



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

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Dear Senior Mentor Teachers,

We have formed a unique partnership between the University of Delaware and the Milford School District to provide preservice teachers with an enriched educational program to prepare them to be successful classroom teachers. One of our goals is to provide student 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, we 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.

Attached, you will find some information that we hope you will find useful. Information includes:

- A description of the senior intern
- Senior intern requirements
- Guidelines for communicating with interns
- Helpful suggestions for preparing for your intern
- Mentor teacher responsibilities
- Completing a weekly schedule
- A suggested teaching schedule
- Conferencing with your senior intern
- Writing lesson plans
- Evaluating your senior intern

This information will help to explain the expectations of this experience for both you and your senior intern.

The details of this placement will be shared during our first mentor teacher meeting and throughout this handbook. Your senior intern will also be able to explain specific lessons and activities that she/he needs to implement. Should you have any questions or concerns, or if you would like to discuss any issue regarding your senior intern or her/his work, I hope that you will not hesitate to get in touch with me. This semester, the senior interns will be supervised throughout their internship by me if they are in Lulu Ross Elementary School, or Judy Patton if they are at Benjamin Banneker Elementary School or Morris Early Childhood Center.

Thank you for welcoming a senior intern into your classroom this semester. I am confident that the experience will be positive for both you and your students. Please do not hesitate to contact me if you have any questions or concerns. I am looking forward to another rewarding partnership experience this semester.

Sincerely,

Laurie A. Palmer, Director
UD/Milford PDS

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THE SENIOR INTERN

The Senior Intern

You will be having a senior intern in your room this semester. You will immediately notice that your intern is not completing a traditional student teaching experience. The UD/Milford PDS offers a unique opportunity for student interns to spend an extended time in the classroom during both their junior and senior year while taking University classes. This schedule resembles the model used in hospitals and medical schools for doctors, where medical interns continue their medical studies while spending time working in the hospital. This model allows PDS interns to gain pedagogical knowledge, apply this knowledge in the classroom, reflect on personal teaching and that of the mentor teacher, and then return to the University classroom to continue their scholarly learning.

The Senior Experience

1. Senior interns participate in typical student teaching responsibilities throughout their senior year, rather than just one semester.
2. Prior to coming into your classroom, the senior interns have spent approximately 600 hours in the classroom during their junior year.
3. Senior interns take University courses while working in the schools. It should be noted that a majority of their assignments in these courses are connected directly to their teaching experiences.
4. Senior interns have more experience than traditional students during student teaching. They are prepared to assume classroom responsibilities early in their placement.
5. Senior interns will plan and implement lessons and gradually assume full teaching responsibilities in the classroom.
6. Interns and mentor teachers are encouraged to do collaborative planning and teaching throughout this experience.

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.

SENIOR INTERNSHIP REQUIREMENTS

SENIOR INTERNSHIP REQUIREMENTS

1. Student teaching notebook

The interns will maintain a notebook that contains a variety of information that encompasses their assignments and experiences in their senior internship. Specifically, their notebook this semester will include placement, student and classroom information, lesson plans, record keeping forms, written observations/evaluations from their mentor teacher and PDS supervisors, their Time Log and Self-Reporting Log Supplements, and reflection log. Their notebook must be out on their workspace and available to their supervisor and you at all times.

2. Weekly schedule

The weekly schedule, which is submitted to their PDS supervisor, projects their instructional responsibilities for the coming week. Other sections of the form provide an opportunity to identify experiences and responsibilities that were not originally included in the current week's schedule, share highlights from their weekly evaluation conference, and include any time absent from their placement. This form must be signed by their mentor teacher and arrive at the PDS Center **no later than 4:00 on Thursdays.**

3. Observation and Internship Record Keeping Forms

The interns will complete all of the forms in the forms section of their manual and file them in their student teaching notebook. These forms help them learn about your classroom and school, your routines and procedures, and characteristics about the students in your classroom. All of this will help to inform their teaching. Although these forms are the responsibility of the interns, they will need some of your assistance to complete some of them.

4. Letter of introduction or classroom newsletter

The interns are required to write a letter of introduction and a classroom newsletter in each placement. These assignments and other communications made throughout their senior internship enable them to begin to establish partnerships with the parents or guardians of your students. The letter of introduction should go out to your students during the first week of school. They are required to submit a draft of their letter of introduction and newsletter to their supervisor prior to submitting it to you for your approval. **You should approve all written communications from your intern before they are sent home.**

5. Detailed plans for each lesson taught

The senior interns are required to write formal lesson plans for all lessons that they teach during their senior internships. Their mentor teacher must receive a copy of each lesson plan at least two days prior to implementation. Interns must make all revisions requested by their mentor teacher. Mentor teachers should sign and date plans. Refer to the Daily Lesson Plan section of this manual for examples of lesson plans. In the co-teaching experiences, interns will write plans for lessons when they are assuming the lead teacher role.

6. Reflections

The senior interns will reflect in three different ways during their senior internships; a weekly goal, action plan and reflection, a reflective posting on SAKIA, and a teaching discoveries reflection.

7. Teacher Work Teacher Work Sample (Fall Only)

The interns will complete a Teacher Work Sample project this semester. This project focuses on teaching for student learning and assessment.

8. Academic Behavior Intervention Project (Spring Only)

This project is done with an individual student who has both an academic and behavioral need. Interns will identify an appropriate student, collect data to identify needs, and plan and implement strategies and/or interventions to address these needs.

9. Attend UD seminars, school, and district functions

As noted in the *UD Conceptual Framework for Teacher Education*, “teaching cannot be reduced to simple formulas or recipes for success; rather the competent educator is characterized by habits of mind that emphasize critical thinking, experimentation, and openness to change.” Attendance at UD seminars, district inservice functions, faculty meetings, Open House, and parent conferences is required of all senior interns.

10. Solo teaching

- Although we are using the co-teaching model during the senior internship, interns are expected to do some solo teaching throughout this placement. It does not have to be the traditional two weeks at the end of the placement, but can be periods, half days, or full days at any time during the semester. Interns are expected to take the lead in a majority of the lessons at the end of the placement. Thorough, careful, long-range planning best facilitates this important experience.
- The last two days of this placement are transitional teaching days where interns and their mentor teacher share teaching responsibilities. Interns may also use some time during this placement to observe in other teachers’ classrooms.

11. Bulletin Boards and/or Displays

Senior interns are required to create at least one bulletin board or display during this placement. Additional bulletin boards and/or displays are strongly encouraged.

12. Portfolio

The senior interns will be working on an electronic portfolio during their entire senior year.

HELPFUL SUGGESTIONS

Some Helpful Suggestions

Planning

- Student interns are required to write detailed lesson plans for each lesson that they will be teaching. **These plans must be submitted to you at least two days prior to implementation.** As the senior intern gains experience, an abbreviated version may be approved for use at the mid three-way conference. **Please initial lesson plans that you have approved.**
- Each intern is to keep a notebook that organizes lesson plans, observation reports, classroom information, etc.
- Consider in your long range planning the Teacher Work Sample that your intern will be completing during this placement.
- Senior interns need to do long range planning. Please assist them with this by giving firm dates for implementation of their requirements whenever possible.
- Please allow your senior intern to develop her/his own procedures for a lesson. Assistance from you may be given in determining learning goals/objectives that are appropriate for the students.

Conferences

- You should plan on talking with your senior intern after each lesson that she/he teaches to discuss the strengths and weaknesses of the activity. This should be a two-way conversation with both you and the intern sharing reflections.
- It is important to plan a time each week to discuss teaching responsibilities for the next week with your intern.
- It is critical to have weekly conferences with your senior intern regarding the *Weekly Conference Record* criteria. This communication instrument correlates with the final evaluation report. Please designate a specific time to meet with your senior intern each week for reviewing this form.
- Two three-way conferences are to be held during each placement (at the middle and end of the placement). Please bring your completed *Three Way Conference Form* to the midway conference and your completed final evaluation report to our final conference.

Observations

- You should complete at least one written evaluation each week.
- After an observation, written feedback should be given to the senior intern. Please use the *Formative Observation Form* when making formal observations.
- Some mentor teachers have found it effective to use a dialog journal as a form of communication with the interns.

Other Considerations

- Senior interns are responsible for keeping a log of observation and teaching hours.
- In the co-teaching model, the interns will assume more of the lead teacher role as the semester progresses. This includes leading both the planning and implementation of lessons.
- You may want to assist your intern with taking pictures. These pictures will be displayed in the intern's portfolio.

- Communication is the key to a successful experience for both the senior intern and the mentor teacher. Please set aside time for talking formally and informally.

Responsibilities of the Mentor Teacher

Various studies indicate that the single most important individual in the student internship process is the mentor teacher. It is this person that daily interacts with the student intern and provides the classroom environment so necessary for the satisfying clinical experience.

Pre-Student Intern Experience Preparation

A student intern's teaching experience actually begins for the mentor teacher and the student intern the moment they are notified of the assignment. Each must now begin to make preparation for this experience that will bring them together as co-workers.

A mentor teacher should:

- **Provide a desk/table, storage space,** handbooks, teacher's guides, textbooks, etc. for your intern.
- Plan for the initial orientation of the student intern to the classroom and the school.
- Become acquainted with the program of teacher education and the senior intern experience as proposed and developed cooperatively by the university and the school district.
- Create an atmosphere of acceptance for the intern on the part of the pupils and faculty by taking a few minutes in class and a faculty meeting to give a brief announcement about the new teacher and the expected arrival date.

Orientation

The principal and mentor teacher are key figures in making the intern feel welcome to their school. A cordial reception by them will enhance the student intern's feeling of being accepted as a member of the professional staff. In addition, it will foster a sense of pride and respect for the school.

A mentor teacher should:

- Introduce the student intern to the faculty and school staff.
- Provide a tour of the entire school.
- Explain the general philosophy and policies of the school, the rules and regulations, and all emergency procedure to be followed.
- Introduce the student intern to the students as a teacher who will be working in the classroom.
- Inform parents of the presence of the student intern and identify her/him.
- Treat the student intern as a co-worker and professional person.
- Acquaint the student intern with the basic teaching philosophy, the overall program, the daily schedule and routines, lesson plans, location of all teaching materials, the standard of conduct established, policies on disciplinary actions, emergency procedures and

pertinent information regarding each student (e.g., cumulative records, conferences with parents, test scores, health records, etc.)

Guided Observation

Planning for periods of observation during the first several days is suggested. This will enable the student intern to become familiar with each program in specific ways so that she/he feels comfortable when teaching responsibilities are assumed.

A mentor teacher should plan for the senior intern to observe and discuss:

- The teacher planning and writing lesson plans.
- The teacher using instructional materials and special resources.
- The teacher giving clear, concise, sequential directions.
- The teacher teaching in a one-on-one, small group, and large group situation.
- The teacher stating objectives and teaching a lesson appropriate to the stated objectives.
- Activities in which development of student responsibility and initiative are stressed.
- The teacher's management of students' time and behavior.
- The teacher in a team or group planning session.
- The teacher completing forms required by the principal or school system.

Participation

In addition to guided observation, participation in the classroom should be planned sequentially making the transition to full-time teaching a successful and rewarding experience.

A mentor teacher should plan for the student intern to participate in the following areas:

- Developing plans for instruction.
- Securing instructional and resource materials.
- Writing daily lesson plans.
- Tutoring individual students.
- Accompanying and directing students to different areas of the school.
- Assuming responsibility for one small instructional group or subject area.
- Gradually assuming responsibility for additional groups and subject areas.
- Assuming responsibility for the total class or scheduled classes for an entire school day.
- Keeping records and evaluating progress of the students.

Helping the Student Intern Plan

Planning does not insure, but instead, facilitates good teaching. All student interns must have written lesson plans. The written plan is actually an exercise in orderly thinking about what is to be taught to a given group of children in a specific teaching-learning situation.

The mentor teacher has the right to expect a student intern to prepare both long range and daily lesson plans, but may need to help the student in determining content. The content and detail are

determined by such factors as type of subject matter, the need of the individual who will use it, the activity of the lesson, and the nature of the class that is to be taught.

The mentor teacher should assist the student intern in making and using lesson plans that are suitable to the subject, to the situation, and to the student intern's own personal style.

**GUIDELINES FOR INTERNS' PROFESSIONAL
CONDUCT AND FIELD PLACEMENT
RESPONSIBILITIES**

GUIDELINES FOR PROFESSIONAL CONDUCT DURING CLINICAL EXPERIENCES

Note: Interns are expected to adhere to these University guidelines while in their field placements.

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.
- 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 interns 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 Dr. Laurie Palmer or Dr. John Hartman 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 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 UD/Milford 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.

SENIOR INTERN RESPONSIBILITIES

Note: This is the list of responsibilities pertaining to field experiences that the interns receive in their senior internship manual.

1. Call your mentor teacher and PDS supervisor if you are ill and will be absent. You **must** send in plans, teacher's manuals, etc., so that your mentor teacher will be prepared to take over. In other words, you need to prepare as a teacher would and leave plans and materials for others that might be teaching your lesson. This is a partnership requirement. Please do not put your mentor teacher in an awkward position by asking not to follow this procedure.
2. Do not discuss any exception(s) to University/PDS procedures, responsibilities, requirements, or directions with your mentor teacher, prior to discussing your request with Laurie or Judy.
3. If you are absent from your field placement for any reason, you will be required to make up the time. It is expected that all appointments will be made outside of school time. (See Student Teaching Guidelines.)
4. If you **must** leave early for an appointment, you must give at least 24 hours notice to your mentor teacher and your PDS supervisor.
5. If you are going to be absent from a seminar or class for any reason, notify your instructor. You must designate a person to pick up seminar materials for you and to relay important information to you. You may not be excused from University courses or seminars to attend school activities including field trips, meetings, or trainings.
6. Assignments must be turned in to your instructor at the PDS Center on or before the due dates, or a written statement must be submitted to explain why an assignment is not being completed on time. **Late assignments will affect your final evaluation.**
7. Proofread all assignments prior to submission. Correct any spelling and/or sentence structure errors. All assignments must be typed and presented in a professional manner.
8. Prepare everything you will need for the next teaching day before you leave school. Walk in each morning fully ready to start the day.
9. Do your own work. It is appropriate to share ideas and adapt resources, but do not plagiarize someone's lessons or other work.
10. You are responsible for giving typed, final copies of your letter of introduction, newsletters, Teacher Work Sample, and ABI project to your instructors. In addition, your TWS and ABI must be posted on LiveText.
11. You must call or e-mail your PDS supervisor to inform her of schedule changes when they occur.
12. As a teacher and an educated person, you need to be informed about current affairs. Listen to the news or read a newspaper on a daily basis and incorporate this information into your lessons when or where appropriate.
13. Dress appropriately and professionally.

14. You are expected to be on time to school and seminars. Professional behavior is expected.
15. Your senior internships are full-time experiences. You are expected to fulfill all of the responsibilities of a teacher under contract: planning and preparation, conferences, faculty and grade-level meetings, school-sponsored programs, PTA meetings, Open House, and inservice etc.
16. Be sensitive to paper shortages in your buildings. All materials used in your classrooms can be copied in the schools. You are responsible for finding other means of copying University of Delaware assignments. You may not copy assignments on your school copy machine or classroom printers.
17. Reminder- cell phones and pages are not permitted in schools. In case of an emergency, the office can be notified and will contact you in your classroom. MP3 players, IPODS, etc...also are not permitted in schools.
18. When students are in the classroom, your computer use 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. 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 while you are in the schools either before, during, 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 trip 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.

CO-TEACHING

Co-Teaching vs. Traditional Student Teaching

Many of us have a vision in our minds of what the senior field experience should look like. Our ideas come from our own experiences with student teachers. The traditional model has student teachers observing, and then teaching something small like the warm-up, calendar, a read aloud, or spelling. Each week the student teachers add more to their teaching schedule, and the teacher hands over some of the classroom responsibilities. Eventually, the student teachers are doing all of the teaching and the teacher is observing.

However, we will be using the co-teaching model for this senior internship experience. We have used this model in some of our elementary placements for the last four years and have found it to be a successful experience for the interns and the mentor teachers. In this model, teachers and interns share the teaching experience throughout the entire placement. They plan and teach together. At the beginning of the placement, the mentor teacher takes the lead in planning and implementing. As the semester progresses, the intern takes the lead. However, throughout the placement they both are working with the students. There isn't the traditional solo time where student teachers are left alone for a week to take over the class. However, there can be times when the senior intern is teaching solo. We hope that you will use this model this semester. You will find some additional reading on this model on SAKIA under *Co-Teaching Information* in the Resource Section.

Progression of Co-teaching

Orientation

- Introduce the intern to the classroom students, curriculum, procedures, and routines.
- Even on day 1, the intern is up, interacting with students, and contributing to the lessons.

Early Weeks of Co-teaching Partnership

- Mentor teacher and intern plan lessons for the week together.
- The mentor teacher takes the lead in planning, deciding daily lessons and assigning roles to the intern. These roles can include assisting in a whole group lesson, running a center, parallel teaching (teaching the same lesson to a small group), and team teaching the lesson.
- The intern participates in the planning, brings ideas to the discussion, and co-plans daily lessons with the mentor teacher.
- After some initial modeling by the mentor, the intern begins to take the lead in planning one lesson each day. This will include assigning roles for the mentor teacher. **The intern will write a plan for these lessons.**
- The mentor teacher and the intern engage in daily reflective conversations (co-generative dialog) about both teachers' teaching and student learning. These conversations are used as an important tool in daily planning.
- **The mentor teacher completes at least one written observation of the intern each week.**

Middle Weeks of the Co-teaching Partnership

- The intern and the mentor teacher share in the planning of all daily lessons and taking the role of lead teacher. The mentor and the intern will decide together which lessons the intern will take the lead during the planning discussions. Lessons will be planned and roles assigned. **The intern will write plans for all lessons where she/he is the lead planner and/or the lead teacher. As the semester progresses the number should increase.** However, the content area may change each week or even day. The idea is that the intern is more equally participating in both the planning and the leading of lessons.
- Both the intern and the mentor will have roles in a majority of the lessons. There may be times when the mentor steps out of a particular lesson to let the intern give it a try on her own and perhaps to take some observation notes.
- The mentor teacher and the intern engage in daily reflective conversations (co-generative dialog) about both teachers' teaching and student learning. These conversations are used as an important tool in daily planning.
- **The mentor teacher completes at least one written observation of the intern each week.**

Final Weeks of the Co-teaching Partnership

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- The co-teaching model continues. There is not the traditional solo period where the intern takes over everything and the teacher leaves.
- The mentor teacher and the intern continue to collaboratively plan with the intern taking the lead in planning and as the lead teacher when the lessons are implemented. The mentor teacher continues in the classroom as a support teacher and at times may even be the lead teacher. The intern writes plans for all lessons that she/he is the lead planner and/or the lead in implementing the lessons.
- Both the intern and the mentor will have roles in a majority of the lessons. There may be times when the mentor steps out of a particular lesson to let the intern give it a try on her own and perhaps to take some observation notes.
- The mentor teacher and the intern engage in daily reflective conversations (co-generative dialog) about both teachers' teaching and student learning. These conversations are used as an important tool in daily planning.
- **The mentor teacher completes at least one written observation of the intern each week.**

It is suggested that sometime during this placement, the senior intern take some time to observe in other teachers' classroom.

BEGINNING OF PLACEMENT CHECKLIST

CHECKLIST FOR SENIOR INTERNS AND MENTOR TEACHERS

This checklist is to be reviewed during the first week of your senior internship.

- | | |
|---|---|
| <p>_____ Review district and building handbooks for students and teachers</p> <p>_____ Procedures for snow days/late openings/early dismissals</p> <p>_____ Fire and crisis lockdown drills</p> <p>_____ Playground rules and teacher's responsibilities</p> <p>_____ Reporting accidents, first aid service, health services</p> <p>_____ Attendance procedures (teacher and pupil)</p> <p>_____ Use of duplicating equipment; requisition of supplies and equipment</p> <p>_____ Lunchroom regulations/routines</p> | <p>_____ Testing programs/procedures</p> <p>_____ Teachers' meetings (senior intern's part in them)</p> <p>_____ Parent-teacher meetings</p> <p>_____ Home visitations/pupil gifts</p> <p>_____ Reports to parents</p> <p>_____ Media center policies</p> <p>_____ Procedures for dealing with students' illnesses</p> <p>_____ Collection of money (field trips, book orders, pictures, etc.)</p> <p>_____ Release of students to authorized person(s)</p> |
|---|---|

TECHNOLOGY

1. What technology is available within the classroom? (Include the number of classroom computers.)

2. What technology is available in the school?

3. What are the procedures for accessing the school's technology?

WEEKLY TEACHING SCHEDULE

USING THE WEEKLY TEACHING SCHEDULE

The interns will use the following form weekly to project with you their teaching duties that **they** will be responsible for during the coming week. They will submit their signed weekly teaching schedule to their PDS by Thursday at 4:00 each week for the following week.

Hopefully, long range planning and projection will allow the interns adequate time for thorough preparation. This will be helpful for all of us to make this learning, growing experience.

This schedule is very important to the PDS faculty for planning observations and conferences in the school. The Weekly Teaching Schedule allows everyone to plan and be prepared.

This schedule is also an opportunity for the interns to share extra experiences that they have had that are connected with their teaching placement. They must record all time missed during the week Please be sure be sure that the information listed by your intern is accurate each week before you sign it.

WEEKLY TEACHING SCHEDULE

Signature - Senior Intern

Signature - Mentor Teacher

Week of _____ 20__ through _____ 20__

[Note lesson(s) you are teaching each day]

Subject or Activity	Time	Monday	Tuesday	Wednesday	Thursday	Friday

Provide a description of activities other than regularly assigned classes, such as helping with class plays, attending PTA meetings, other school activities that occurred during the week.

Period	Day	Activity

Mentor/Student Teacher Evaluation Conference	Day	Time

Please list all time missed from your placement from last Friday through this Thursday

Date	Time	Reason

LESSON PLANNING

What Do We Mean by a Lesson?

What do we mean by teaching a lesson? Is it a certain amount of time? Is it a whole 90 minute block? Could it be a piece of a block or period? A lesson may look different depending on where you teach or what you are teaching. For example, the mentor teacher might teach a lesson on a concept from the social studies textbook and the intern might plan and implement an activity that requires the students to apply that lesson. Or a lesson could be a word study activity that the intern plans and implements, while the mentor teacher teaches the comprehension portion of the period. As the semester progresses, interns will assume the planning and teaching of entire blocks or periods. The amount of time isn't the important factor, but rather that the intern is planning and implementing a meaningful activity that has a beginning and an end.

Daily Lesson Plan

Senior 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.
- List of grade level expectations being addressed in this lesson.

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...”)

COMMUNICATING WITH YOUR INTERN

Please review the materials presented at the Mentor Teacher/Intern Workshop *Starting Off on the Right Foot*, for tips on effective communication.

Guidelines for Communicating with the Student Intern

Focus feedback on behavior rather than the person.

It is important that we refer to what a person does rather than comment on what we imagine he/she is. This focus on behavior further implies that we use adverbs (which relate to actions) rather than adjectives (which relate to qualities) when referring to a person. Thus, we might say a person "talked considerably in this meeting," rather than that this person is "a loudmouth."

Focus feedback on observation rather than inferences.

Observations refer to what we can see or hear in the behavior of another person, while inferences refer to our interpretation of the behavior (as in "you were defensive," or "you are a driver"). The sharing of inferences or conclusions may be valuable, but it is important that they be so identified.

Focus feedback on description rather than judgment.

The effort to describe represents a process for reporting what occurred, while judgment refers to an evaluation in terms of good or bad, right or wrong, nice or not nice. The judgments arise out of a personal frame of reference or value grid, whereas description represents more neutral reporting.

Focus feedback on descriptions of behavior, which are in terms of more or less rather than in terms of either-or.

The more or less terminology implies a continuum on which any behavior may fall, stressing quantity, which is objective and measurable, rather than quality, which is subjective and judgmental. Thus, participation of a person may fall on a continuum from low participation to high participation, rather than good or bad participation. Not to think in terms of more or less and not to use a continuum is to trap us into thinking in categories, which have different values for different persons and as such, provide blocks in leveling.

Focus feedback on behavior related to a specific situation, preferably to the here and now rather than to behavior in the abstract, placing it in the there and then.

What you and I do is always tied in some way to time and place, and we increase our understanding of behavior by keeping it tied to time and place. Information is most meaningful if given as soon as appropriate after the observation or reactions occur.

Focus feedback on the sharing of ideas and information rather than on giving advice.

By sharing ideas and information we leave the receiver free to decide for him/her in the light of his/her own goals, in a particular situation at a particular time how to use the ideas and information. When we give advice, we tell him/her what to do with the information, and in that sense we take away his/her freedom to determine what for himself/herself is the most appropriate course of action as well as reducing his/her personal responsibility for his/her own behavior.

Focus feedback on exploration of alternatives rather than answers or solutions.

The more we can focus on a variety of procedure and means for the attainment of a particular goal, the less likely we are to accept prematurely a particular answer or solution - which may or may not fit a particular problem. Many of us go around with a collection of answers and solutions for which there are no problems.

Focus feedback on the value it may have to the recipient, not on the value or release that it provides the person giving the feedback.

The information provided should serve the needs of the recipient rather than the needs of the giver. Help and feedback should be given and perceived as an offer, not an imposition.

Focus feedback on the amount of information that the person receiving it can use, rather than on the amount that you have which you might like to give.

To overload a person with information is to reduce the possibility that he/she may use what he/she receives effectively. When we give more than can be used, we are satisfying some need for ourselves rather than helping the other person.

Focus feedback on what is said rather than on why it is said.

Because the reception and use of personal feedback involves many possible emotional reactions, it is important to be sensitive to when it is appropriate to provide information. Excellent information presented at an inappropriate time may do more harm than good.

The aspects of information that relate to what, how, when, or where, of what is said are observable characteristics. The why of what is said takes us from the observable to the inferred, and brings up questions of motive. To make assumptions about the motives of the person giving information may prevent us from hearing or cause us to distort what is said. In short, if I question why a person gives me feedback, I may not hear what he/she says.

OBSERVATION AND EVALUATION

Overview of the Observation/Evaluation Process

Informal Observations

Observing student interns using your own format.

Informal Observations

Post-It Notes

Journals

Verbal Feedback

Formal Observations

Observing student interns using the observation forms provided by the University of Delaware.

Formal Observations

Formative Observation Form

Informal Observation Forms

Weekly Conference Record

Three Way Conference Evaluation

Final Student Teacher Evaluation

Using the Formative Observation Form

Fill out the top - gives you information for a legal record

Review lesson plan and use informal dialog to record evidence for **Domain A**

Observe lesson and record as evidence for **Domains B and C**

Short post-conference and own background knowledge about the student intern, record as evidence for **Domain D**

Evaluate and score using scoring rules

Record scores on the Formative Observation Form

Use observation and informal conversations as evidence for **Domain P**

Weekly Conference Form

It is imperative for the mentor teacher and the senior intern to set aside a period of time each week to:

Evaluate the week in total

Make plans for the week ahead

Discuss teaching techniques and materials

Take a look at specific problems that have occurred

Assess areas of teaching which have been successful, minimally so, and others needing definite improvement

Please utilize the Weekly Conference Record. Each of you marks it prior to your weekly conference; share and compare the scores. The form, completed by the senior intern, should reflect an objective self-evaluation in terms of needs, abilities, and weekly progress. This form, completed by the mentor teacher, should reflect an honest evaluation of the senior intern's weekly progress.

Mid Three Way Conference Evaluation

At this conference the intern, mentor teacher, and University supervisor will review the intern's strengths and weaknesses and set goals for future teaching. All three will make contributions to the conference based on performance recorded on the weekly conference record.

Final Student Teacher Evaluation

This is the culminating evaluation of the student intern's performance. It includes numerical ratings and summary statements. This is shared at the final three-way conference at the end of the placement.

It is important that we all use the same scoring criterion as we evaluate the work of the interns. Below, you will find a description of the scoring criterion, formal and informal evaluation forms, the weekly conference record, the mid-term evaluation and the final evaluation forms.

Please review this information carefully and use it to guide your written evaluation of your senior intern.

In addition to this information, we ask that you complete a disposition form anytime there is an issue with an intern or at the end of the field experience.

SCORING MATRICES

As a Scholar, Problem Solver, and Partner, Organizes Content Knowledge for Student Learning Based on State Standards

Ratings	A1	A2	A3	A4	A5
1	Is not familiar with student's background	Does not articulate learning objectives OR has inappropriate activities planned	Does not explain how the content of the lesson connects with past or future lessons	Methods, materials, or activities are unrelated to the lesson OR inappropriate	Has not provided for systematic evaluation OR evaluation is inappropriate for the group or stated objectives
3	Has some familiarity with students' backgrounds	Articulates appropriate objectives for students	Relates content of the lesson to content of previous lessons and future lessons	Chooses m/m/a's that are aligned with the objectives and appropriate to the students in general	Has planned for systematic evaluation of student learning aligned with stated objectives and appropriate to the students
5	Comprehensive knowledge of students' backgrounds and an understanding of why it is important	Articulates clear learning objectives and explanation of appropriateness OR differentiates for groups of individuals	In addition to level 3, accurately explains how the content fits with the structure of the discipline	In addition to level 3, chooses m/m/a's that allow differentiated learning for groups and/or individuals	In addition to level 3, can explain how the results will be used in planning future instruction

Ratings	B1	B2	B3	B4	B5
1	unfair treatment of students OR tolerates obviously unfair behavior	does not attempt to establish rapport OR attempts are inappropriate	communicates student(s) is (are) incapable of learning OR low expectations	no attempt to respond to disruptive behavior OR response does not demonstrate respect	physical environment is unsafe OR environment interferes with learning
3	fair treatment AND does not accept obviously unfair behavior	adequate basic level OR Rapport	does nothing to communicate student is incapable of learning	appropriate attempts to respond to disruptive behavior in ways that demonstrate respect for students OR no disruptive behavior	creates an environment that is safe and does not interfere with learning
5	fair treatment AND actively encourage fairness	rapport in ways that are appropriate to students' diverse needs	actively encourages students to meet challenging learning expectations	Level 3 AND responds to minor misbehavior consistently with success in ways that demonstrate respect	environment is a resource to facilitate learning
Ratings	C1	C2	C3	C4	C5
1	No/confusing information about goals and procedures	Incomprehensible or inaccurate content- no one understands	Teacher discourages independent thinking	No attempt to monitor	Great amount of instructional time is spent on inappropriate content and activities
3	Most students seem to understand goal and procedures	Accurate and comprehensible content	Teacher adequately encourages students' independent thinking	Teacher monitors and gives necessary feedback	Appropriate pacing to fit needs of most students: time spent on non-instructional matters is at a minimum
5	All students demonstrate an understanding of goals and procedures	Logical and coherent structure	Teacher plans activities or strategies designed to encourage independent thinking	Teacher monitors all students and gives substantive feedback	Teacher provides activities of instructional value and paces appropriately. Non-instructional routines efficiently performed

Ratings	D1	D2	D3	D4	
1	Cannot identify strengths and weaknesses	No attempt to find ways to help	Unaware of or does not attempt to use resources	No attempt to communicate	
3	Describes in general strengths and weaknesses	Tries limited strategies	Attempts to consult	Can name several forms of communication	
5	Provides specific evidence to support judgments	Suggests new strategies to try	Collaborates effectively	Employs various forms of communication	

PATHWISE DOMAINS AND CRITERIA

DOMAIN A: AS A SCHOLAR, PROBLEM SOLVER, AND PARTNER, ORGANIZES CONTENT KNOWLEDGE FOR STUDENT LEARNING BASED ON STATE STANDARDS

- A1: Becomes familiar with relevant aspects of students' background knowledge and experiences
- A2: Writes clear learning objectives that are appropriate for the students
- A3: Demonstrates an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future
- A4: Creates or selects appropriate teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the objectives
- A5: Creates or selects evaluation strategies that are appropriate for the students and that are aligned with the objectives

DOMAIN B: AS A SCHOLAR, PROBLEM SOLVER, AND PARTNER, CREATES AN ENVIRONMENT FOR STUDENT LEARNING THAT SERVES DIVERSE CLASSROOM COMMUNITIES

- B1: Creates a climate that promotes fairness (e.g., conveys the attitude that all students are of equal importance)
- B2: Establishes and maintains rapport with students in ways that are appropriate to the students' developmental needs
- B3: Communicates challenging learning expectations to each student
- B4:: Establishes and maintains consistent standards of mutually respectful classroom interaction and behavior
- B5: Makes the physical environment as safe and conducive to learning as possible

DOMAIN C: AS A SCHOLAR, PROBLEM SOLVER, AND PARTNER, TEACHES TO ACCOMMODATE DIVERSE STUDENT LEARNING

- C1: Makes learning objectives and instructional procedures clear to students
- C2: Makes content comprehensible to students
- C3: Encourages students to extend their thinking
- C4:: Monitors students' understanding of content through a variety of means, provides feedback to students to assist learning, and adjusts instruction as the situation demands
- C5: Uses instructional time effectively

DOMAIN D: AS A SCHOLAR, PROBLEM SOLVER, AND PARTNER, DEMONSTRATES REFLECTIVE PRACTICE AND TEACHER PROFESSIONALISM

- D1: Reflects upon lesson effectiveness
- D2: Demonstrates a sense of efficacy
- D3: Builds professional relationships with colleagues to share teaching insights and to coordinate Learning activities for students
- D4:: Communicates with parents/guardians regarding student learning

PERSONAL ATTRIBUTES

P1: Organization

P2: Initiative

P3: Writes coherently with correct grammar and spelling

P4: Articulates clearly using correct grammar

P5: Manages time and work effectively

P6: Demonstrates responsibility

THE CRITERIA AND SCORING RULES

Domain A--As a Scholar, Problem Solver, and Partner, Organizes Content Knowledge for Student Learning Based on State Standards

- A1: Becomes familiar with relevant aspects of students' background knowledge and experiences
▪ *Is aware of individual differences*
- 1.0 Lack of understanding of why it is important to become familiar with students' background experiences, does not know how to find this information, lacks familiarity with students' background
 - 3.0 Some understanding of why it is important to become familiar with students' background experiences, describes procedure used to obtain this information, has some familiarity with students' background knowledge and experiences
 - 5.0 Comprehensive understanding of why it is important to become familiar with students' background experiences, describes several procedures used to obtain this information, demonstrates a clear understanding of students' background knowledge and experiences
- A2: Writes clear learning objectives that are appropriate for the students
- 1.0 Does not articulate clear learning objectives OR has chosen objective that are inappropriate for students
 - 3.0 Articulates clear learning objectives that are appropriate for students
 - 5.0 Articulates clear learning objectives and provides well-thought-out explanation of why they are appropriate for students OR articulates clear learning objectives appropriate to students and differentiated for groups of individual students
- A3: Demonstrates an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future
▪ *Demonstrates knowledge of subject matter*
- 1.0 Does not explain how the content of lesson relates to content of previous or future lessons, OR explanation given is illogical or inaccurate
 - 3.0 Accurately explains how content of lesson relates to content of previous or future lessons
 - 5.0 In addition to level 3.0, accurately explains how content of lesson fits within structure or discipline
- A4: Creates or selects appropriate teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the objectives
- 1.0 Chooses methods, activities, or material unrelated to objectives of lesson OR methods, activities, or material are clearly not appropriate to students
 - 3.0 Chooses methods, activities, and materials aligned with objectives of lesson and appropriate to students in general
 - 5.0 In addition to level 3.0, chooses methods, activities, and materials that allow differentiated learning experience for individuals or groups of students OR provides explanation why a single method or activity is appropriate for all students
- A5: Creates or selects evaluation strategies that are appropriate for the students and that are aligned with the objectives
- 1.0 Has not provided for systematically evaluating student learning OR evaluation planned is clearly inappropriate either to objectives of lesson or to students
 - 3.0 Has plan for systematically evaluating student learning aligned with the objectives of lesson and appropriate to students
 - 5.0 In addition to level 3.0, can describe how the results of the evaluation will be used in planning future instruction

Domain B--As a Scholar, Problem Solver, and Partner, Creates an Environment for Student Learning that Serves Diverse Classroom Communities

- B1: Creates a climate that promotes fairness (e.g., conveys the attitude that all students are of equal importance)

- 1.0 Is unfair in treatment of students OR tolerates obviously unfair behavior among students
- 3.0 Is fair in treatment of students and does not accept obviously unfair behavior among students
- 5.0 Is fair in treatment of students and actively encourage fairness among students
- B2: Establishes and maintains rapport with students in ways that are appropriate to the students' developmental needs
 - *Responds in a sensitive manner*
 - *Develops effective interactions*
 - 1.0 Does not attempt to establish rapport with students OR attempts are inappropriate
 - 3.0 Establishes basic level of rapport with students
 - 5.0 Successfully establishes rapport in ways appropriate to students' diverse background and needs
- B3: Communicates challenging learning expectations to each student
 - 1.0 Communicates explicitly or implicitly to individuals, to groups within class, or to class as a whole that they are incapable of learning or the teacher's expectations for their learning are very low
 - 3.0 Does nothing to communicate to any student that he/she is incapable of meeting learning expectations
 - 5.0 Actively encourages students to meet challenging learning expectations
- B4: Establishes and maintains consistent standards of mutually respectful classroom interaction and behavior
 - *Reinforces desired behavior*
 - 1.0 Makes no attempt to respond to disruptive behavior OR response to disruptive behavior does not demonstrate respect for students
 - 3.0 Makes appropriate attempts to respond to disruptive behavior in ways that demonstrate respect for student OR there is no disruptive behavior during lesson
 - 5.0 In addition to level 3.0, respond to minor misbehavior consistently and with reasonable success, in ways that demonstrate respect for student OR student behavior during lesson is consistently appropriate
- B5: Makes the physical environment as safe and conducive to learning as possible
 - 1.0 Allows physical environment to be unsafe OR allows physical environment to interfere with learning
 - 3.0 Creates a physical environment that is safe and does not interfere with learning
 - 5.0 Uses the physical environment as a resource to facilitate learning. Provision made to accommodate all students, including those with special needs

Domain C--As a Scholar, Problem Solver, and Partner, Teaches to Accommodate Diverse Student Learning

- C1: Makes learning objectives and instructional procedures clear to students
 - *Guides procedures*
 - *Explains directions*
 - 1.0 Provides students with no information, confusing information, or inaccurate information about learning objectives or instructional procedures
 - 3.0 Students receive accurate information about learning objectives, provides students with clear, accurate information about instructional procedures or lesson, and most students seem to understand
 - 5.0 In addition to level 3.0, students seem to understand learning objectives fully, ensures all students, including those who may initially have trouble, understand and can carry out instructional procedures
- C2: Makes content comprehensible to students
 - *Executes lesson effectively*
 - 1.0 Content appears to be incomprehensible to students OR lesson contains substantive inaccuracies
 - 3.0 Content is accurate and appears to be comprehensible to students

5.0 In addition to level 3.0, lesson as a whole has a logical coherent structure

C3: Encourages students to extend their thinking

1.0 Discourages students from thinking independently, creatively, or critically

3.0 Encourages students to think independently, creatively, or critically in context of content being studied

5.0 Uses activities or strategies specifically designed to actively encourage students to think independently, creatively or critically about content being taught

C4: Monitors students' understanding of content through a variety of means, provides feedback to students to assist learning, and adjusts instruction as the situation demands

▪ *Responds appropriately to individual differences*

▪ *Evaluates effectiveness of instruction*

1.0 Makes no attempt to determine whether students are understanding and give them no feedback

3.0 Monitors students' understanding of the content, students receive feedback as necessary

5.0 Monitors individual students or groups of students understanding of content and makes appropriate instructional adjustments if necessary, students receive substantive and specific feedback, if appropriate

C5: Uses instructional time effectively

▪ *Organizes instruction*

▪ *Establishes routines*

1.0 Substantial amounts of instructional time are spent on activities of little instructional value OR pacing of lesson is inappropriate to content and/or students

3.0 Pacing of lesson is appropriate for most students, non-instructional procedural matters do not occupy excessive amount of time

5.0 Provides students with activities of instructional value for entire instructional time and paces them appropriately, and necessary non-instructional procedures are performed efficiently

Domain D--As a Scholar, Problem Solver, and Partner, Demonstrates Reflective Practice and Teacher Professionalism

D1: Reflects upon lesson effectiveness

1.0 Cannot accurately identify strengths and weaknesses

3.0 Accurately describes strengths and weaknesses of lesson in relation to learning objectives and describes in general terms how he/she could use experience from lesson in future instruction

5.0 In addition to level 3.0, supports his/her judgments with specific evidence from observed lesson

D2: Demonstrates a sense of efficacy

1.0 Makes no attempt to find ways to help students who are not meeting learning objectives

3.0 Attempts to find ways to help specific students who are not meeting learning objectives, but cannot suggest any specific, practical actions that s/he has not already tried

5.0 Suggest specific, practical actions that s/he intends to take to help specific students who are not meeting learning objectives

D3: Builds professional relationships with colleagues to share teaching insights and to coordinate learning activities for students

1.0 Demonstrates no knowledge of resources available through colleagues in school/district OR is aware of such resources, but does not attempt to use them, despite an obvious need

3.0 Demonstrates knowledge of resources and attempts to consult with colleagues, when necessary, on matters related to learning and instruction

5.0 In addition to level 3.0, collaborates with colleagues outside of his/her own classroom to coordinate learning activities or to address other concerns related to teaching

D4: Communicates with parents/guardians regarding student learning

▪ *Develops effective relationships*

1.0 Demonstrates no knowledge of forms of communication that s/he can use to communicate

with parents/guardians OR makes no attempt to communicate with parents/guardians, even when clearly necessary to do so

- 3.0 Demonstrates knowledge of forms of communication that s/he can use to communicate with parents/guardians of students for various purposes
- 5.0 In addition to level 3.0, describes situations s/he has communicated or would communicate with parents/guardians regarding specific students and indicates forms of communication she/he has used or would use

Personal Attributes

1 2 3 4 5
low average high

- P1: Organization
- P2: Initiative
- P3: Writes coherently with correct grammar and spelling
- P4: Articulates clearly using correct grammar
- P5: Manages time and work effectively
- P6: Demonstrates responsibility

FORMATIVE SENIOR INTERN OBSERVATION FORM

Senior Intern _____ Observer _____
 School _____ District _____
 Grade _____ Subject _____ No. of Students _____
 Date of Obs. ____/____/____ Time _____
From - to

University of Delaware Scoring Scale

Unacceptable	1 Does not meet the criterion expectations 2 Is beginning to meet the criterion expectations
Acceptable	3 Meets the criterion expectations
Target	4 Is highly effective in meeting the criterion expectations 5 Excels in meeting the criterion expectations

<p><u>Domain A As a Scholar, Problem Solver, and Partner, Organizes Content Knowledge for Student Learning Based on State Standards</u></p> <p>__A1: Becomes familiar with relevant aspects of students’ background knowledge and experiences</p> <ul style="list-style-type: none"> • understands theory and research related to human development • understands how students differ in their development and approaches to learning • makes adaptations according to the varying abilities and behaviors of individuals <p>__A2: Identifies clear learning goals that are appropriate for the students</p> <ul style="list-style-type: none"> • selects goals and objectives based on students’ abilities and needs, the learning environment, state, national content standards and other factors <p>__A3: Demonstrates an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future</p> <ul style="list-style-type: none"> • knows, understands, and uses fundamental concepts of content area (English, Social Studies, Math and Science) • applies connections among concepts, procedures and applications across the content areas <p>__A4: Creates or selects appropriate teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson</p> <ul style="list-style-type: none"> • selects instructional strategies that promote positive learning results, active engagement, critical thinking, and problem solving • uses a variety of instructional materials and technological resources • creates instructional opportunities that are adapted to diverse students <p>__A5: Creates or selects evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson</p> <ul style="list-style-type: none"> • chooses assessments based on appropriateness to students’ learning experiences, abilities, and subject matter • administers assessments to inform others, to make instructional decisions, and to promote continuous development of each student • adapts assessment strategies to accommodate and support the developmental needs of students • uses technology to promote the efficiency of assessment data collection 	<p style="text-align: center;"><u>COMMENTS</u></p>
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<p><u>Domain B</u> <u>As a Scholar, Problem Solver, and Partner, Creates an Environment for Student Learning That Serves Diverse Classroom Communities</u></p> <p>___ B1: Creates a climate that promotes fairness</p> <ul style="list-style-type: none"> • conveys an attitude that all students are of equal importance • values the many aspects of diversity of individuals (genders, ethnicity, cultural background, socioeconomic levels, and exceptionalities) <p>___ B2: Establishes and maintains rapport with students</p> <ul style="list-style-type: none"> • uses appropriate and effective interpersonal communication techniques • develops effective interactions considering the unique characteristics of each student <p>___ B3: Communicates challenging learning expectations to each student</p> <ul style="list-style-type: none"> • encourages students to assume responsibility for themselves and one another • promotes independence, self-motivation, self-direction, personal empowerment, and self-advocacy in students • communicates explicitly or implicitly a belief that each student is capable of significant achievement <p>___ B4: Establishes and maintains consistent standards of classroom behavior</p> <ul style="list-style-type: none"> • knows a variety of effective classroom management strategies and application of appropriate strategies <p>___ B5: Makes the physical environment as safe and conducive to learning as possible</p> <ul style="list-style-type: none"> • adapts the physical environment to provide optimal learning opportunities • creates an environment that fosters cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals 	<p><u>COMMENTS</u></p>
<p><u>Domain C</u> <u>As a Scholar, Problem Solver, and Partner, Teaches to Accommodate Diverse Student Learning</u></p> <p>___ C1: Makes learning goals and instructional procedures clear to students</p> <ul style="list-style-type: none"> • provides procedural information according to students' diverse needs, abilities, and learning styles <p>___ C2: Makes content comprehensible to students</p> <ul style="list-style-type: none"> • implements instructional plans that center on effective teaching strategies, promote active engagement, and build on skills previously acquired to foster student learning • implements instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community, and relates to real world issues • uses effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction <p>___ C3: Encourages students to extend their thinking</p> <ul style="list-style-type: none"> • enhances students' development of critical thinking, problem-solving, and performance skills through the use of a variety of instructional materials, technological resources, and multiple teaching and learning strategies <p>___ C4: Monitors students' understanding of content through a variety of means, provides feedback to students to assist learning, and adjusts instruction as the situation</p> <ul style="list-style-type: none"> • uses information gained from monitoring students' understanding to modify teaching and learning strategies as necessary <p>___ C5: Uses instructional time effectively</p> <ul style="list-style-type: none"> • paces the lesson according to the content, learner, and situation • establishes efficient classroom routines 	<p><u>COMMENTS</u></p>

<p>Domain D <u>As a Scholar, Problem Solver, and Partner, Demonstrates Reflective Practice and Teacher Professionalism</u></p> <p>__D1: Reflects on the extent to which the learning goals were met</p> <ul style="list-style-type: none"> • demonstrates an understanding of the teaching professional codes of ethical conduct • uses assessment data to monitor own teaching strategies and behavior in terms of improving student success • reflects on practice in light of research on teaching and resources available for professional learning to continually evaluate the effects of professional decisions • seeks out opportunities to grow professionally <p>__D2: Demonstrates a sense of efficacy</p> <ul style="list-style-type: none"> • demonstrates practice that all children can learn • understands how student learning is influenced by individual experiences, talents, abilities, and prior learning as well as language, culture, family, and community values <p>__D3: Builds professional relationships with colleagues to share teaching insights and to coordinate learning activities for students</p> <ul style="list-style-type: none"> • collaborates with colleagues and agencies in the larger community to support students' learning and well-being • values and respects the contribution and uniqueness of all members of the school community <p>__D4: Communicates with parents/guardians regarding student learning</p> <ul style="list-style-type: none"> • establishes and maintains positive, collaborative relationships with families • communicates with families about curriculum and students' progress • involves families in assessing and planning for individual students 	<p><u>COMMENTS</u></p>
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Domain P: Personal Attributes

Unacceptable	1 Never Exhibits 2 Seldom Exhibits
Acceptable	3 Sometimes Exhibits
Target	4 Frequently Exhibits 5 Always Exhibits

<p>__P1: Interpersonal Skills</p> <ul style="list-style-type: none"> • Works effectively with others • Is responsive to feedback • Shows emotional maturity and sensitivity <p>__P2: Initiative/Motivation/Perseverance</p> <ul style="list-style-type: none"> • Volunteers to assist before being asked • Makes significant contributions • Demonstrates a strong work ethic <p>__P3: Written and Verbal Communication Skills</p> <ul style="list-style-type: none"> • Writes coherently with correct grammar and spelling • Articulates clearly using correct grammar <p>__P4: Flexibility</p> <ul style="list-style-type: none"> • Adapts to evolving issues and conditions <p>__P5: Time Management and Organization</p> <ul style="list-style-type: none"> • Demonstrates punctuality with assignments and obligations • Responds effectively to multiple tasks <p>__P6: Responsibility</p> <ul style="list-style-type: none"> • Fulfills responsibilities as defined by the program • Exercises sound judgment in professional practice 	<p><u>COMMENTS</u></p>
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SENIOR INTERN OBSERVATION

Senior Intern _____ Date _____

Domain A – Lesson Planning

Strengths

Suggestions

Domain B – Environment/Management

Strengths

Suggestions

Domain C – Lesson Execution

Strengths

Suggestions

Domain D – Professionalism

Strengths

Suggestions

Other

WEEKLY CONFERENCE RECORD

Intern _____ Mentor Teacher _____ Grade _____

University of Delaware Scoring Scale

Unacceptable	1 Does not meet the criterion expectations 2 Is beginning to meet the criterion expectations
Acceptable	3 Meets the criterion expectations
Target	4 Is highly effective in meeting the criterion expectations 5 Excels in meeting the criterion expectations

INSTRUCTIONAL AND PROFESSIONAL COMPETENCIES:

- Domain A** As a Scholar, Problem Solver, and Partner, Organizes Content Knowledge for Student Learning Based on State Standards
- A1: *Becomes familiar with relevant aspects of students' background knowledge and experiences*
- researches student characteristics
- A2: *Writes clear learning objectives that are appropriate for the students*
- accommodates individual differences
- A3: *Demonstrates an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future*
- demonstrates knowledge of subject matter, state standards, and current research
 - demonstrates the ability to integrate content across the curriculum
- A4: *Creates or selects appropriate teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the objectives*
- plans for the diversity of learners
 - includes problem solving and/or collaborative strategies
- A5: *Creates or selects evaluation strategies that are appropriate for the students and that are aligned with the objectives*
- evaluates student learning systematically
 - uses results to plan future instruction

- Domain B** As a Scholar, Problem Solver, and Partner, Creates an Environment for Student Learning That Serves Diverse Classroom Communities
- B1: *Creates a climate that promotes fairness*
- conveys attitude that all students are of equal importance
- B2: *Establishes and maintains rapport with students in ways that are appropriate to the students' developmental needs*
- responds in a sensitive manner
 - develops effective interactions considering the unique characteristics of each student
- B3: *Communicates challenging learning expectations to each student*
- demonstrates that learning is individual, active, and social
- B4: *Establishes and maintains consistent standards of mutually respectful classroom interaction and behavior*
- constructs practical, effective approaches to manage student behavior based upon prior research of discipline models
 - reinforces desired behavior
- B5: *Makes the physical environment as safe and conducive to learning as possible*
- considers students' safety and diverse physical needs
 - addresses multiculturalism in displays and resources

D A T E																				F I N A L
A1																				
A2																				
A3																				
A4																				
A5																				

D A T E																				F I N A L
B1																				
B2																				
B3																				
B4																				
B5																				

THREE-WAY CONFERENCE MID-TERM EVALUATION

Senior Intern: _____ Grade/Field: _____ Date: _____
 Mentor Teacher: _____ PDS Faculty Supervisor: _____

SCORING SCALE

1. Does not meet the criterion expectations
2. Is beginning to meet the criterion expectations
3. Meets the criterion expectations
4. Is highly effective in meeting the criterion expectations
5. Excels in meeting the criterion expectations

DOMAIN A: AS A SCHOLAR, PROBLEM SOLVER, AND PARTNER, ORGANIZES CONTENT KNOWLEDGE FOR STUDENT LEARNING BASED ON STATE STANDARDS	1-2	3	4-5
A1: Becomes familiar with relevant aspects of students' background, knowledge and experiences			
A2: Writes clear learning objectives that are appropriate for the students			
A3: Demonstrates an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future			
A4: Creates or selects appropriate teaching methods, learning activities and instructional materials or other resources that are appropriate to the students and that are aligned with the objectives			
A5: Creates or selects evaluation strategies that are appropriate for the students and that are aligned with objectives			

COMMENTS:

DOMAIN B: AS A SCHOLAR, PROBLEM SOLVER, AND PARTNER, CREATES AN ENVIRONMENT FOR STUDENT LEARNING THAT SERVES DIVERSE CLASSROOM COMMUNITIES	1-2	3	4-5
B1: Creates a climate that promotes fairness (e.g., conveys attitude that all students of equal importance).			
B2: Establishes and maintains rapport in ways appropriate to the students' developmental needs.			
B3: Communicates challenging learning expectations to each student.			
B4: Establishes and maintains consistent standards of mutually respectful classroom interaction and behavior			
B5: Makes the physical environment as safe and conducive to learning as possible.			

COMMENTS:

DOMAIN C: AS A SCHOLAR, PROBLEM SOLVER, AND PARTNER, TEACHES TO ACCOMMODATE DIVERSE STUDENT LEARNING	1-2	3	4-5
C1: Makes learning objectives and instructional procedures clear to students			
C2: Makes content comprehensible to students			
C3: Encourages students to extend their thinking.			
C4: Monitors students' understanding of content through a variety of means, provides feedback to students to assist learning, and adjusts learning as the situation demands.			
C5: Uses instructional time effectively.			

COMMENTS:

DOMAIN D: AS A SCHOLAR, PROBLEM SOLVER, AND PARTNER, DEMONSTRATES REFLECTIVE PRACTICE AND TEACHER PROFESSIONALISM	1-2	3	4-5
D1: Reflects upon lesson effectiveness			
D2: Demonstrates a sense of efficacy			
D3: Builds professional relationships with colleagues to share teaching insights and to coordinate learning activities for students			
D4: Communicates with parents/guardians regarding student learning			

COMMENTS:

PERSONAL ATTRIBUTES	1-2	3	4-5
P1: Interpersonal Skills			
P2: Initiative/Motivation/Perseverance			
P3: Written and Verbal Communication Skills			
P4: Flexibility			
P5: Time Management and Organization			
P6: Responsibility			

COMMENTS:

Senior Intern	Date
Mentor Teacher	Date
PDS Faculty Supervisor	Date

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

COMPLETING THE FINAL EVALUATION REPORT

The Senior Intern Final Evaluation Report is completed online at <http://www.oet.udel.edu/teachered/CoopTeachLogin.asp> . The login is your email. The password has been set to 'evaluate'. If you change the password, and then need to be reminded of it later, there is an option on the login page to have it emailed to you.

For any questions regarding issues using the system, please contact Robert Grey, Assistant Director Clinical Studies, rgrey@udel.edu, 831-3562, for assistance.

WRITING THE FINAL EVALUATION REPORT

CLASS PROFILE

Address how this placement serves a **Diverse Community of Learners**. The class profile should contain a description of the student teaching placement:

- Location
- Total number of students in the classes
- Ethnic diversity
- Socio-economic status (optional)
- Number of students receiving special services (special education, gifted, Chapter I, etc.)
- Textbooks
- Academic, college prep, honors, etc.

DOMAINS AND SUMMARY STATEMENTS

Give a rating and write a summary statement for each domain. To touch upon each criterion is ideal; however, this is not absolutely necessary. Do, however, keep in mind that your summary statements should correlate with your ratings. Summary statements should speak to both strengths and area for growth. Please keep in mind that statements regarding areas for growth should be stated in a positive manner. Personalize the summary statement to the degree possible and cite specific examples (units, projects, significant contributions, etc.).

DOMAIN A

In addition to addressing the criteria in Domain A, the summary statement may contain reference to how your student teacher fulfilled the role of **SCHOLAR** in the following areas:

- Conducts research including the use of technology
- Demonstrates pedagogical content knowledge
- Exhibits knowledge of subject(s)
- Addresses state and national standards
- Integrates content across the curriculum
- Selects varied instructional strategies/activities

DOMAIN B

In addition to addressing the criteria in Domain D, the summary statement may contain reference to how your student teacher fulfilled the role of **PROBLEM SOLVER** in the following areas:

- Constructs practical, effective approaches to managing student behavior
- Enables students to become problem solvers in their own ways

DOMAIN C

In addition to addressing the criteria in Domain C, the summary statement may contain reference to how your student teacher fulfilled the role of **PROBLEM SOLVER** in the following areas:

- Integrates complex information into logical sequence
- Organizes and paces instruction according to content, learner, and situation
- Approaches professional challenges with a comment to students' positive development and learning

DOMAIN D

In addition to addressing the criteria in Domain D, the summary statement may contain reference to how your student teacher fulfilled the roles of PARTNER and REFLECTIVE PRACTITIONER in the following areas:

- Analyzes and revises instruction
- Commits to the learning of ALL students
- Established productive collaborations with children, adolescents, families, and colleagues

PERSONAL ATTRIBUTES

Rate each item. You do not need to write a summary statement for this section because each of these items is pretty explicit. Should you have specific comments for this section, they can be included in the closing statement.

CLOSING STATEMENT

The closing statement should address personal characteristics professional competencies as appropriate to the student and the placement. The closing statement should contain information relating to any or all of the following.

- **Personal Characteristics:** demeanor, appearance, vitality, poise, confidence, sense of humor, common sense, interpersonal relationships, sensitivity, positivism, attendance, punctuality, etc.
- **Professional Competencies:** committed to teaching, enthusiastic, student-oriented, efficient, flexible, and willing to do extras, follows suggestions, makes contributions beyond what is expected, etc. This statement should describe the range of the student teacher's responsibility, as well as any additional activities planned and implemented by the student teacher.

Conceptual Framework of the University of Delaware's Teacher Preparation Programs: Using 'reflective practice' as a guiding principle cite ways the UD student teacher integrated the three professional roles: **scholar, problem solver** and **partner** into his/her student teaching experience.

University of Delaware Final Senior Intern Evaluation

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

Please type or print in black ink

			Date
Senior Intern	Student ID	Mentor Teacher	
School	District	Teaching Field/Grade	
Length of Placement: Weeks	Hours: Total		

CLASS PROFILE:

UNIVERSITY OF DELAWARE SCORING SCALE	
Unacceptable	1. Does not meet the criterion expectations 2. Is beginning to meet the criterion expectations
Acceptable	3. Meets the criterion expectations
Target	4. Is highly effective in meeting the criterion expectations 5. Excels in meeting the criterion expectations

DOMAIN A AS A SCHOLAR, PROBLEM SOLVER, AND PARTNER, ORGANIZES CONTENT KNOWLEDGE FOR STUDENT LEARNING BASED ON STATE STANDARDS	RATING
A1: Becomes familiar with relevant aspects of students' background, knowledge and experiences	
A2: Identifies clear learning goals that are appropriate for the students	
A3: Demonstrates an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future	
A4: Creates or selects appropriate teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson	
A5: Creates or selects evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson	

SUMMARY STATEMENT:

Senior Intern:

DOMAIN B AS A SCHOLAR, PROBLEM SOLVER, AND PARTNER, CREATES AN ENVIRONMENT FOR STUDENT LEARNING THAT SERVES DIVERSE CLASSROOM COMMUNITIES	RATING
B1: Creates a climate that promotes fairness	
B2: Establishes and maintains rapport with students	
B3: Communicates challenging learning expectations to each student	
B4: Establishes and maintains consistent standards of classroom behavior	
B5: Makes the physical environment as safe and conducive to learning as possible	

SUMMARY STATEMENT:

DOMAIN C AS A SCHOLAR, PROBLEM SOLVER, AND PARTNER, TEACHES TO ACCOMMODATE DIVERSE STUDENT LEARNING	RATING
C1: Makes learning goals and instructional procedures clear to students	
C2: Makes content comprehensible to students	
C3: Encourages students to extend their thinking	
C4: Monitors students' understanding of content through a variety of means, provides feedback to students to assist learning, and adjusts instruction as the situation demands	
C5: Uses instructional time effectively	

SUMMARY STATEMENT:

DOMAIN D AS A SCHOLAR, PROBLEM SOLVER, AND PARTNER, DEMONSTRATES REFLECTIVE PRACTICE AND TEACHER PROFESSIONALISM	RATING
D1: Reflects on the extent to which the learning goals were met	
D2: Demonstrates a sense of efficacy	
D3: Builds professional relationships with colleagues to share teaching insights and to coordinate learning activities for students	
D4: Communicates with parents/guardians regarding student learning	

SUMMARY STATEMENT:

UD PERSONAL ATTRIBUTE SCORING SCALE	
Unacceptable	1. Never Exhibits 2. Seldom Exhibits
Acceptable	3. Sometime Exhibits
Target	4. Frequently Exhibits 5. Always Exhibits

PERSONAL ATTRIBUTES	RATING
P1: Interpersonal Skills	
P2: Initiative/Motivation/Perseverance	
P3: Written and Verbal Communication Skills	
P4: Flexibility	
P5: Time Management and Organization	
P6: Responsibility	

CLOSING STATEMENT:

SIGNATURE

TITLE/POSITION

The University of Delaware has independently approved the content of this form for the sole purpose of clinical supervision and diagnostic purposes for use with student teachers. This form is not approved for other purposes including, but not limited to, licensure or certification.

TEACHER DUTIES

Supervision of Duties

It has been brought to our attention that there have been some questions regarding the supervision of duties (recess, cafeteria, hallway, bus, assembly, etc.) by student interns. Student interns are expected to supervise all duties that are assigned to the PDS mentor teacher.

Due to the volatile nature of students during these "unstructured" times, it is necessary that PDS mentor teachers share these responsibilities with their student interns. In other words, student interns should not assume these duties alone even during their "solo" times. They should work jointly with you for the maximum safety of the students.

We realize that this may inconvenience many individual and team arrangements, and we apologize for that. However, one must be proactive in this time of increased litigation.

PDS Mentor Teacher Responsibilities During Solo Periods

The following procedures are to be following when a student intern assumes responsibility for the classroom:

- The mentor teacher will inform the building principal if they plan to leave the building while their senior intern is teaching.
- The mentor teacher will check solo period lesson plans in advance to assure appropriate planning.
- The mentor teacher will check with the senior intern to make certain that things are running smoothly.
- During solo period the mentor teacher will observe and write evaluations of the senior intern.
- The mentor teacher will be on hand to assist in the monitoring of duties. Remember the senior intern is responsible for all duties during solo periods. This is to allow them to experience what a full teaching assignment requires.
- In TAM situations, the partner teacher should maintain their regular teaching responsibilities when the senior intern is teaching.
- Aides will remain on their regular classroom schedule during solo periods.

SUBSTITUTE TEACHING

Substitute Teaching

A senior intern is in the process of gaining experience as a teacher under the supervision and guidance of a certified supervising teacher and the University. The University Council on Teacher Education (UCTE) has established the following policy regarding student interns as substitutes:

Occasionally it is permissible, in the absence of his/her mentor teacher for a short period of time (part or all or one or two school days), for the senior intern to assume responsibility for his/her mentor teacher on the condition that the school principal, the University supervisor, the mentor teacher, and the senior intern discuss and agree to the arrangement.

Under no circumstance should a senior intern be used as a substitute in a class other than that to which she/he has been assigned. In the case of all situations where senior interns are being used as substitutes, the district will assume liability.

WHEN TO CALL FOR 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 is here to support you in this very important role.

