONS

Junior Intern Evaluations

One of the most important jobs that the mentor teacher has is evaluating their intern's teaching and professionalism in the classroom. The junior interns are just beginning their real teaching during their junior year. It is important that they continually assess their own work and review their mentor teacher's observations on a weekly basis. The mentor teacher will complete the following evaluation activities with interns:

1. Mentor teachers and interns should schedule a time to meet each week. This does not have to be a long conference. It is simply a time to review what the mentor teacher has observed that is positive about their intern's work in the classroom, reflect on lessons assisted with or taught, and set goals. This can be done before school, during lunch, during planning time, or after school. If you schedule the time, this conference is more likely to take place. This is where real learning occurs, so please try and do this each week.
2. Because the junior interns are just beginning their actual teaching, recording of observations is done on a very informal basis. During the junior year, observations are recorded on a coaching card, journal, informal notes, or any method that fits your needs. You will use these notes in your weekly conferences and for your mid-term and final student evaluations.
3. The mentor teacher will complete two written evaluations: one in the middle of the semester and one at the end of the semester. You will find these evaluation forms at the end of this packet. The mentor teacher can either give them to the intern to bring to the center or send them to Laurie Palmer at the PDS Center at Lulu Ross Elementary School. Please be sure to review these evaluations with your intern.
4. In addition to effective teaching strategies, it is important that interns develop strong professional dispositions. Therefore, the mentor teacher will also assess their intern's professional dispositions by completing the Professional Dispositions of Effective Educators form. This should be completed and returned to the PDS Center at the end of the placement. However, if there are concerns about the intern's professionalism, this form should be completed at the mid-term evaluation time.

**Southern Delaware Elementary Teacher Education Program
 University of Delaware/Milford Professional Development School
 Junior Intern
 MIDTERM PROGRESS REPORT**

Junior Intern _____ Mentor Teacher _____

Grade Level _____ Semester _____ School _____

Place check mark at appropriate developmental stage of student at this time in the practicum. [N/A = No opportunity to observe]

The University student is evaluated through evidence of growth as a scholar, problem solver and partner within the following areas:

	Needs Development	Developing	N/A
A. Planning for Student Learning			
-Consulting with cooperating teacher concerning assignments	_____	_____	_____
- Discussing content of lessons with teacher prior to writing the plans	_____	_____	_____
- Presenting draft lesson for discussion	_____	_____	_____
- Preparing and organizing time and materials	_____	_____	_____
- Making finalized lesson plans available at least one day before implementation	_____	_____	_____
B. Managing an Environment and Teaching for Student Learning			
- Beginning to utilize behavior management strategies	_____	_____	_____
- Developing rapport with students	_____	_____	_____
- Interacting with students	_____	_____	_____
C. Emerging Professionalism			
- Showing enthusiasm for teaching	_____	_____	_____
- Exhibiting initiative and interest in the classroom	_____	_____	_____
- Accepting and utilizing constructive criticism	_____	_____	_____
- Exhibiting a capacity for reflection and self-evaluation	_____	_____	_____
- Developing a working relationship with teacher	_____	_____	_____
- Dressing appropriately for the classroom	_____	_____	_____
- Present at scheduled days of practicum	_____	_____	_____
- Punctual with times set at the beginning of practicum	_____	_____	_____
- Acting in a professional manner	_____	_____	_____

Please return through district mail to:
 Dr. Laurie A. Palmer
 UD/Milford PDS
 Lulu Ross Elementary School

**Southern Delaware Elementary Teacher Education Program
University of Delaware/Milford Professional Development School
Junior Intern Final Evaluation**

Instructional and Professional Competencies of Reflective Practitioners Serving Diverse Communities of Learners

Junior Intern:	Mentor Teacher:
Semester:	School:
Grade:	Subject:

University of Delaware Scoring Scale
1. Clearly has NOT mastered the basic requirements of this criterion
2. Has mastered the rudiments of this criterion
3. Has mastered the skills of this criterion and has become highly effective

1. Demonstrates their commitment to education as a scholarly profession that requires ethical standards, continuing process of learning, and the reflective reexamination of knowledge to improve practice	Rating
Shows enthusiasm for teaching	
Inquires about materials, methods, and opportunities for personal and professional Development	
Accepts constructive criticism	
Exhibits a capacity for reflection and self-evaluation	
Total: (Sum of ratings)	

Additional Comments:

2. Demonstrates their commitment to the belief that learners of all ages and abilities can be educated, and toward the goal of developing citizens competent to live and work in a democratic society.	Rating
Seems sensitive to individual students' needs and characteristics	
Develops rapport with students through sensitive and effective interactions	
Works well with individual students	
Works well with groups of students	
Provides students with opportunities to engage in group work	
Total: (Sum of ratings)	

Additional Comments:

3. Incorporates the knowledge of human development into their practice to ensure developmentally appropriate learning experiences for learners of all ages and abilities	Rating
Connects current content to prior and future learning	
Plans instructional activities that are appropriate for learner's needs and characteristics	
Adjusts learning activities to meet the needs of the students	
Total: (Sum of ratings)	

Additional Comments:

4. Possess the content knowledge (including pedagogical content knowledge) essential for teaching the major concepts and intellectual processes of the discipline in their field	Rating
Identifies clear learning goals	
Presents instruction in a clear and effective manner	
Utilizes effective behavior management skills	
Maintains and reinforces consistent standards for classroom interaction and behavior	
Total: (Sum of ratings)	

Additional Comments:

5. Demonstrates reflective thought, critical thinking, and the speaking, writing, technical, and problem solving skills appropriate for the profession	Rating
Is gaining poise and self-confidence when working with students	
Provides appropriate verbal and written feedback to students	
Produces clear, well-written lesson plans	
Total: (Sum of ratings)	

Additional Comments:

6. Designs learning experiences and teaches in ways that promote content knowledge, skill development, critical reflection, and problem-solving according to the methods of inquiry and standards of evidence used in their disciplines	Rating
Monitors student understanding and provides feedback	
Provides students with opportunities for reflection and discussion	
Provides students with opportunities for problem solving	
Total: (Sum of ratings)	

Additional Comments:

7. Uses educational technology effectively throughout the teaching and learning process	Rating
Incorporates technology into lessons	
Provides students with opportunities to use technology	
Total: (Sum of ratings)	

Additional Comments:

8. Plans and uses a variety of approaches to assessment that are authentic, developmentally appropriate, and sensitive to the needs of different learners	Rating
Monitors students' understanding of content	
Incorporates evaluation strategies into lessons	
Aligns evaluation methods with lesson content	
Total: (Sum of ratings)	

Additional Comments:

9. Demonstrates respect for cultural diversity and individual differences by planning learning activities that are sensitive to issues of class, gender, race, ethnicity, family composition, sexual orientation, age, and special needs	Rating
Promotes an environment in which cultural diversity and individual differences are Respected	
Uses appropriate language and vocabulary	
Aligns instruction with learners' needs, characteristics, and interests	
Total: (Sum of ratings)	

Additional Comments:

10. Demonstrates a disposition to work as partners with students, families, other professionals and the wider community to provide a supportive, safe, caring learning environment to optimize every learner's educational attainment	Rating
Discusses plans with teachers prior to implementation	
Makes finalized written plan for lesson available to teacher before teaching	
Is prepared and organizes time and materials effectively	
Maintains a safe physical environment	
Was present and on time for all scheduled field experience days and remained in the classroom the time set at the beginning	
Shows initiative in helping with classroom activities	
Exhibits responsibility through communication, appearance, and flexibility	
Interacts in a professional manner with other teachers and administrators	
Develops an appropriate rapport with students	
Total: (Sum of ratings)	

Additional Comments:

Signature Mentor Teacher

Date

Please return through district mail to:
Dr. Laurie A. Palmer
UD/Milford PDS
Lulu Ross Elementary School

Professional Dispositions of Effective Educators Form (Mentor Teacher/Supervisor/Faculty)

Name of Candidate: _____ **Date:** _____

The University of Delaware (UD) professional education faculty and staff, and their school-based partners, have the responsibility of evaluating UD professional education candidates' effectiveness. We use a variety of instruments and methods to ensure our candidates acquire the knowledge, skills and dispositions necessary to be effective in today's classrooms.

Effective educators come from widely different backgrounds, and have varied opinions, interests, and personalities. But some qualities, such as the ability to communicate clearly, are common to nearly all good educators. Please rate the behaviors identified in the table below.

Dispositions...	Behaviors that exemplify each disposition...	Rating:		Comments
		Unacceptable	1 Never Exhibits 2 Seldom Exhibits	
		Acceptable	3 Sometimes Exhibits	
		Target	4 Frequently Exhibits 5 Always Exhibits	
		N/A	N/A No or insufficient opportunity to observe to form a judgment	
1. Effective educators interact positively with peers, faculty, P-12 personnel (cooperating teachers, administrators, and other school colleagues), and students.	Works effectively with others, shows emotional maturity and sensitivity			
2. Effective educators express themselves clearly and effectively, orally and in writing.	Writes and speaks coherently and in an articulate manner with correct grammar and spelling			
3. Effective educators accept constructive criticism and guidance and are willing to modify their behavior or practice and implement recommended strategies.	Responds appropriately to feedback.			
4. Effective educators demonstrate a curiosity and willingness to learn, aided by reflection and assessment of new information and ideas.	Reflects on information provided, demonstrates ability to apply new ideas to practice, exhibits a willingness to learn new ideas			
5. Effective educators demonstrate respect, empathy, patience, sensitivity, and understanding towards all learners.	Interacts with others appropriately and respectfully, avoiding preconceptions and employing strategies that emphasize interacting in a positive manner			

6. Effective educators demonstrate a positive attitude toward all students and exhibit enthusiasm for helping all students learn.	Demonstrates a respect for all, regardless of gender, ethnicity, cultural background, socioeconomic levels, and exceptionalities, is encouraging to all students and acknowledges different learning styles and needs		
7. Effective educators attempt to solve problems in a fair-minded manner, independently and with others.	Seeks pertinent information, learns current ideas and strategies, uses knowledge to solve problems independently and with others		
8. Effective educators are committed to mastering best practices informed by sound theory and research	Seeks theoretical knowledge and regularly connects theory to teaching practices by choosing developmentally appropriate and content specific activities and learning experiences		
9. Effective educators reflect on their teaching to learn from their experiences and to change their practices.	Reflects on teaching practices, considers theory, current research, and student learning in making appropriate planning and teaching modifications		
10. Effective educators are responsible colleagues and act in a professional manner in accordance with the University's professional education code of conduct (for details see www.udel.edu/teached/conductcode).	Arrives punctually, completes assignments on time, dresses professionally, communicates in a professional manner, exercises sound judgment in professional practice and demonstrates ethical behavior including academic honesty		

*These dispositions are judgments about professional potential, not about persons or their opinions or beliefs. Institutions certifying educators owe the state's citizens their best judgment and keenest observations when making decisions that will have such profound future effects. The identification and evaluation of professional dispositions is a valuable tool for identifying and capturing important information about prospective teachers, school psychologists, specialists, and administrators to make sure that they are prepared for their professional lives.

Signature of Evaluator

Date

Please check the appropriate title: Mentor Teacher Faculty Supervisor

FACULTY ASSISTANCE

WHEN TO CALL FOR ASSISTANCE



The role of a PDS mentor teacher or a teacher educator can be a challenging one. In addition to running your classroom, teaching your students, and taking on a variety of school responsibilities, you have taken on the responsibility of helping to prepare your intern for the role of an effective teacher. You model good teaching and classroom management for your intern, provide teaching opportunities, reflect on the work of your intern, and complete formal observations and evaluations along the way. Although we prepare the interns to be successful in your classroom, there may be times when problems arise. Being good problem solvers, mentor teachers often try and handle these on their own, hope they will go away, or live with them so as not to upset the intern. Sometimes problems do correct themselves, but more than not, little problems can interfere with the experience or even learning in your classroom. Remember that you are not in this alone. If you believe that your intern is experiencing difficulty in any area or areas below, or even areas not listed but that you consider a problem or a challenge, please contact Laurie Palmer (lpalmer@udel.edu) or Judy Patton (jpatton@udel.edu) immediately **and without hesitation**.

- Tardiness
- Breaking confidentiality and/or gossiping
- Inappropriate dress
- Receiving lesson plans late
- Quality of work
- Struggling with interactions with students and/or school staff
- Disrespect of students and/or staff
- Any issues on the Professional Dispositions of Effective Educators Form

Often problems can be quickly taken care of with a candid conversation (PDS faculty's job) or a three-way conversation (we'll do it together). The UD PDS faculty is here to support you in this very important role.