

# Learning for Tomorrow Teaching for Today

School/University Collaboration

## Secondary Education Field Guide

Block III Student Teaching

Boise State University

College of Education

Fall 2007

# Table of Contents

- I. Program Overview (Goals)
  - . Introduction
  - . The Mission
  - . The Vision
  - . The Conceptual Framework: The Reflective Teacher
  - . Idaho Core Teaching Standards
  - . Field Experience Goals
- II. Expectations
  - . Interns
  - . Mentor Teachers
  - . University Liaisons
  - . University Supervisors
- III. Policies
  - . Financial Compensation for Interns
  - . Supervision Fees during the Professional Year
  - . Changes in Assignment
  - . Liability Insurance
  - . Coursework During Student Teaching
  - . Seminars
  - . Teacher Strikes
  - . Teaching Load
  - . Three-Way Conferences
- IV. Assessment
  - . Final Grade
  - . Midterm/Self-Evaluation
  - . Final Evaluation
  - . Withdrawal from Student Teaching
  - . Guidelines for Students Doing Unsatisfactory Work
  - . Removal From Student Teaching
- V. Activities
  - . Three-Way Observations/Conferences
  - . Work Sample

## PROGRAM OVERVIEW (GOALS)

<p>Introduction</p>	<p>The Teacher Education Programs at Boise State are designed to promote the continual development of teachers with an emphasis on increasing student learning. Working and practicing in classrooms is recognized as a significant part of the total preparation for teaching and includes directed observation, interaction with students, and teaching. The programs provide candidates with in-depth experiences, which include exposure to all grade levels (K-12), student shadowing, school culture, traditional classroom teaching, as well as the opportunity to work with a diverse student population. Application of knowledge from courses in classroom situations is basic in the preparation of teachers. Classroom experience is the link between formal preparation and full-time, independent teaching. Guided reflection of classroom experiences from a variety of perspectives fosters the self-analysis and evaluation skills essential for continued professional development.</p> <p>This handbook presents the organization for Student Teaching, describes the expectations and assessment procedures, outlines the procedural steps in the process, and identifies key personnel and their responsibilities.</p>
<p>The Mission</p>	<p>The mission of the College of Education at Boise State University is to prepare professionals using models that incorporate integrated teaching and learning practices to ensure high levels of knowledge and skill, commitment to democratic values, and the ability to work with a diverse population. As part of the only metropolitan institution in Idaho, the College of Education provides a collegial environment that supports a wide range of research and scholarly activity intended to advance knowledge and translate knowledge into improved practice at the local, national, and international levels. The College promotes the healthy development of society through outreach, partnership, and technical assistance activities that focus on organizational renewal. It advances the healthy development of individuals through a commitment to lifelong learning, wellness, personal excellence, and respect for individuals.</p>
<p>The Vision</p>	<p>The College of Education will be a leader in integrated teaching and learning, the advancement of knowledge through research and scholarship, and the preparation of professionals who provide exemplary educational and related services to improve the lives of individuals in a changing and complex global society.</p>
<p>Conceptual Framework: The Reflective Practitioner</p>	<p>Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve learners as reflective practitioners, scholars and artists, problem solvers, and partners.</p>
<p>Idaho Core Teacher Standards</p>	<p>The foundation of the Teacher Education program is Idaho's Core Teacher Standards that describe the expectations for initial preparation of teachers and are based on national standards for the preparation of teachers. We adhere to these standards in the design and delivery of pre-service teacher education programs that will prepare highly effective teachers.</p> <p>The assessment of student performance and program effectiveness is based on these principles. The Idaho Core Teacher Standards and their associated indicators of accomplishment are:</p>

	<p>Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structure of the discipline taught, and creates learning experiences that make these aspects of subject matter meaningful for students.</p> <p>Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social and personal development.</p> <p>Standard 3: Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs.</p> <p>Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p> <p>Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p> <p>Standard 6: Communication Skills - The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p> <p>Standard 7: Instructional Planning Skills - The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p> <p>Standard 8: Assessment of Student Learning - The teacher understands, uses and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.</p> <p>Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mentoring of the art and science of teaching.</p> <p>Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being.</p>
Field Experience Goals	<p>Teacher education field experiences prepare candidates:</p> <ul style="list-style-type: none"> <li>❖ to enter learning communities rather than isolated classrooms.</li> <li>❖ for the full range of a teacher's responsibility.</li> <li>❖ to teach everyone's children and not just children like themselves.</li> <li>❖ to advance the skills and knowledge of each student in the classroom.</li> </ul>

## EXPECTATIONS

Student Teachers	Interns are associate members of the school faculty and are expected to perform in a professional manner and devote full energies to their teaching .
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	<p>They are expected to make a positive impact on faculty and students, be prompt and dependable, and demonstrate qualities of a professional teacher. The following suggestions are aimed at guiding the behavior of the intern during the Professional Year.</p> <p>Student teachers are expected to devote full time for 16 weeks to their teaching duties. It is expected interns will have the primary role in the classroom for at least three weeks in each eight week experience or six weeks in a 16 week experience.</p> <p>Requirements for the professional year are minimal in order to enable the prospective teacher to capitalize on self-development. However, the intern is still a “student of teaching,” and the university has responsibility for feedback and evaluation. Cooperating school personnel have a right to know what is planned for the pupils for whom they have legal responsibility.</p> <ol style="list-style-type: none"> <li>1. Read the information that has been given to you (handbooks, schedules, etc.). Make notes and ask questions about parts you do not understand. Become familiar with the policies and procedures of the mentor teacher.</li> <li>2. Interns must check in at the main office each time they visit a school. Each school will arrange for appropriate identification.</li> <li>3. At the beginning of the internship, specific due dates need to be discussed and a schedule that works with the plans of the mentor teacher needs to be finalized. Any issues that would prevent the interns from completing their assignments need to be discussed with the university supervisor.</li> <li>4. Demonstrate proper attitude through dress, behavior and ethics. Interns are expected to dress in a professional manner at all times. This means being aware of each school's dress code for faculty.</li> <li>5. Attendance and punctuality are part of professionalism. Any missed time due to illness or an emergency must be made up at the convenience of the mentor teacher. Time spent as a paid substitute, even for the mentor teacher, may not be counted in the total hours.</li> <li>6. Circumstances that prevent the interns from fulfilling their internship need to be immediately brought to the attention of the university supervisor in advance of the absence (except in emergency situations).</li> <li>7. Always be prepared. Demonstrate a high degree of thorough, organized, consistent planning. The mentor teachers' existing curriculum and management plans will guide interns. Our purpose is to support teachers' work, not further complicate their lives.</li> <li>8. Reach out to others for ideas, resources, and assistance in the successful completion of your assignments.</li> <li>9. Show a sense of loyalty to your school and the university. Attend appropriate seminars and orientation meetings.</li> <li>10. Commit to creating a positive experience for yourself, your students, and mentor teacher.</li> <li>11. Interns should be aware of issues of professional liability. For example, they should never meet with an individual student in a closed room. Interns may never give rides to students. Interns must be careful to avoid situations in which they may be accused of improper or unprofessional conduct. This is an issue that affects the individual intern, the host school, the district, and Boise State University.</li> <li>12. Interns may wish to review their telephone answering machine greeting for professionalism. Your teacher may need to call you.</li> <li>13. Interns and the mentor teacher should discuss the following issues and topics (as well as other concerns) in a meeting before the intern's first classroom session. Interns in a new placement should call the mentor</li> </ol>
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	<p>teacher at least one week in advance of the first classroom session to arrange a meeting.</p> <ul style="list-style-type: none"> <li>❖ Discipline procedures: What procedures are in effect in the classroom and school? What is the intern's appropriate role in "enforcing" rules?</li> <li>❖ Limits of authority: How much independence does the intern have in the classroom? What sorts of things must the intern clear in advance with the classroom teacher?</li> <li>❖ Preparation for each intern session: How can the intern and classroom teacher coordinate their plans for a productive session?</li> </ul>
Mentor Teachers	<p>Student Teachers have a wide range of experiences, talents, and interests. However, they are not yet teachers. Mentor teachers should always feel free to make decisions about the most appropriate role for an individual intern working in their classroom. Following are some suggestions that may give mentor teachers and student teachers ideas for working together effectively. Initially, the mentor teachers should remain in the classroom while the student teacher is there to provide direction, modeling, and feedback. As the student teacher gains in knowledge and skill the amount of time the mentor teacher remains in the classroom should be dictated by the objectives to be accomplished by the classroom students. Responsibility for planning, implementing, and assessing instruction should shift from the mentor teacher to the student teacher as quickly as possible. When two teachers can increase student learning, the mentor and the student teacher should work together. If one teacher can increase student learning, then the student teacher should be allowed to teach alone.</p> <ol style="list-style-type: none"> <li>1. Help interns feel welcome and inform students in your class about the role of the interns.</li> <li>2. Model good teaching and communication with students as an example for student teachers.</li> <li>3. The mentor teacher should expect the student teacher to submit detailed lesson plans in advance of any teaching.</li> <li>4. Check for the appropriateness of the lessons and activities the interns bring.</li> <li>5. Have high expectations for professionalism for interns: <ul style="list-style-type: none"> <li>❖ Appropriate dress;</li> <li>❖ Consistency with planned schedule of work;</li> <li>❖ Punctuality;</li> <li>❖ Appropriate behavior with students;</li> <li>❖ Positive with and encouraging of students;</li> <li>❖ Well-planned activities a week in advance of when they will be taught;</li> <li>❖ Flexibility;</li> <li>❖ Ability to maintain confidentiality</li> </ul> </li> </ol>
University Liaison	<p>The university liaison is a Boise State University College of Education faculty or an adjunct faculty member who represents the College of Education and maintains a relationship with a designated partner school to facilitate the goals of the partnership. The university liaison serves as the contact person for the college when issues arise regarding interns in their early field experiences. The responsibilities of the University Liaison are as follows:</p> <ol style="list-style-type: none"> <li>1. Supervise the interns assigned to the partner school.</li> <li>2. Participate in professional development opportunities designed to facilitate or improve the partnership relationship.</li> <li>3. Contribute to P-12 student achievement in ways that are mutually agreed</li> </ol>

	upon by teachers and principals in the partner school.
University Supervisors	<ol style="list-style-type: none"> <li>1. Meet with student teacher and the mentor teacher to clarify and identify responsibilities.</li> <li>2. Review school policies and schedule with intern.</li> <li>3. Check to make sure intern has reviewed assessment system with mentor teacher.</li> <li>4. Obtain tentative schedule for intern assuming responsibility for teaching.</li> <li>5. Offer any support or coaching necessary to intern.</li> <li>6. Document observations and hold follow-up conferences with intern and with mentor teacher if necessary.</li> <li>7. Encourage mentor teacher to allow intern to take strong leadership role in the collaborative effort, including parent/caregiver conferences.</li> <li>8. Complete mid-term evaluation and meet with intern and mentor teacher for a three-way conference.</li> <li>9. Provide continuous feedback on intern's performance.</li> <li>10. Analyze and approve lesson plans, handouts and tests.</li> <li>11. Serve as a coach for interns.</li> <li>12. Collect intern's mid-term self-assessment.</li> <li>13. Conduct regular seminars with interns at the school.</li> <li>14. Arrange for a three-way evaluation/feedback conference with mentor teacher and intern.</li> <li>15. If necessary, assist in arranging visits to other classrooms on behalf of the intern.</li> <li>16. Oversee the completion of required internship assignments.</li> <li>17. Complete online and paper evaluation forms.</li> <li>18. Check with mentor teacher to make sure his/her final evaluation form of the intern is completed.</li> <li>19. Assign and report grade.</li> </ol>

## POLICIES

Financial Compensation for Interns	<p>This section outlines the conditions under which Boise State University teacher interns enrolled in field experiences may receive compensation from a school entity for services rendered as part of the internship. In all cases it is expected that interns will follow school policy on employment procedures. In each instance, the process for compensation is initiated by district administration.</p> <p>During Student Teaching, a candidate may substitute teach and receive remuneration under the following circumstances. Interns must complete all of the assignments expected during Student Teaching and at the conclusion demonstrate they have the knowledge, skills, and dispositions required of a beginning teacher.</p> <p>Substitute teaching is:</p> <ol style="list-style-type: none"> <li>1. restricted to the current mentor's(s') classroom(s);</li> <li>2. allowed if prior, written approval of the principal, Director of the Office of College School Partnerships and Field Experiences, mentor teacher(s), and supervisor indicating a readiness to substitute is on file in the Office of College School Partnerships and Field Experience; and</li> <li>3. limited to a maximum of 5 days, unless prior arrangements are made through the Director of the Office of College School Partnerships and Field Experiences.</li> </ol>
Supervision Fees	Interns requesting to complete their student teaching outside the Boise State

during the Professional Year	University service area (Horseshoe Bend in the north, Ontario in the west, Mountain Home in the east, and Marsing in the South) will be assessed \$500.00 for Block III Student Teaching to cover the cost of supervision and administration. This fee will be paid at the beginning of the experience to the Office of College School Partners and Field Experiences. In addition, they will be assessed for supervisor travel at the rate of \$.405/mile, if necessary.
Changes in Assignment	If changes of assignment schedules are necessary even on a temporary basis, the university supervisor and Director of College School Partnerships and Field Experiences should be notified in advance of the change.
Liability Insurance	Interns are covered by liability insurance during the Professional Year: Idaho Code Section 33-1201 states, "A student while serving as a practice teacher under the supervision of a certificated teacher, shall be accorded the same liability insurance coverage by the school district being served as that accorded a certificated teacher in the same district, and shall comply with all rules and regulations of the school district or public institution while acting as such practice teacher."
Coursework during Student Teaching	It is recommended interns not enroll in additional courses or during the student teaching semester. They must be able to devote all of their attention to meeting the needs of their students in the classroom and demonstrating their own ability in meeting the expectations of the program.
Seminars	Interns are required to attend seminars periodically throughout Student Teaching. University supervisors will clarified the specific format, dates, times, and places for these seminars during the general orientation meeting. Suggested topics include: the requirements for Student Teaching, the nature of the field experience, suggestions and helpful hints for improving classroom performance, and professional career information and guidance.
Teacher Strikes	<p>Interns have unique positions in the school and may have responsibilities to persons on both sides of the controversy. In light of this, the Office of College School Partnerships and Field Experiences established the following guidelines for interns who may find themselves in a school where a "strike" is taking place. These guidelines should be followed even if the student is not in Idaho.</p> <ol style="list-style-type: none"> <li>1. Interns should notify the university supervisor as soon as possible if a strike in a particular school is imminent.</li> <li>2. The university supervisor should notify the Director of the Office of College School Partnerships and Field Experiences and/or the Chairperson of the Department of Curriculum, Instruction, and Foundational Studies regarding the general status of a strike.</li> <li>3. Interns should not teach but remain away from the building in a school district during a teacher's strike. The extra time may be spent preparing for classes.</li> <li>4. Prior to and during a strike, student teachers should not engage in any actions which would tend to support or oppose a strike. Do not attempt to cross picket lines.</li> <li>5. A determination will then be made whether a reassignment of the intern to another school district will be necessary.</li> </ol>
Teaching Load	Neither Boise State University nor the State of Idaho requires a specific number of teaching clock hours during Student Teaching. Certification is based upon the completion of the BSU teacher education program requirements (which have been approved by the Idaho Professional Standards Commission). Competency of the candidate rather than completion of a specific number of internship clock hours determines success within the teacher education program. Specific requirements may vary among subject matter areas or certification levels.
Three-Way	Next to the actual experience of working with students in a school setting,

Conferences	<p>conferences with experienced teachers are the most important activities in the intern's professional year. Time should be set aside by the mentor and the intern several times each week for planned conferences. Informal communications are also anticipated to occur between classes, before school, during lunch, or any time a problem arises.</p> <p>Midterm conferences are scheduled to discuss internship progress, problems, concerns, and relationships. Final conferences are planned to summarize and evaluate the internship experience and to collect required materials.</p> <p>The university supervisor will also meet with the intern and the mentor. The purposes of these conferences are to exchange information, provide support services, confirm progress, and formalize program and individual evaluation.</p>
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## ASSESSMENT

Midterm/Self-Evaluation	<p>A formative evaluation should be completed at midterm to provide guidance to the intern on specific strengths and weaknesses on which to concentrate during the second half of the experience. <a href="#">The Professional Year Assessment</a> should be printed and completed by the mentor teacher and then discussed, and analyzed with the intern at the midterm conference.</p> <p>This same form may be used for additional formative evaluations during the internship. The mentor teacher may determine the timing and number of additional evaluations considered appropriate during the internship.</p>
Final Evaluation	<p>The final evaluation becomes a part of the intern's permanent record. Each item on the assessment should be evaluated carefully and independently. <a href="#">The Professional Year Assessment</a> is completed on-line. Print the last page, sign it and give it to the Office of Teacher Education. The URL address for the assessment will be e-mailed to the mentor teacher and the university supervisor prior to the end of the semester. The university supervisor is available for consultation if additional information about the evaluation process is desired.</p>
Final Grade	<p>Assessment is a continuous, cooperative process. The mentor teacher should hold regular assessment conferences with the interns throughout the professional experience. Problems should be reported to the university supervisor.</p> <p>The university supervisor and mentor will determine the final grades cooperatively, based on the intern's performance during the Professional Year Internship and Student Teaching. Final authority and responsibility for grading and recording of grades rests with the university supervisor. A grade of Pass/Fail is given and recorded in the registrar's office upon completion of the experience.</p>
Withdrawal From Student Teaching	<p>Interns may withdraw from the Professional Year Internship or Student Teaching in accordance with standard university policies and procedures (check current BSU bulletin). If an intern decides to withdraw from the experience, the mentor teacher, principal, and the university supervisor should be notified as soon as possible.</p>
Guidelines for Students Who Are Doing Unsatisfactory Work	<p>Both the university supervisor and mentor teacher maintain accurate, ongoing, written records of conferences, suggestions, and any other relevant information regarding the assignment. These records should be dated, and copies should be given to the intern as each is completed. Interns should review written comments following every classroom observation by the university supervisor. Candidates experiencing problems must be notified no later than mid-point of their internship or as soon as the problem is identified.</p>

	<p>A school administrator and the Office of College School Partnerships and Field Experiences should be informed as early as possible regarding interns experiencing problems, and given a written description of the nature of the problem(s) or potential problem(s). The supervisor may request classroom observations of the intern by the principal. The principal should receive copies of all documentation at this point. Interns identified as experiencing problems or potential problems should be monitored carefully, if necessary on a day-to-day or week-to-week basis.</p> <p>If problems persist, the university supervisor must arrange for a second opinion and additional documentation through classroom observation(s) of the intern by a Teacher Education faculty member familiar with the program.</p> <p>The supervisor, mentor teacher, principal, faculty member and the intern should make a decision on the course of action collaboratively. At this time a plan of action should be drawn up. This plan should state clearly the area or areas needing strengthening, recommendations for remediation, and a time line. Interns must be provided an opportunity to provide evidence of successful completion of the Action Plan.</p> <p>If the problem has been identified as critical, the intern must be kept informed of the different courses of action being considered. Depending on the severity of the problem, five courses of action are possible:</p> <ol style="list-style-type: none"> <li>1. Additional support, study and assistance, for example:       <ol style="list-style-type: none"> <li>a. Study and peer tutoring</li> <li>b. Modeling by master teacher, followed by intern performance and feedback</li> <li>c. Help or remediation by faculty member</li> </ol> </li> <li>2. Extension of time in the student teaching placement.</li> <li>3. Alternative placement if the university supervisor feels that personality conflicts are contributing to the problem.</li> <li>4. Withdrawal       <ol style="list-style-type: none"> <li>a. Intern initiated (it is imperative that the intern accept the responsibility for checking with the current catalog regarding final dates and follow established procedures).</li> <li>b. Faculty initiated</li> <li>c. School initiated</li> </ol> </li> <li>5. Performance judged unsatisfactory--completion of the assignment with the understanding that the mentor teacher and the university supervisor may judge the work to be unsatisfactory, and the student could receive a grade of "F" for the assignment. If the intern disagrees with the decision (e.g. withdrawal or extension), the candidate may appeal to the Professional Standards Committee through the Office of College School Partnerships and Field Experiences.</li> </ol> <p>The intern should be aware of the Boise State University Academic Policies/Regulations that state: "Independent studies, internships, and student teaching may be taken only once and are not repeatable." (Refer to BSU Bulletin Academic Regulations).</p> <p>If there is a conflict of opinions between the university supervisor and cooperating teacher during the student teaching assignment, the university supervisor should request a conference consisting of the following persons:</p>
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	<ul style="list-style-type: none"> <li>❖ Mentor Teacher</li> <li>❖ Principal (when necessary)</li> <li>❖ Director of the Office of College School Partnerships and Field Experiences</li> <li>❖ Intern</li> <li>❖ Chairperson of the respective department</li> </ul> <p>If a candidate is allowed to withdraw from Student Teaching with the understanding that he/she will be allowed to apply for Student Teaching at a later date:</p> <ol style="list-style-type: none"> <li>1. Stipulations must be in written form, dated and signed by the university supervisor and the candidate, a copy of which will be placed in the candidate's folder in the Office of College School Partnerships and Field Experiences.</li> <li>2. The Professional Standards Committee will review the candidate's folder to see whether all predetermined conditions have been met before the student will be permitted to repeat student teaching.</li> <li>3. A period of one year must pass before the student may petition to enroll again. At that time, it is the responsibility of the student to provide evidence that all conditions have been met. Established deadlines for applications will apply.</li> <li>4. Interviews at prospective sites may be required.</li> </ol>
<p><b>Removal from Student Teaching</b></p>	<p>If an intern withdraws from Student Teaching, copies of all documentation will be placed in the student's folder in the Office of College School Partnerships and Field Experiences and kept on permanent file. If a decision has been made to deny the candidate an opportunity to enroll in Student Teaching again, he/she may appeal to the Professional Standards Committee.</p> <p>When a decision of this magnitude is made, it requires that the student be given the right of due process. For this to occur, five steps are essential, including:</p> <ol style="list-style-type: none"> <li>1. A hearing to be conducted by the Director of College School Partnerships and Field Experiences where the student, supervising faculty, department chair, mentor teacher and school principal are present.</li> <li>2. A written notice to the student of the hearing that includes date, time, location and a statement of specific concerns;</li> <li>3. The right of the student to have someone accompany her/him to the hearing;</li> <li>4. An opportunity for the student to present her/his side and question those in attendance;</li> <li>5. A written notice of the decision accompanied by a statement of the facts; and the right to appeal.</li> </ol>

## Block III Student Teaching Activities

Activity I: Three-Way Observations/Conferences	
Experience	Block III Student Teaching
Idaho Core Teacher Standards Addressed	
Introduction	<p>Next to the actual experience of working with students in a school setting, conferences with experienced teachers are the most important activities in the intern's professional year. Time should be set aside by the mentor and the intern several times each week for planned conferences. Informal communications are also anticipated to occur between classes, before school, during lunch, or any time a problem arises.</p> <p>Midterm conferences are scheduled to discuss internship progress, problems, concerns, and relationships. Final conferences are planned to summarize and evaluate the internship experience and to collect required materials.</p>
Goal	Interns will demonstrate they are developing the knowledge, skills, and dispositions required as beginning teachers. They will receive positive feedback from their mentor teacher and university supervisor.
Objectives	<p>Interns will:</p> <ol style="list-style-type: none"> <li>1. Teach a lesson they have planned while the mentor teacher and supervisor observe.</li> <li>2. During a conference with the mentor teacher and supervisor, the intern will discuss the strengths and weaknesses of the lesson presented and develop a plan to increase the strengths and overcome the weaknesses.</li> </ol>
Activity Instructions	<p><b>Session 1 Pre-Observation</b></p> <p>The intern will write a lesson plan and meet the university supervisor to discuss the lesson one week prior to teaching it. This is an opportunity to receive input from the supervisor before the actual teaching experience.</p> <p><b>Session 2 Teaching</b></p> <p>The intern will teach the lesson with the university supervisor and mentor teacher observing it.</p> <p><b>Session 3 Formative Evaluation</b></p> <p>The intern will meet with both the supervisor and the mentor teacher to discuss the completed lesson as a means to provide feedback. Possible discussion questions include:</p> <ul style="list-style-type: none"> <li>• How as student participation distributed?</li> <li>• To what extent were students productively engaged?</li> <li>• How were students intellectually engaged throughout the lesson? <ul style="list-style-type: none"> <li>○ What high-level questions were asked during the lesson?</li> <li>○ What were the students' responses?</li> <li>○ How did you press students to cognitively engage in these questions?</li> </ul> </li> <li>• How and when did you know students accomplished the intended outcome?</li> <li>• What student-to-student conversations were supported?</li> <li>• How and why did you alter your goals or instructional plan as you taught the lesson?</li> </ul> <p>If you had the opportunity to teach this lesson again to this same group of students, what would you do differently? Why?</p>
Resources	
Due Date	To be determined

Assessment Criteria	<i>Observation Evaluation Form</i>		
	<b><i>Idaho Core Teacher Standards</i></b>	Professional	Progressing

		1. Plans and Integrates					
		1. Evaluates and Assesses Appropriately					
		1. Reflects on Practice					
		1. Participates in Professional Community					
		<b>Strengths</b>					

Activity II: Work Sample	
Experience	Block III Student Teaching
Idaho Core Teacher Standards Addressed	Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10,
Introduction	The “work sample” refers to the materials you present as evidence of meeting the Core Teacher Standards and the associated dispositions. The work sample includes the candidate’s plans for teaching lessons within a unit. The unit plan should provide a partial, written record of the candidate’s planning, teaching, and learning during the semester, and it provides the university liaison and mentor teacher a way to assess candidate’s growth. At the completion of each lesson, examples of student work and the candidate’s reflections should be included as part of the work sample. The work sample must demonstrate the impact the intern had on student learning.
Goal	For this activity you are expected to plan for and implement a a unit of study in your classroom. You will develop a series of connected lesson plans for this unit with the support and recommendations of your mentoring teacher. It is the expectation that this will provide a meaningful and relevant learning opportunity for a novice teacher.
Objectives	
Activity Instructions	<p>The work sample in Block III will be comprised of an entire unit which the candidate will teach. Your work samples will include pre-planning, lessons, assessments, and reflections. Your report must include the components listed below.</p> <p><u>Description and Analysis of Learning-Teaching Context</u>            In this section of your work sample, you must:</p> <ul style="list-style-type: none"> <li>• describe the context in which you teach, including the characteristics of the school community, classroom, and students, and must incorporate your knowledge of individual differences, learner characteristics, and environmental factors that impact learning and teaching</li> <li>• provide an overview of important school characteristics including the type of school and grade/subject configuration</li> <li>• include any district or state mandates, such as required texts or curricula and content standards, and major characteristics of the local community in which the school is located</li> <li>• describe the classroom in which you are completing your candidateship</li> <li>• describe the classroom rules and routines, physical arrangements, grouping patterns, and scheduling that impact learning and teaching in the classroom.</li> <li>• describe the students in the classroom including number of students and their ages and gender, cultural and socioeconomic backgrounds, native language(s), and levels of English proficiency, range of abilities, and special needs</li> </ul> <p><u>Unit Plan</u>            This section of your work sample must have lesson plans that include the following items:</p> <ul style="list-style-type: none"> <li>• grade level (s)</li> <li>• purpose of the learning activity</li> <li>• goals and/or objectives</li> <li>• process goals (content literacy)</li> <li>• key vocabulary</li> <li>• procedures and timeline</li> <li>• materials and resources</li> <li>• adaptations for students with special needs</li> </ul>

	<ul style="list-style-type: none"> <li>• assessments</li> <li>• reflection</li> </ul> <p>The format for writing lesson plans will be discussed in your methods class. With each lesson plan, you should include samples of student work that represent different levels of performance. Further explanation of lesson plan components found below.</p> <p><i>Goals and Objectives</i></p> <p>The goals and objectives that will guide the planning, delivery, and assessment of your instructional sequence must include references to national, state, and local standards and may include goals and objectives as directed by your content methods instructor.</p> <p><i>Assessment Plan</i></p> <p>In this section, you must design an assessment plan used to monitor student progress toward the goals and objectives. You must include assessment measures for assessing student performance before instruction (pre-assessments), during instruction (interim or formative assessments), and after instruction (post or summative assessments).</p> <p>Assessment methods may include paper-and-pencil assessments (multiple-choice tests and quizzes, essay examinations, and written problems), performance assessments (reading aloud, communicating conversationally in a second language, carrying out a specific motor activity, and delivering a speech), and personal communications (questions posed and answered during instruction, interviews, and conferences). Your instructional sequence should include a variety of assessment approaches suited for the developmental level of the students and your goals and objectives. The key to writing this section of your instructional sequence is the alignment between your objectives and assessment methods.</p> <p>During Block III you must also provide a narrative summary of student learning that occurred as a result of the unit plan. You should provide graphs or charts that profile student gains comparing pre-assessment to post-assessment results after completion of unit plan.</p> <p><i>Evaluation and Reflection</i></p> <p>For the final section of your work sample/unit plan, you must write a reflective essay in which you evaluate the effectiveness of your unit plan and reflect on your teaching practice and its effects on student learning. You should address the following questions:</p> <ul style="list-style-type: none"> <li>• To what extent were the goals and objectives for your unit plan met? Provide evidence for your response.</li> <li>• What questions or issues does this unit plan reveal about your teaching or the students in your classroom?</li> <li>• What aspects of your unit plan were especially successful or effective? Why?</li> <li>• How would you modify this unit plan if you were to do it again? Why?</li> </ul>										
<b>Resources</b>											
<b>Due Date</b>	To be determined										
<b>Assessment Criteria</b>	<p>The work sample must include all of the elements listed below and must be word-processed, double-spaced, and error-free. You should provide a Table of Contents that lists the sections of your paper and the page numbers. You will submit your work sample to your university liaison and mentor teacher. Your work sample will be evaluated using the following scoring rubric.</p> <p style="text-align: center;"><b>Scoring Rubric</b></p> <table border="1" data-bbox="456 1717 1563 1875"> <thead> <tr> <th data-bbox="456 1717 634 1755"><b>Item</b></th> <th data-bbox="634 1717 883 1755"><b>Unacceptable (0)</b></th> <th data-bbox="883 1717 1162 1755"><b>Developing (1)</b></th> <th data-bbox="1162 1717 1437 1755"><b>Proficient (2)</b></th> <th data-bbox="1437 1717 1563 1755"><b>Score</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="456 1755 634 1875">Introduction</td> <td data-bbox="634 1755 883 1875">Organization is unclear; some important components may be</td> <td data-bbox="883 1755 1162 1875">Acceptable introduction; includes all of the required components</td> <td data-bbox="1162 1755 1437 1875">Well organized and thorough introduction; all required components</td> <td data-bbox="1437 1755 1563 1875"></td> </tr> </tbody> </table>	<b>Item</b>	<b>Unacceptable (0)</b>	<b>Developing (1)</b>	<b>Proficient (2)</b>	<b>Score</b>	Introduction	Organization is unclear; some important components may be	Acceptable introduction; includes all of the required components	Well organized and thorough introduction; all required components	
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Introduction	Organization is unclear; some important components may be	Acceptable introduction; includes all of the required components	Well organized and thorough introduction; all required components								

		missing			
	Overview of unit	Incomplete and/or unclear description of the unit lessons; plans missing objectives; lessons are not well linked	Adequate description of the unit lessons; adequate progression to the lessons; lesson objectives are specified	Clear and thorough description of the unit lessons; well developed progression to the lessons; lessons are well-linked to meet the unit goals; lesson objectives are specified;	
	Report on student progress	Assessments poorly designed; not consistent with learning outcomes; missing data; conclusions not consistent with data	Assessments adequately designed; mostly consistent with learning outcomes; most data; conclusions somewhat warranted	Assessments well designed; consistent with learning outcomes; informal assessments noted; all data present ; conclusions warranted	
	Unit highlights	No documents included in this section	Relevant student products, photos are included;	Relevant student products, photos are included; entries foster understanding of the teaching/learning activity	
	Reflection on practice	Some understanding is evident but work is not thorough or has frequent lapses, especially in communication; minimal engagement with making connections	Adequate understanding of the teaching process is evident; reflection is acceptable	High level of understanding of the teaching process is evident; reflection is thoughtful and well-written	