Clinical Practice Handbook
& Course Syllabus for
Pre-Student Teaching Internship
(Phase I of Student Teaching)
Winter 2016

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Preamble: Society has charged public education with trust and responsibility that requires of professional educators the highest ideals and quality service.

The Michigan State Board of Education adopts this Code of Ethics to articulate the ethical standards to which professional educators are expected to adhere in their job performance.

Ethical Standards: The following ethical standards address the professional educator’s commitment to the student and the profession.

1  Service toward common good
   Ethical Principle: The professional educator’s primary goal is to support the growth and development of all learners for the purpose of creating and sustaining an informed citizenry in a democratic society.

2  Mutual respect
   Ethical principle: Professional educators respect the inherent dignity and worth of each individual.

3  Equity
   Ethical principle: Professional educators advocate the practice of equity. The professional educator advocates for equal access to educational opportunities for each individual.

4  Diversity
   Ethical principle: Professional educators promote cross-cultural awareness by honoring and valuing individual differences and supporting the strengths of all individuals to ensure that instruction reflects the realities and diversity of the world.

5  Truth and honesty
   Ethical principle: Professional educators uphold personal and professional integrity and behave in a trustworthy manner. They adhere to acceptable social practices, current state law, state and national student assessment guidelines, and exercise sound professional judgment.
InTASC Teacher Education Professional Standards

The teacher education profession demands of its practitioners a commitment to professional responsibility and the demonstration of appropriate interpersonal and ethical behavior. Therefore, the academic curriculum of the Wayne State University Teacher Education programs require that all teacher education candidates demonstrate each of the model core teaching standards in accordance with the Interstate Teacher Assessment and Support consortium (InTASC). These standards are woven throughout the assignments and field experiences in the academic programs and portions of the standards are assessed in each course. Failure to comply with these standards is a failure to meet the academic standards of the Teacher Education program and could result in a student's dismissal from the academic program. Below are the four themes that run through the 10 standards:

THE LEARNER AND LEARNING STANDARDS

1. **Learner Development.** The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

2. **Learning Differences.** The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

3. **Learning Environments.** The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

CONTENT KNOWLEDGE STANDARDS

4. **Content Knowledge.** The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

5. **Application of Content.** The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

INSTRUCTIONAL PRACTICE STANDARDS

6. **Assessment.** The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

7. **Planning for Instruction.** The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

8. **Instructional Strategies.** The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

PROFESSIONAL RESPONSIBILITY STANDARDS

9. **Professional Learning and Ethical Practice.** The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

10. **Leadership and Collaboration.** The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

By signing below, I am aware that I will be held accountable in my coursework and fieldwork as a future teacher through performances, knowledge and dispositions as indicated in each of the above standards.

Signed: ___________________________          Date: ___________________________

Program Area: ________________________________________________________________
Professionalism

The College of Education requires students to be effective urban educators and ethical professionals. This aligns with InTASC Standard #9 – *Professional Learning and Ethical Practice*: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

As a student teaching intern and professional, you are expected to:

- Be open to new ideas, suggestions, and constructive criticism in order to grow your teaching practice
- Interact with your mentor teacher, school personnel, students, families, university field instructors, and university personnel in a respectful way, maintaining appropriate and professional relationships.
- Follow university, college, and school district practices, policies and procedures.
- Be in attendance and on time every day in the classroom, for school meetings and professional development, for your community of learner seminars, and the required Office of Clinical Experiences seminars.
- Dress appropriately and professionally, as determined by the school dress code and general standards of professional attire when working with children.
- Treat all information shared with you regarding students, parents, families, and/or staff as confidential.
- Use social media related to students, teaching, and your teaching internship responsibly, appropriately, and ethically. Maintain professionalism in digital forums and media regarding your students, their families, and your teaching internship. Maintain your students' privacy, including refraining from posting photos and other artifacts, without express consent from students, their parents/guardians, and appropriate school personnel.
- Refrain from tangential, personal use of digital devices during class/seminar time and while teaching; this includes cell phones. Your cell phone should not be in use during instructional time with students.
- Follow protocol if you have questions or concerns regarding your clinical experiences. Speak first to your mentor teacher and/or field instructor and then contact the Office of Clinical Experiences. Communicate concerns through the appropriate channels.

**Professional Seminars:** All student teachers are required to attend professional seminars that support them in developing their teaching practice and professional skills and dispositions. The dates for these are provided in the OCE Semester Calendar.

**Absenteeism:** Unexcused absences will result in a failing grade for student teaching. Student teachers are allowed three (3) excused sick days per semester across fieldwork, class seminars, and OCE professional seminars. (Three days in total for all, not three days for each.) Notify your mentor teacher and field instructor if you will be absent due to illness before the start of the school day. You are still responsible for getting any materials and/or lesson plans the mentor teacher may need from you for the day. Tardiness and/or absenteeism are grounds for a failing grade for student teaching because this is a professional clinical experience.
Snow Days and Other School Closures: Elementary Education, Secondary Education, and K-12 pre-student teachers need to be in the field for a minimum of 200 hours per State of Michigan requirements for certification. Teaching interns are also required by Wayne State University College of Education to be in their internships for the duration of the semester since student teaching is a clinical course. Included as teaching days would be class field trips and professional development teaching interns attend through their placement districts or with the Office of Clinical Experiences, as these are both a routine part of teaching. Also included as teaching days would be records days for which interns are in their schools, as well as days when interns are invited to join things like IEPs, professional learning communities (PLCs), grade level team meetings, and other routine meetings that are the responsibility of classroom teachers. Not counted in teaching days are: snow days, emergency building closures, excused sick days, excused personal days, etc. These days would need to be made up if the total hours fell below the mandated minimums described above.

Unexcused absences are not included as teaching days, and also can be grounds for failing pre- and student teaching. If your mentor teacher is absent and there is a substitute teacher, you are still required to be in the field, and this counts as one of your days in the field. If you miss a day when there is a substitute teacher, this counts as an absence.

Substitute Teaching:

You may serve as a substitute teacher within your placement classroom, school, district, or another school/district as long as: a) it is not during your clinical work hours; and b) you have submitted all of the appropriate paperwork and background check information for the school/district. At no time may student teaching interns serve “on the spot” as substitute teachers during their clinical hours or without all of the requisite paperwork and background checks in place; to do so would be a violation of OCE and Michigan Department of Education policies.

Student Michigan Education Association:

The Student Michigan Education Association (SMEA) is a pre-professional organization for people preparing for the teaching profession in any of the higher education institutions in Michigan and who are not regularly employed as educators by an educational institution or agency. The Michigan Education Association (MEA) and its student program help lead education majors to a brighter professional future. The program exists to help students make a smooth transition from the campus to the classroom—to help give students the edge as a teacher in those very important first years. Although colleges and universities do a great job preparing education majors to assume institutional responsibilities, very few programs are offered that explore the critical non-instructional aspects of the profession. That is where the SMEA comes in to supplement formal education: to help pre-professionals learn about salaries, contracts, the Michigan Test for Teacher Certification Program, evaluations, discipline and certification requirements, to name a few. SMEA is a part of the National Education Association Student Program (NEA-SP), the nation's largest and most influential student organization. SMEA is part of the more than 160,000-member MEA and the 2.4 million-member National Education Association (NEA). Together, these groups are the voice of education in America.
Options for Renewal of CPR Certification:

1. Take one of the Red Cross classes offered on select Saturdays at WSU. This class requires no prior CPR or First Aid certification. Class dates and the registration form can be found on page 2. Registration must be made in advance and the fee is $80.00. For further information, contact Dr. Fahlman (M.fahlman@wayne.edu)

2. Schedule a “challenge.” A successful challenge requires you to complete written and skill tests in Before Providing Care, Adult, Child and Infant CPR as well as conscious choking and unconscious choking. These tests must be completed without any help or prompting from the instructor and you are only allowed one attempt so you should not elect this option unless you are certain you are prepared and well versed in the skills. Challenges are offered at the same time as the classes referred to in the previous paragraph. Registration must be made in advance and the fee is $25.00 (non-refundable). For further information, or a registration form, contact Dr. Fahlman (M.fahlman@wayne.edu)

3. Go directly through the Red Cross www.semredcross.org to look for class dates at a center close to you, or call them at (313) 576-4101 or (586) 756-7600 to see what courses are available in your area.

Option 1 will also earn you certification in First Aid. You may include that in option 2 for no additional charge but you must be prepared to take skill tests in caring for bleeding and splinting as well as the written test in First Aid.

Due to problems with insufficient funds we are no longer accepting personal checks. All payment must be made via a certified check or money order. Personal checks will be returned. You can get a money order at University Grocery Store across the street from the Matthaei building if you have no other access.

If you have any questions, contact Dr. Fahlman: M.fahlman@wayne.edu

Wayne State University’s College of Education is offering First Aid & CPR Training on two Saturdays during the Fall Semester. The class will be held in room 169 Education and run from 8:15 a.m. to 5 p.m. Bring your lunch as campus opportunities are limited on Saturdays. Upon completion of the training, you will receive a certification in the following: Adult/Child and Infant CPR; AED; and Basic First Aid.

**YOU MUST BE PRESENT FOR THE ENTIRE TIME TO RECEIVE CERTIFICATION**

Your registration is not complete until Dr. Fahlman receives this slip with a check for $80.00 made payable to Wayne State University. Put “First Aid Certification” in the memo line. Once your registration is confirmed, the College is committed to paying the Red Cross, so whether you show or not, this fee is non-refundable.

Cash and personal checks will not be accepted due to the number of returned checks. Complete the following form and bring or mail it with a certified check or money order made out to WAYNE STATE UNIVERSITY to: Dr. Mariane Fahlman, Faculty Administration Building, Room 2161, 656 West Kirby, Detroit, MI 48202:

Dr. Fahlman will contact you by WSU E-mail (using your access ID) she receives your check. Send your registration in ASAP; they will not be accepted after the deadline listed below. If you miss the deadline, you will have to obtain the certifications on your own or wait until COE runs the programs again next semester. If you have any questions, please contact Dr. Fahlman at m.fahlman@wayne.edu
Termination of Pre-Student Teaching: Teaching interns performing overall at or below the proficient level may be required to meet with the field instructor, mentor teacher, and Office of Clinical Experiences to develop an Action Plan for growth. Once corrective measures are established, the field instructor schedules a formal follow-up observation and/or meeting with the teaching candidate in collaboration with the mentor teacher. In the event that adequate progress is not made, the field instructor will inform the Director, and the student will earn a failing grade in student teaching. A second attempt at student teaching may be granted only at the professional discretion of the Director; however, there is no guarantee that a second attempt will be provided. Documented evidence of any of the following conditions may be cause for termination of a student teacher placement:

- Inappropriate personal or professional behavior, including inappropriate use of social media related to students and/or the teaching internship.
- Ethical impropriety.
- Not upholding the Michigan Professional Educator’s Code of Ethics.
- Not upholding the InTASC standards.
- Not upholding the professional dispositions required of teaching candidates.
- Violation(s) of community practices, standards, or policies.
- Lack of professional judgment.
- Inappropriate communication or contact with students, parents/guardians, school or College/University personnel.
- A legal conviction of a felony or a misdemeanor requiring a decision from the Michigan Department of Education.

Pupil learning is significantly impeded due to the teaching intern’s:

- Lack of content knowledge.
- Inadequate planning.
- Inadequate classroom organization and/or management.
- Deficiency in oral and/or written communication skills.
- Inability to relate with students in a meaningful manner.
- Inability to conduct oneself as a professional.

Procedures for Termination: When a mentor teacher or field instructor has severe concerns regarding an individual intern, the information is shared with the Director of the Office of Clinical Experiences. This documentation may include written observations, field notes, video, or formal evaluations of the intern’s performance. The Director will determine if the case warrants immediate termination due to concerns for P-12 student safety or quality of learning. Teaching candidates should also know that school districts can independently dismiss an intern from their district.

Following the dismissal, the teaching candidate is required to have a conference with the Director of the Office of Clinical Experiences to discuss the next steps. A second attempt at student teaching may be granted only at the professional discretion of the Director; however, there is no guarantee that a second attempt will be provided. If a teaching candidate appeals for another attempt at student teaching, s/he must submit an Action Plan that maps out in detail how s/he will ensure a second internship experience will be successful. This plan is reviewed by the Director and an OCE Advisory Board. If the Action Plan is not approved, a second attempt at student teaching will not be granted and termination from the program will be final. X.
Progressing in Clinical Experiences

**Michigan Test for Teacher Certification (MTTC):** Michigan Public Act 282 requires appropriate exams to be passed in order to receive a Michigan teaching certificate. The testing program consists of a test of basic skills, major and minor subject area tests for secondary students, and an elementary education examination for elementary students. In addition, teaching interns seeking certificate endorsements in Special Education, Early Childhood and Bilingual Bicultural Education must take and pass these tests as well as the elementary education examination for certification. Elementary education students wishing to teach in their major area in grades 6-8 must also take the appropriate test in their major subject area. The purpose of these examinations is to ensure that each certified teacher has the necessary basic skills and content knowledge to serve the students in Michigan schools.

Teaching interns should take and pass the required subject area test(s) prior to phases 2 and 3 of student teaching. If you do not earn a passing score, but earn at least a 200 or higher, you may be approved to move forward with clinical experiences on a case-by-case basis. If approved, you will not be eligible for recommendation for certification until you pass all required MTTC exams. You should meet with your academic advisor to discuss your plans for taking and passing your MTTC exams.

You can register on-line for the appropriate test and obtain study guides and review questions at the web address: [http://www.mttc.nesinc.com](http://www.mttc.nesinc.com). Completing the teacher certification program, as outlined on your signed and dated Plan of Work, including passing the appropriate MTTC tests, ensures candidates have met the No Child Left Behind requirements for a “highly qualified teacher.”

A passing score on a subject area examination will remain valid for initial certification for a period of five (5) years. In other words, the maximum period of time that can elapse between passing a subject area examination and applying for certification is five years. If a greater amount of time elapses, the candidate will be required to retake and pass the examination. The Basic Skills Test does not have an expiration date.

**Application Process for Student Teaching (Phase 2):** Student Teaching application will be submitted electronically. The form can be found at [http://coe.wayne.edu/ted/directed/](http://coe.wayne.edu/ted/directed/).

**TB Test:** A copy of a TB test documenting negative results must be provided to the Office of Field Experiences in addition to submitting the on-line application. The test must be valid (within the last 3 years) during the time you are placed in a school. If your plan of work includes the date of your TB test results, you may submit it as documentation in lieu of actual test results.

Applications are sent to school districts considering our placement requests. In order to assist districts in assessing your background, **remember to list course titles, not course numbers, on the application.** Pay close attention to the personal statement. This is a representation of you and districts take them very seriously.

**Delaying Your Request for a Student Teaching Placement:** If it is necessary to postpone your request for a student teaching assignment, please call the Student Teaching Office at (313) 577-9880. Applications are NOT automatically moved from one semester to the next.

**Procedures for Placement in School District:** Many school districts require a personal interview before accepting students for placement. The Office of Field Experiences or the school district will inform you if an interview is necessary and give you details for making an interview appointment. Please be certain to represent yourself and the University in a professional manner. The school district and Office of Clinical Experiences will make the final decisions on placement. Please be aware that there are school districts that do not have written agreements with the Office of Field Experiences; therefore, we are unable to place students in
those districts. All placements in school districts are made and approved through the Office of Clinical Experiences. **Students do not arrange their own placements.**

When requesting placement in a particular school on your application, you may not list schools where a close relative is employed who may be in a position to compromise your evaluation. If you have questions on this matter, please see the Office of Clinical Experiences. If you violate this rule, it will result in the termination of your placement.

Students are advised that student teaching in a district in no way implies that they are eligible for a contract position with that district. All directed teaching assignments must be carried out in your subject area and at grade levels appropriate to the certification you are seeking. Elementary students must be placed in self-contained classrooms (K-8) or in their teaching major or minor (grades 6-8). Secondary students are most often placed in their teaching major, grades 7-12. Early Childhood students will be placed at the WSU Early Childhood Center for one semester and in a 1st-3rd grade classroom for the second semester.
COURSE SYLLABUS

I. Division: Teacher Education Division
Program Area: Elementary and Secondary Education
Course Number: TED 5150 Elementary; TED 5650 Secondary
Course Title: Analysis of Elementary Teaching; Analysis of Secondary Teaching
Term/Year: Winter 2016
Course Location: Clinical placements in schools in Detroit and Metropolitan Detroit
Class Meeting Day: Tuesdays
Class Time: 9:00a.m.-12:00p.m.
Clinical Work: 5 half-days per week—Interns may arrange this as 5 half-days or two full-days and one half-day per week; however, the days and times must remain consistent across weeks all term.
Credits: 5 credits
Instructor of Record: Dr. Leah van Belle, Director of School Partnerships and Clinical Practice, Office of Clinical Experiences
Field Instructor: Determined when internship placements are finalized for the term
Office Location: OCE is located in 2 Northwest, College of Education
Traditional Office Hours: Each field instructor sets his/her office hours and location
Digital Office Hours: Available by FaceTime or Skype as well; set by field instructor
OCE Phone: (313) 577-9880
OCE Email: oce@wayne.edu

II. COURSE DESCRIPTION: Organization and management of classrooms. Lesson planning, teaching strategies and testing procedures. Work in classroom assigned by both an experienced public school teacher and a University faculty member. Mandatory orientation is held prior to beginning of each semester; refer to Schedule of Classes for date, time and location. Materials fee as stated in Schedule of Classes. Prereq: Admission to College of Education.

III. COURSE OUTCOMES: Teaching candidates must demonstrate an achievement of the following objectives:

1. Develop insight into the role of the teacher as a reflective, innovative, urban educator who is committed to diversity.
2. Recognize the role of the teacher as an empowered decision maker.
3. Examine the meaning of professionalism and ethical behavior in the field.
4. Explore and implement research-based methods in learning and teaching.
5. Develop an understanding of the role of the classroom teacher in providing instruction to all students, including those with special needs.
6. Build a knowledge base of instructional strategies and adaptations to meet the needs of all students.
7. Utilize appropriate classroom management techniques to provide a safe and productive learning environment.
8. Develop a knowledge base of classroom management principles to create a positive learning environment.
9. Identify teaching behaviors that promote critical and creative thinking as well as metacognitive awareness.
10. Explore effective unit and daily lesson plans, including the integration of multicultural perspectives and content across curriculum areas.
11. Write and create lesson plans that increase learning through student involvement, are motivating, developmentally appropriate, student-centered, focused on problem-based instruction, and that utilize a variety of instructional strategies including the use of a constructive approach to instruction using the WSU format.
12. Develop a working understanding of the Common Core State Standards in designing lessons.
13. Recognize the importance of utilizing resources of the school and community in developing curriculum.
14. Use technology as a tool to enhance instructional planning, record keeping, and communication.
15. Compare and apply a variety of assessments, including formal and informal assessments, to evaluate students' learning and to improve teaching outcomes.
16. Recognize the importance of communicating, cooperating, and collaborating with other teachers, professionals, and parents/guardians to enhance student success.

As innovative, reflective urban educators committed to diversity, teaching interns are expected to demonstrate the ten student teaching competencies in accordance with the Interstate Teacher Assessment and Support Consortium (InTASC):

**A. THE LEARNER AND LEARNING STANDARDS**

1. *Learner Development.* The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. *Learning Differences.* The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. *Learning Environments.* The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**B. CONTENT KNOWLEDGE STANDARDS**

4. *Content Knowledge.* The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
5. *Application of Content.* The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**C. INSTRUCTIONAL PRACTICE STANDARDS**

6. *Assessment.* The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.
7. *Planning for Instruction.* The teacher candidate plans instruction that supports
every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

8. **Instructional Strategies.** The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**D. PROFESSIONAL RESPONSIBILITY STANDARDS**

9. **Professional Learning and Ethical Practice.** The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

10. **Leadership and Collaboration.** The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**IV. COURSE TEXTS AND TOOLS**

**Required Texts**


The teaching internship handbook from Office of Clinical Experiences provides key guidelines for clinical practice; this syllabus focuses on the coursework connected to student teaching.

**Required Digital Resources**

Michigan Department of Education curricula for K-12 subject areas. Available at [http://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510---,00.html](http://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510---,00.html)

**Digital Tools & Technology Support**

- You will need to bring a laptop, tablet, or other device with WiFi and digital video viewing capability to seminar meetings and coaching conversations.
- You will need to gather digital artifacts for various assignments; these may include digital photographs, videos, and/or audio files. You may do this with a smart phone, iPad, tablet, laptop, etc. If you need support with these technologies, please contact Computing & Information Technology (C&IT) Help Desk via their website [http://computing.wayne.edu/helpdesk/](http://computing.wayne.edu/helpdesk/) or by phone (313) 577-4778.
- You will need an external microphone for recording videos of your teaching practice. The bookstore has these ordered as course materials.
- You may find a tripod helpful for taking videos with your smartphone. The bookstore has these ordered as course materials as well.
- You will need a membership to website hosting platform of your choice for your College of Education e-portfolio. Many sites offer free memberships; examples include, but are not limited to, [www.wix.com](http://www.wix.com), [www.googlesites.com](http://www.googlesites.com), and [www.wordpress.com](http://www.wordpress.com).
- You will need to create a profile on [www.LinkedIn.com](http://www.LinkedIn.com) to begin your professional resume. Membership is free.
• Students will be expected to use Blackboard (www.blackboard.wayne.edu) and OneDrive (through the Wayne Connect portal) in order to access course documents, assignments, and announcements.

V. COURSE AS A COMMUNITY OF LEARNERS

The methods of instruction in this class are informed by theories of social constructivist teaching and learning. Students in this course are not positioned as passive learners, or “sponges,” who simply “soak up” knowledge from lectures. The instructor is not positioned as the sole source of knowledge. Instead, we will be a community of learners who construct knowledge through shared commitment to teaching, collaboration in purposeful activities, shared inquiry, dialogue, and a commitment to improving our teaching practice. In order to support students’ active construction of deep understanding, this course is structured as an interactive seminar directly connected to clinical experiences. Discussion, both as a whole class and in small groups, will play a major role in our community of learners.

VI. ATTENDANCE AND ACTIVE PARTICIPATION IN OUR COMMUNITY OF LEARNERS AND OCE PROFESSIONAL SEMINARS

We need to be here every week in class engaging with, supporting, and challenging each other's thinking in order to have a vibrant classroom community. Attendance is important because dialogue, group activities, and shared inquiry are powerful tools for learning throughout the course. It is expected that we will all come to class having read the weekly texts and ready to actively participate with responses to the readings, questions, and critical thinking.

Every absence or tardy means that you will be unable to earn full participation points for the class; this will result in the lowering of your grade for the course, as will lack of participation during class. Please note that three (3) or more absences during the semester across clinical work, OCE seminars, and class meetings will result in failure of the course. These absences are for internship and class seminar meetings combined; each “portion” does not get 3 excused absences. This is not about a rigid policy to play “gotcha,” but because the course is taught as an interactive, professional seminar, not a lecture. Excessive absences indicate that you need to take the course another semester when you’re able to engage more fully in it.

Religious Observance Policy

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.
VII. ASSIGNMENTS AND EVALUATION OF STUDENT LEARNING

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>Points Possible</th>
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</thead>
<tbody>
<tr>
<td>A. Active Participation in Class (12pts. possible x 14 classes)</td>
<td>168</td>
</tr>
<tr>
<td>B. Clinical Practice Cycles: Planning, Observing, Teaching, Coaching, &amp; Reflecting</td>
<td></td>
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<tr>
<td>1. Lesson Plans (3 x 10 pts. each)</td>
<td>30</td>
</tr>
<tr>
<td>2. Observations &amp; Coaching Conversations (3 x 36 pts. each)</td>
<td>108</td>
</tr>
<tr>
<td>3. Teaching Self-Study with Digital Video &amp; Coaching Conversation</td>
<td>36</td>
</tr>
<tr>
<td>C. e-Portfolio and InTASC e-Portfolio Page</td>
<td>18</td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td>360</td>
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</tbody>
</table>

Assignment Scoring Rubrics

Each of the course assignments is described in detail later in the syllabus, including a scoring rubric. Each rubric indicates one overall score, but is broken down into detailed scoring by criteria. The goal is for students to self-evaluate their work meaningfully and allowing the instructor to provide focused feedback. All rubrics and assignments are available in Blackboard. All assignments are submitted to Blackboard unless otherwise requested by the OCE.

Teacher Education Division Grading Policy

Teacher Education Division faculty members strive to implement assessment measures that reflect a variety of strategies in order to evaluate a student's performance in a course. For undergraduates and post-bachelor students, C grades will be awarded for satisfactory work that satisfies all course requirements; B grades will be awarded for very good work, and A grades will be reserved for outstanding performance. For graduate students, B+ grades will be awarded for satisfactory work that satisfies all course requirements; B+, grades will be awarded for very good work, and A grades will be reserved for outstanding performance. There is a distribution of grades from A-F within the College of Education and that plusses and minuses are recorded and distinguish distinct grade point averages. Note that a C+ or higher is required to pass clinical education courses. Beyond the number of points; however, a student must also meet all of the professionalism and professional disposition expectations for the teaching internship, as well as earn at least basic scores in all areas of the Framework for Teaching during a single observation by the end of pre-student teaching.

Undergraduate Grading Scale Percentages & Letter Grades

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 93 – 100</td>
<td>B- = 80 – 82</td>
<td>D+ = 69-67</td>
</tr>
<tr>
<td>A- = 90 – 92</td>
<td>C+ = 77 – 79</td>
<td>D = 66-64</td>
</tr>
<tr>
<td>B+ = 87 – 89</td>
<td>C = 73 – 76</td>
<td>D- = 63-60</td>
</tr>
<tr>
<td>B = 83 – 86</td>
<td>C- = 72-70</td>
<td>F = 59 or below</td>
</tr>
</tbody>
</table>

Graduate Grading Scale Percentages & Letter Grades

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 93 – 100</td>
<td>B+ = 87 – 89</td>
<td>C+ = 77 – 79</td>
</tr>
<tr>
<td>A- = 90 – 92</td>
<td>B = 83 – 86</td>
<td>C = 73 – 76</td>
</tr>
<tr>
<td></td>
<td>B- = 80 – 82</td>
<td>F = 72% or below</td>
</tr>
</tbody>
</table>
Due Dates

Due dates for student teaching assignments can be found in the course calendar below. All assignments must be submitted to and assessed by the field instructor before the teaching intern posts the final versions in Blackboard. All assignments must be submitted digitally by their due dates. Late assignments are not professional, and therefore, not accepted during student teaching. Because student teaching is a professional internship course, late assignments are grounds for failure of student teaching.

Note on Incomplete Grades

Incomplete grades are not granted for clinical experiences; therefore, if a teaching intern has not successfully completed and submitted all assignments for student teaching, s/he will receive a failing grade (F) for student teaching.

Withdrawal Grades

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested.
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested.
- WN will be awarded if no materials have been submitted as a basis for a grade.

Academic Dishonesty/Plagiarism

The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. (See Student Code of Conduct http://doso.wayne.edu/assets/student-code-of-conduct-brochure.pdf). Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin (http://bulletins.wayne.edu/ubk-output/index.html) and Graduate Catalog (http://www.bulletins.wayne.edu/qbk-output/index.html) under the heading “Student Ethics.” These university policies are also included as a link on Blackboard within each course in which students are enrolled. It is every student’s responsibility to read these documents to be aware which actions are defined as plagiarism and academic dishonesty. Sanctions could include failure in the course involved, probation and expulsion, so students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.

VIII. SUPPORTING YOU AS A LEARNER IN THIS COURSE: It is the instructor’s hope that all students will be successful in this course, and s/he will work hard to both challenge and support you as a learner. If you require special support, please discuss this with the instructor at the beginning of the course. Please set up a time to meet with the instructor and discuss this in private.

Students with Disabilities: If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. SDS’ mission is to assist the University in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience. SDS will work with you to complete official paperwork you need for course accommodations. Their office is located in room 1600 of the Undergraduate Library. You
can reach them at (313) 577-1851 or (313) 577-3365 (TDD only), or find them online at http://studentdisability.wayne.edu. Please be aware that a delay in getting an official accommodation letter may hinder the availability or facilitation of accommodations in a timely manner; it is in your best interest to meet with SDS as early in the semester as possible.

Support for Academic Writing

The Wayne State University Writing Center is a wonderful resource for students who would like some additional support with their academic writing. If you would like more information about scheduling a writing tutor, you can reach the center at (313) 577-2544, or make an appointment online at: http://clas.wayne.edu/writing/OnlineschedulingInstructions

The Warrior Writing Research and Technology Zone: The WRT Zone (2nd floor, Undergraduate Library) provides individual tutoring consultations, research assistance from librarians, and technology consultants, all free of charge for graduate and undergraduate students at WSU. The WRT Zone serves as a resource for writers, researchers, and students’ technology projects. Sessions are run by undergraduate and graduate tutors, last up to 50 minutes, and tutors will work with students from initial idea development for an assignment all the way to the final draft of the assignment. Tutoring sessions focus on a range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The WRT Zone is not an editing or proofreading service; rather, tutors work collaboratively with students to support them in developing relevant skills and knowledge, from developing an idea to editing for grammar and mechanics.

Support for Written Academic English

There are many dialects of spoken and written English, and no particular dialect should be considered more valid than another. However, as future teachers, you will be responsible for supporting all of your students in developing skills in reading and writing academic English, sometimes called Standard American English (SAE). As teachers, we must be fluent in oral and written SAE ourselves. In order to support this, all assignments for this course must be written in SAE, with careful attention to grammar, mechanics, and spelling. If you need any help writing in this dialect, the Writing Center resources (listed above) are places for additional support.

Support for Professional Electronic Communication

There are a variety of discourses (ways of using language and symbols) for electronic communications, and each is appropriate for its context and purpose. For example, the spelling, capitalization, and punctuation of texting is not “bad” English. Writing without the use of standard spelling, capitalization, or punctuation is completely appropriate for texting. Things like “ttyl” or “brb” are the norm in that context and for its purposes. In fact, writing out “Talk to you later” or “I’ll be right back” would be odd in a text message. With that being said, it is important to realize the differences between informal written discourse and professional written discourse.

This course is a professional setting, and in professional settings, like P-12 schools, people are expected to use a professional writing style. This means that e-mails written to your instructors, mentor teachers, and school principals should not resemble text messages. They should be similar in style, format, and content to the kinds of e-mails that you will send in your professional career as an educator. This doesn’t mean that e-mails need to be excessively formal, but they do need to be professional. Consider this helpful practice for your future professional communications as a teacher.
Other Support

Pursuing a university education is an exciting time in one’s life, but it can also be stressful. If you would like support, the University’s Counseling and Psychological Services (CAPS) provides free and confidential counseling for registered students. You can reach them during daytime hours at (313) 577-3398, and through their CAPS After Hours Crisis Line at (313) 577-9982 during evenings, weekends, and holidays. They are located at 5221 Gullen Mall, Room 552 Student Center Building. Their website is http://www.caps.wayne.edu. Their motto is “We are here if you need to talk... about anything.”

IX. ASSIGNMENTS & SCORING RUBRICS

A. Active Participation in Class Seminars

We need to be every weekly seminar engaging with, supporting, and challenging one another in order to have a vibrant professional learning community. Attendance is important because dialogue, group activities, and shared inquiry are powerful tools for learning throughout the course. **Student teaching interns must attend all seminars to successfully meet the requirements of the student teaching course.** It is expected that we will all come to class having read the relevant texts and ready to actively participate with discussions, questions, and critical thinking. This kind of participation is often evidenced by the behaviors below. For each class seminar, interns will be evaluated with the rubric below.

- Being active and contributing members of discussions and activities, whole class and small group
- Sharing our experiences/perspectives relevant to course content and discussion topics
- Asking for assistance and/or clarification when we need it
- Following up on others’ questions/comments with probing questions for deeper understanding and critical thinking
- Engaging in respectful, civil dialogue, even when we disagree with one another
- Taking notes on important information
- Refraining from side conversations or tasks unrelated to the lesson/discussion/activity at hand
- Refraining from tangential use of personal computers, electronic devices, and smart phones

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1 Unsatisfactory</th>
<th>2 Basic</th>
<th>3 Proficient</th>
<th>4 Distinguished Expectation Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>Is disengaged from class meetings. Does not contribute to dialogue and activities.</td>
<td>Is sometimes engaged in class meetings. Contributes infrequently to class dialogue and activities, rarely at critical thinking levels.</td>
<td>Is actively engaged in class meetings. Contributes often to class dialogue and activities, sometimes at critical thinking levels.</td>
<td>Is actively engaged in class meetings. Contributes consistently to class dialogue and activities with substantial critical thinking.</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Does not contribute to small group activities and/or work with partner.</td>
<td>Contributes minimally in small group activities and/or work with partner.</td>
<td>Contributes consistently in small group activities and/or work with partner.</td>
<td>Contributes consistently and in-depth in small group activities and/or work with partner.</td>
</tr>
<tr>
<td>Preparation</td>
<td>Not prepared with readings, written work, and/or materials.</td>
<td>Comes partially prepared with readings, written work, and/or materials.</td>
<td>Comes prepared with readings, written work, and materials.</td>
<td>Comes prepared with readings, written work, and materials. Access additional resources to learn more about the topics.</td>
</tr>
</tbody>
</table>
B. Clinical Practice Cycles: Planning, Teaching, Observing, Coaching, & Reflecting

Effective, artful teaching is at the heart of facilitating students’ learning in P-12 classrooms. Building on educational philosophy, theory, content knowledge, instructional design, and knowledge of learners and their community, teaching candidates must teach. They must plan, form, enact, and reflect on classroom practice in ways that engage and support the learning of all students. Candidates must also evidence the professional dispositions required of effective classroom teachers. The purpose of clinical practice cycles is to use a framework for evidence-based observation of teaching in order that teaching candidates will:

a) co-plan under the mentorship of artful practitioners in order to learn to develop skills in designing effective instruction that builds on the strengths of and meets the needs of all learners
b) teach under the observation of mentor teachers and the University’s clinical field instructors;
c) engage in coaching conversations with mentor teachers and field instructor following observations;
d) discuss specific feedback the mentor teacher and field instructor have in regards to strengths and targeted areas for growth in the candidate’s teaching practice;
e) document and reflect on their professional practice and growth.

1. Planning for Effective Instructional Design

Lesson planning supports educators in designing and enacting effective instruction. The purpose of this assignment is to create an instructional framework for: a) organizing content, learning activities, and materials; b) assessing students’ progress; and c) reflecting on and evaluating one’s own teaching. While not all lesson plans look the same, they function similarly and have common characteristics. Your lesson plans should follow this COE format and include all the areas listed below.

Wayne State University College of Education
Lesson Planning Framework for Effective Instructional Design

Teaching Intern(s):
School in which the lesson is being taught:
Grade level of students for whom the lesson was developed:
Subject/content area(s) for the lesson:
Title of the lesson:
Time needed for lesson:

1. LEARNERS & LEARNING ENVIRONMENT

a) Engaging and Supporting Diverse Learners: Applying Principles of Universal Design for Learning (InTASC 1, 2, 3): When developing a lesson, one should begin by thinking about the learners for whom the lesson is being developed including but not limited to the following: each learner’s background; development level; strengths; and needs. A key principle of UDL is that teachers need to know their students deeply
and tap into students’ interests and motivations to achieve sustained engagement in learning.

- Think about the cultures, identities, and experiences of your students and how you will provide options that interest and engage them. Think about who your students are and their multiple identities—their gender, ethnicity, race, culture, religion, linguistic background, abilities, socioeconomic status, etc. Think about how you will provide options that engage all learners.
- List your students’ strengths and needs relevant to this lesson. Think about their personal background and experiences that can serve as springboards for discussions related to the topic of this lesson; i.e., connecting content to the real world of your students. All students have academic strengths and needs for support, and all students have strengths and needs for support in other areas that are foundational to learning and the whole child, for example talents that are creative, social, emotional, physical, musical, verbal, etc. All of these strengths and needs for support are important to know and keep in mind as you plan your lesson.

b) Materials & Digital Tools Needed (InTASC 7, 8): List all the materials, resources, and technology needed by the students and teacher in order to engage in this lesson, and the specific locations where those materials and resources may be found.

2. OUTCOMES & ASSESSMENT

a) State Standards and Student Outcomes—Learning Goals (InTASC 4, 5, 6): Learning outcomes and assessments should be stated explicitly and tightly aligned with one another in your lesson plan.

- Standards: List the Michigan Department of Education standards related to the content area specific to this lesson.
- Outcomes: List the specific student outcomes that will be met as a result of all the instructional activities in this lesson. Student outcomes should be stated using a statement such as: “Students will be able to...” followed by a list of the outcomes written using action verbs that can be observed and/or measured. Use action verbs such as “identify,” “describe,” “compare/contrast,” “apply,” “summarize,” etc. Verbs such as “learn,” “understand,” or “know” might not be adequate because they are not observable or easily measured. For example, an outcome written as “Students will understand the life cycle of a frog” becomes an observable and measureable outcome if written as, “Students will describe the life cycle of a frog in the correct sequence” or “Students will draw the life cycle of a frog in the correct sequence.”

b) Assessment and Evaluation—Evidence of Student Learning (InTASC 1): A key principle of UDL is that teachers need to provide options for students to act strategically and express themselves and their learning. The purpose of assessment is to discover what students have learned. It’s important to plan assessments that allow students to demonstrate what they learn using multiple modes. For example, students may talk, write, demonstrate, draw, act out, etc. what they learned. The assessment/evaluation section of a lesson describes the approaches used to determine if the knowledge and skills listed in the outcomes were accomplished. The assessment and lesson outcomes should be directly aligned. Assessment and evaluation are on-going processes that can take place before, during, and after the lesson. Assessments should provide
choices that help all learners act strategically, express themselves fluently, build on their strengths, and self-monitor their own learning.

- **Assessment:** Provide the assessment choices (hands-on activities, group discussion questions, assignments, student self-assessments, quizzes, tests, project guidelines, etc.) that will be used to determine if students met each of the outcomes for the lesson.
- **Evaluation:** Provide any answer key, evaluation criteria, rubric, or any other tools that will be used for each of the assessments.

3. **INSTRUCTIONAL PRACTICE**

   a) **Introduction—Engaging Students, Activating Prior Knowledge, and Setting Lesson Goals** *(InTASC 7, 8):* Drawing on your thinking and planning in the Learners and Learning and related to UDL above, describe how you will begin the lesson in a way that interests and engages the students and gets them excited about the lesson. List any question you might ask. Discuss how you will activate your students’ prior knowledge and how you will help them make connections to the world beyond the classroom.

   b) **Instructional Procedure: Engaging Students in Actively Constructing Deep Understanding** *(InTASC 7, 8).* A key principle of UDL is that teachers need to provide options for how information is presented to learners so they all understand what needs to be learned and reach higher levels of comprehension and learning. In this section you will detail the sequence of instructional moves that you will make to engage learners in actively constructing understanding of the concepts covered in the lesson.

   - Instructional procedures need to be aligned with the lesson’s outcomes and reflect the lesson’s previous sections. For example, ensure this section of the lesson plan reflects integration of your students’ strengths and needs for support previously discussed. Drawing on your thinking and planning in the Learners and Learning and Universal Design for Learning sections above… Provide the sequence of questions, activities and specific content that will be addressed. Effective lessons tap into multiple modes and cognitive processes, with opportunities for social interaction, collaborative problem-solving, critical thinking, and cross-curricular thinking for all learners.
   - If students will be engaged in an activity that requires handouts or resources such as graphic organizers, copies of articles, or links to digital videos, please include a copy with the lesson plan.

   c) **Technology as a Tool for Effective Teaching & Learning** *(InTASC 7, 8):* Technology is an integral component of UDL. Discuss how technological tools are used to develop and implement your lesson to build on the strengths and support the needs of all learners (e.g., web-based tools; interactive boards and tablets; instructional software; mobile devices; apps, web quests; document readers).

   - Identify the technological tools you used to develop and/or prepare your lesson.
   - Identify the technological tools you used with your students to engage them in the lesson and explain why you chose them.
d) Closure—Students Summarizing and Synthesizing Their Learning (InTASC 7, 8): Every lesson should have a closure that gives the teacher the opportunity to help students summarize and synthesize what was learned in the lesson. The lesson’s closure also gives the teacher the opportunity to connect the lesson to the next one, thereby giving students a point of reference for future learning.

- Describe how you will help your students summarize and synthesize what was learned in the lesson. Include any questions you will use for that purpose.
- Describe how you will connect the lesson to the next and/or future lessons.

4. REFERENCES & RESOURCES

List all the references and resources, in APA format, that you used in creating this lesson. See examples below.

- Reference from a book:

- Reference from a journal article:

5. PROFESSIONAL RESPONSIBILITY: Teacher Reflection

Teacher Reflection (InTASC 9): Effective educators reflect on their teaching and on their students’ learning in order to best facilitate student learning and foster their own professional growth. This section of your lesson is to be completed AFTER teaching the lesson and is meant to help you gain insight into your own practice. Discuss the following and include specific examples for each:

- Describe the portions/aspects of the lesson that worked well and why.
- Describe the portions/aspects of the lesson that did not go as planned and why.
- Discuss what you would do differently next time to better support your students’ learning.
- Provide evidence from the lesson that allows you to determine whether or not each of the outcomes for the lesson were met.
- Describe how you will use data from the assessment portion of your lesson to inform future lessons. For example, consider what you would do if a significant portion of the students did not do as well as expected in one or more of the assessments.
Wayne State University College of Education

Lesson Planning Framework for Effective Instructional Design

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School in which the lesson is being taught:
Grade level of students for whom the lesson was developed:
Subject/content area(s) for the lesson:
Title of the lesson:
Time needed for lesson:

1. LEARNERS & LEARNING ENVIRONMENT

   a) Engaging and Supporting Diverse Learners: Applying Principles of Universal Design for Learning

   b) Materials & Digital Tools Needed

2. OUTCOMES & ASSESSMENT

   a) State Standards and Student Outcomes—Learning Goals
      • Standards
      • Outcomes

   b) Assessment and Evaluation—Evidence of Student Learning
      • Assessment
      • Evaluation

3. INSTRUCTIONAL PRACTICE

   a) Introduction—Engaging Students, Activating Prior Knowledge, Setting Lesson Goals

   b) Instructional Procedures—Engaging Students in Actively Constructing Deep Understanding

   c) Technology as a Tool for Effective Teaching & Learning

   d) Closure—Students Summarizing and Synthesizing Their Learning

4. REFERENCES & RESOURCES

5. PROFESSIONAL RESPONSIBILITY: Teacher Reflection
## Planning for Effective Instructional Design: Lesson Planning Rubric

<table>
<thead>
<tr>
<th>Lesson's Component</th>
<th>1 Unsatisfactory or Not Observed</th>
<th>2 Basic</th>
<th>3 Proficient</th>
<th>4 Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learners and Learning Environment</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Danielson 1b</td>
<td>The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable. The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, and the lesson activities.</td>
<td>The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole. The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.</td>
<td>The teacher displays understanding of the active nature of student learning and attains information about levels of development for groups of students. The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources effectively.</td>
<td>The teacher displays understanding of the active nature of student learning and acquires information about levels of development for individual students. The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources. The teacher ensures that the physical arrangement is appropriate to the learning activities.</td>
</tr>
<tr>
<td>• Danielson 2e</td>
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<td></td>
<td></td>
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<tr>
<td>• InTASC 1a, 1b, 1g, 1h, 1i</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• InTASC 2a, 2b, 2c, 2d, 2f, 2g, 2h, 2i, 2j, 2l, 2m, 2n, 2o</td>
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<tr>
<td><strong>Outcomes</strong></td>
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<tr>
<td>• Danielson 1c</td>
<td>The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.</td>
<td>Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.</td>
<td>Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.</td>
<td>All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.</td>
</tr>
<tr>
<td>• InTASC</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Directly from Michigan Department of Education standards</td>
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</table>

Adapted from the Framework for Teaching (Danielson Group, 2013)
<table>
<thead>
<tr>
<th>Assessment</th>
<th>Instructional Practice</th>
<th>Professional Responsibility: Reflection</th>
<th>Professional Writing</th>
</tr>
</thead>
</table>
| • Danielson 1f  
• InTASC 6 | Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit. | Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety. | It is expected that the writing throughout the assignment will follow the conventions of spelling, grammar, and mechanics appropriate for the academic English required of teachers. Points may be deducted for these errors. However, if the assignment needs substantial improvement in these areas, it will not be accepted for grading. |
| Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher’s approach to using formative assessment is rudimentary, including only some of the instructional outcomes. | Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations. | The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved. | The teacher has a generally accurate impression of a lesson’s effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved. |
| All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. | Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups. | The teacher makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught. | The teacher makes a thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action. |
| All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. | The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice. | | |

Note: 4c is not evaluated during student teaching.

Note: Service to profession not evaluated in 4e is not evaluated during student teaching.
2. **Observations of Teaching & Coaching Conversations**

Teaching candidates will be observed throughout their internships for all phases of student teaching: Phase 1 Internship (general classroom pre-student teaching internship); Phase 2 Internship (general classroom student teaching internship, special education, early childhood classroom teaching internship for students in related programs). These observations will provide an ongoing context in which candidates can receive feedback on their teaching and engage in coaching conversations with their mentor teachers and field instructors. At least three times during each phase candidates will be observed formally by and engage in coaching conversations with their field instructors. The Framework for Teaching (Danielson Group, 2013) will be used as a key tool to guide the observation, feedback conversation, and formal evaluation of candidates’ progress.

**Requirements:** Teaching is a complex profession, encompassing a learned set of professional skills, content knowledge, professional dispositions, and artful practice. It is expected that teaching candidates will reflect deeply on their teaching and commit to their professional growth. Candidates must evidence progress in levels of performance throughout their student teaching internship. A candidate’s levels of performance in the Framework for Teaching (FfT) must be at the following minimum levels in order for him/her to successful complete that phase of clinical practice and pass the related clinical course:

- **Phase 1 Internship (pre-student teaching):** Performance in all domains must be at the at the **basic level** or higher.
- **Phase 2 Internship (student teaching):** Performance in all domains must be at **proficient level** or higher. This is for all student teaching experiences, including Early Childhood, Special Education, Elementary Education, Secondary Education, etc.
<table>
<thead>
<tr>
<th>Domain</th>
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<tbody>
<tr>
<td>1. Planning &amp; Preparation</td>
<td>Effective teachers plan and prepare for lessons using their extensive knowledge of the content area, the relationships among different strands within the content and between the subject and other disciplines, and their students’ prior understanding of the subject. Instructional outcomes are clear, represent important learning in the subject, and are aligned to the curriculum. The instructional design includes learning activities that are well sequenced and require all students to think, problem solve, inquire, and defend conjectures and opinions. Effective teachers design formative assessments to monitor learning, and they provide the information needed to differentiate instruction. Measures of student learning align with the curriculum, enabling students to demonstrate their understanding in more than one way.</td>
</tr>
<tr>
<td>2. Classroom Environment</td>
<td>Effective teachers organize their classrooms so that all students can learn. They maximize instructional time and foster respectful interactions with and among students, ensuring that students find the classroom a safe place to take intellectual risks. Students themselves make a substantive contribution to the effective functioning of the class by assisting with classroom procedures, ensuring effective use of physical space, and supporting the learning of classmates. Students and teachers work in ways that demonstrate their belief that hard work will result in higher levels of learning. Student behavior is consistently appropriate, and the teacher’s handling of infractions is subtle, preventive, and respectful of students’ dignity.</td>
</tr>
<tr>
<td>3. Instruction</td>
<td>In the classrooms of accomplished teachers, all students are highly engaged in learning. They make significant contributions to the success of the class through participation in high-level discussions and active involvement in their learning and the learning of others. Teacher explanations are clear and invite student intellectual engagement. The teacher’s feedback is specific to learning goals and rubrics and offers concrete suggestions for improvement. As a result, students understand their progress in learning the content and can explain the learning goals and what they need to do in order to improve. Effective teachers recognize their responsibility for student learning and make adjustments, as needed, to ensure student success.</td>
</tr>
<tr>
<td>4. Professional Responsibilities</td>
<td>Accomplished teachers have high ethical standards and a deep sense of professionalism, focused on improving their own teaching and supporting the ongoing learning of colleagues. Their record-keeping systems are efficient and effective, and they communicate with families clearly, frequently, and with cultural sensitivity. Accomplished teachers assume leadership roles in both school and LEA projects, and they engage in a wide range of professional development activities to strengthen their practice. Reflection on their own teaching results in ideas for improvement that are shared across professional learning communities and contribute to improving the practice of all.</td>
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## Domain 1: Planning and Preparation

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<tr>
<td>1a: Demonstrating Knowledge of Content and Pedagogy</td>
<td>In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.</td>
<td>The teacher is familiar with the important concepts in the discipline, but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</td>
<td>The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.</td>
<td>The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.</td>
</tr>
<tr>
<td>1b: Demonstrating Knowledge of Students</td>
<td>The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.</td>
<td>The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.</td>
<td>The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students’ varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.</td>
<td>The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students’ varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.</td>
</tr>
<tr>
<td>1c: Setting Instructional Outcomes</td>
<td>The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.</td>
<td>Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.</td>
<td>Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.</td>
<td>All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.</td>
</tr>
<tr>
<td>1d: Demonstrating Knowledge of Resources</td>
<td>The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for extending ones own professional skill.</td>
<td>The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending ones professional skill but does not seek to expand this knowledge.</td>
<td>The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending ones professional skill, and seeks out such resources.</td>
<td>The teacher's knowledge of resources for classroom use and for extending ones professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.</td>
</tr>
<tr>
<td>1e: Designing Coherent Instruction</td>
<td>Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no</td>
<td>Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of</td>
<td>Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.</td>
<td>The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately; with some opportunity for student choice.</td>
</tr>
</tbody>
</table>
### Domain 1: Planning and Preparation

| 1f: Designing Student Assessments | Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit. | Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes. | All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. | All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the |
## Domain 3: Instruction

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<tr>
<td><strong>2a: Creating an Environment of Respect and Rapport</strong></td>
<td>Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students’ ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.</td>
<td>Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students’ ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</td>
<td>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.</td>
<td>Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.</td>
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<tr>
<td><strong>2b: Establishing a Culture for Learning</strong></td>
<td>The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</td>
<td>The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only “going through the motions,” and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</td>
<td>The classroom culture is a place where learning is valued by all, high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.</td>
<td>The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.</td>
</tr>
<tr>
<td><strong>2c: Managing Classroom Procedures</strong></td>
<td>Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers or paraprofessionals have clearly defined tasks.</td>
<td>Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines and volunteers and paraprofessionals perform their duties.</td>
<td>There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines and volunteers and paraprofessionals contribute to the class.</td>
<td>Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class.</td>
</tr>
<tr>
<td><strong>2d: Managing Student Behavior</strong></td>
<td>There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students’ misbehavior is repressive or disrespectful of student dignity.</td>
<td>Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</td>
<td>Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.</td>
<td>Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/ or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher’s response to student misbehavior is sensitive to individual student needs and respects students’ dignity.</td>
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### Domain 3: Instruction

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<td>3a: Communicating with Students</td>
<td>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</td>
<td>The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.</td>
<td>The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.</td>
<td>The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.</td>
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<tr>
<td>3b: Using Questioning and Discussion Techniques</td>
<td>The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.</td>
<td>The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.</td>
<td>While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</td>
<td>The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.</td>
</tr>
<tr>
<td>3c: Engaging Students in Learning</td>
<td>The learning tasks/activities, materials and, resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.</td>
<td>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of &quot;down time.&quot;</td>
<td>The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most</td>
<td>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed only to intellectually engage with and reflect upon their learning but also to consolidate their</td>
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**Domain 3: Instruction**

| 3d: Using Assessment in Instruction | Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment. | Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work. | Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment. | Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings. |

| 3e: Demonstrating Flexibility and Responsiveness | The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content. | The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective. | The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly. | The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help. |
### Domain 4: Professional Responsibilities

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<td>4a: Reflecting on Teaching</td>
<td>The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.</td>
<td>The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.</td>
<td>The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</td>
<td>The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.</td>
</tr>
<tr>
<td>4e: Growing and Developing Professionally</td>
<td>The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.</td>
<td>The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance.</td>
<td>The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice.</td>
<td>The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.</td>
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</tbody>
</table>
| 4f Showing Professionalism         | The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations. | The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contributes to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations. | The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations. | The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such
3. Teaching Self-Study with Digital Video

Ongoing Teaching Self-Study with Digital Video: Reflecting on teaching and learning in the classroom is critical to growing as an educator. Teaching candidates will engage in professional self-study by digitally recording videos of their own teaching, analyzing the videos, and engaging in professional dialogue about the videos in order to carefully examine their own teaching practice. The purpose of this assignment is for candidates to use artifacts and evidence of their teaching and students’ learning to:

- Examine and analyze on their own teaching practice;
- Identify evidence of student learning and struggles;
- Identify effective elements of their own teaching practice;
- Identify areas in which they need to continue to grow their teaching practice;
- Document the growth in their teaching practice; and
- Reflect on their professional practice and growth.

Teaching candidates will engage in ongoing teaching self-study with digital videos at multiple points in their clinical experiences: During student teaching, a minimum of 3 digital videos will be shared during COL meetings and coaching cycles. The teaching intern will choose which clips will be used for the self study reflection. Field instructors will assign how videos are shared digitally in ways that are readily available to access at COL sites, while still maintaining confidentiality and privacy related to classroom teaching.

Formal Teaching Self-Study and Coaching Conversation: In addition to the ongoing use of digital videos as a tool for examining professional practice in seminars, teaching interns will use digital videos to complete a more formal teaching self-study. Interns will use the Framework for Teaching (Danielson Group, 2013) to guide their analysis of their teaching and students’ learning in the digital videos. Candidates will score themselves using the rubric for the Framework for Teaching and engage in a coaching conversation with their field instructor and mentor teacher to discuss their professional growth and goals based on their self-study. Candidates in paired internship placements will provide peer feedback to one another as well.

*The scoring rubric for this assignment is the Framework for Teaching (Danielson Group, 2013) located above in the syllabus.*

D. Pre-Student Teaching e-Portfolio

All teaching candidates create e-portfolios as part of their program requirements. These e-portfolios are used as authentic resources for job seeking and interviewing, but also serve as tools for artifacts of candidates’ learning and growth. Each candidate uses his/her e-portfolio as a tool for Capstone Conversation at the end of student teaching, a day of group interview-style dialogue about teaching and learning. The goal is for the e-portfolio to:

- Engage you in thinking deeply about teaching and your teaching practice;
- Evidence this rich thinking to share with others as you job search and interview;
- Serve as evidence that you are an urban educator who is reflective, innovative, and committed to diversity (the College of Education theme);
- Serve as evidence for Capstone Conversation reviewers and for the group dialogue;
- Serve as accreditation data for the College of Education to show that we are preparing effective urban educators;
- Serve your own professional goals, such as for job interviewing.
Domain 3: Guidelines: In the web-hosting platform of your choice, you will need to create the pages/tabs/sections listed below in your e-portfolio. If you choose to add more, that’s fine; however, you need the ones listed below as minimum.

1. **Homepage and About Me** that frames the purpose of your site. Think of the homepage as readers’ first impression. There are four parts: a professionally appropriate photo; your professional information; and an autobiographical sketch that shares who you are as a unique educator; and a hyperlink to your LinkedIn profile. Read below to help you construct your e-portfolio.
   a. **Add a photo** in which you look like the professional educator you are becoming. Make sure the photo shows you as you want potential employers to see you. Make sure the photo is clear and not blurry.
   b. **Add your professional information under your photo, including** your name and a hyperlink to your LinkedIn resume.
   c. **Certification area(s) and any endorsements/specializations**
   d. **Link to LinkedIn profile**: [www.LinkedIn.com](http://www.LinkedIn.com)
   e. Include an **About Me paragraph** that frames who you are and why you are becoming a teacher. It may be helpful to use these as headings:
      1. Why I Chose to Become a Teacher
      2. My Professional Attributes
      3. My Long-Term Goals and Ambitions
      4. Other information you want to include

2. **TAB** titled **Effective Urban Educator**. Make this a main tab, accessible from the homepage.
   a. Tab/section for **Reflective Practitioner** (completed during pre-student teaching)
      *Copy and paste the following:* Effective urban educators are Reflective Practitioners who can accurately assess themselves and develop plans for improvement.
      • **Provide a summary / discussion of how** you analyze and reflect on your own teaching and students’ learning in order to grow your teaching practice and further support students’ learning.
         1. Discuss aspects of your teaching in which you need to grow. As you notice things that need to improve, how do you implement those improvements?
         2. Discuss something that didn’t go as you planned in a lesson, what you did about that, what you’d do the next time, and why?
      • **Provide evidence that shows** how you analyze and reflect on your own teaching and students’ learning in order to grow your teaching practice and further support students’ learning.
         1. Include artifacts of your teaching practice that evidence this, such as digital video clips, in-class response/reflection entries, reflections on your lessons, screenshots, photos, student work samples, etc.
         2. **Provide an InTASC portfolio page** that evidences you have met the InTASC standard related to reflective teaching practice—Standard #9: Professional Learning and Ethical Practice.
   b. Tab/section for **Committed to Diversity** (completed during TED 2250 Becoming an Urban Educator, OR during pre-student teaching if student did not take TED 2250). If you do need to complete these during student teaching, **Copy and**
Domain 3: Instruction  **paste the following:** Effective urban educators are Reflective Practitioners who can accurately assess themselves and develop plans for improvement.

i. **Provide a summary/discussion of how** you are committed to diversity.
   - Discuss how you think about diversity and what it means to you as an effective urban educator.
   - Discuss ways in which you have grown in your understanding of serving the needs of a diverse population of students and community, and what your goals are for continued growth in this area.
   - Discuss some of the areas related to diversity in which you want to continue growing your teaching practice in order to further support students’ learning and academic achievement.

• **Provide evidence that shows** you are committed to diversity.
  - Include artifacts of your teaching practice that evidence this, such as digital video clips, in-class response/reflection entries, reflections on your lessons, screenshots, photos, student work samples, etc.
  - **Provide an InTASC portfolio page** that evidences you have met the InTASC standard related to diversity—Standard #2: Learning Difference

  c. Tab/section for **Innovative Practitioner** (completed during student teaching)

3. **Other sections/content you want to include** (completed during student teaching). For example, art education students may choose to include a link to their art portfolios. What are other sections that you want to include so that your e-portfolio reflects YOU and your teaching practice?
<table>
<thead>
<tr>
<th>Section Headings</th>
<th>Unsatisfactory 1</th>
<th>Basic 2</th>
<th>Proficient 3</th>
<th>Distinguished 4</th>
</tr>
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<tr>
<td><strong>Effective Urban Educator Tab</strong></td>
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Domain 3: Instruction

**Student Teaching e-Portfolio Rubric**

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Pre-student teachers follow the Wayne State University calendar so interns should provide a copy of this calendar to their mentor teachers at the beginning of their internship; this will ensure a shared understanding of the dates interns will be in their placement classrooms any days/times they will be required to be at the College of Education for professional seminars.

<table>
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<th>Wk. #</th>
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<th>Event or Assignment Due</th>
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<td>Jan. 4</td>
<td>Jan. 7 Field Instructor Professional Development, 2:00-7:00p.m.</td>
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| 1     | Jan. 11 | Jan. 11 WSU classes begin  
               Jan. 11 10:00-Noon PST orientation, room 10-30 COE  
               Jan. 11 All teaching interns begin in the field this date  
               Jan. 12 Weekly PST seminar, 9:00a.m.-noon |
| 2     | Jan. 18 | Jan. 18 Dr. MLK Day University closed  
               Jan. 19 Weekly PST seminar, 9:00a.m.-noon |
| 3     | Jan. 25 | Jan. 26 Weekly PST seminar, 9:00a.m.-noon  
               Due: Copy of daily and weekly teaching and course schedule to field instructors this week  
               Due: Initial collaboration meetings with interns and mentor teachers by the end of this week  
               Jan. 29 e-Portfolio seminar, room 30 COE  
               10:00a.m.-noon PST |
| 4     | Feb. 1  | Feb. 2 Weekly PST seminar, 9:00a.m.-noon  
               Due: Clinical Practice Cycle 1 by the end of this week |
| 5     | Feb. 8  | Feb. 9 Weekly PST seminar, 9:00a.m.-noon |
| 6     | Feb. 15 | Feb. 16 Weekly PST seminar, 9:00a.m.-noon |
| 7     | Feb. 22 | Feb. 22 Field Instructors’ Professional Development, 10:00a.m.-3:00p.m., room 30 COE  
               Feb. 23 Weekly PST seminar, 9:00a.m.-noon |
| 8     | Feb. 29 | Week of Feb. 29 Middle of the semester  
               Mar. 1 Weekly PST seminar, 9:00a.m.-noon |
| 9     | Mar. 7  | Mar. 7 e-Portfolio seminar, room 30 COE  
               1:00-3:00p.m. PST  
               Due: Clinical Practice Cycle 2 by the end of this week  
               Due: first formal evaluation survey from mentor teacher this week  
               Mar. 8 Weekly PST seminar, 9:00a.m.-noon |
| 10    | Mar. 14 | Mar. 14-19 WSU spring break |
| 11    | Mar. 21 | Mar. 22 Weekly PST seminar, 9:00a.m.-noon  
               Mar. 23 Passover begins  
               Mar. 24 10a.m.-noon Field Instruction team meeting, room 30 COE  
               Mar. 25 Good Friday |
| 12    | Mar. 28 | Mar. 29 Weekly PST seminar, 9:00a.m.-noon  
               Due: e-portfolio draft for feedback  
               Mar. 30 Passover ends |
| 13    | Apr. 4  | Apr. 5 Weekly PST seminar, 9:00a.m.-noon  
               Due: final formal evaluation survey from mentor teacher this week  
               Due: Clinical Practice Cycle 3 by the end of this week |
| 14    | Apr. 11 | Apr. 12 Weekly PST seminar, 9:00a.m.-noon  
               Due: e-portfolio final |
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| Apr. 19 | Weekly PST seminar, 9:00a.m.-noon  
Due: Teaching self-study |
| Apr. 21 | Field Instruction team meeting, 10:00a.m.-noon, room 10 COE          |
| Apr. 22 | Last day in field for teaching interns                               |
| Apr. 22 | Interns take thank you notes to mentor teacher and building administrator |
| Apr. 25 | Winter semester ends                                                  |
| Apr. 25 | WSU Study Day                                                          |
| Apr. 25 | SAT Testing in districts                                               |
| Apr. 27 – May 3 | WSU final exams                                                       |
| Apr. 29 | Field instructors submit grades to OCE by 9:00a.m.                    |
STUDENT TEACHING AUTOBIOGRAPHY

This form provides an opportunity for the student teacher to engage in conversation with his/her mentor teacher and partner teaching intern to share past experiences and set goals.

NAME: ______________________________ WSU ID#: __________________________

ADDRESS: ________________________________________________________________

CITY: _____________________________ STATE: ____ ZIP: _________________________

HOME PHONE: ( )________________ WORK PHONE: ( )_______________________

E-MAIL: ___________________________ STATUS (GRAD/UG): ___________________

ENDORSEMENT LEVEL (ELEMENTARY/SECONDARY): ___________________________

MAJOR: ____________________________ MINOR: ________________________________

PREVIOUS WORK WITH CHILDREN IN TEACHER PREPARATION PROGRAM: (age, grade level, school district, subject(s) taught)

EXPERIENCES WITH CHILDREN OUTSIDE THE TEACHER PREPARATION PROGRAM:
INTERN’S TEACHING SCHEDULE AND PLANNING TIMES
A Planning Grid to Share with Your Field Instructor
for Scheduling Observations, Coaching Conversation, and Other Collaboration

INTERN: 
SCHOOL: __________________________ ROOM: ________________________
MENTOR TEACHER: ________________________________
SUBJECT: __________________________ GRADE: _______________________

<table>
<thead>
<tr>
<th>TIME/HOUR</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
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