



Saint Martin's
U N I V E R S I T Y

Fall 2019/Spring 2020

TEACHER INTERNSHIP HANDBOOK

College of Education and Counseling

Revised: December, 2019

Dear Teacher Candidate Intern:

Welcome to the culminating experience of your teacher certification program! Your internship should be a very exciting time in your education career. You have almost accomplished your goal of becoming a classroom teacher! Many school districts have a contract day of 7.5 hours which is 37.5 hours of actual contract time per week, but you will have the benefit and joy of focusing on classroom teaching for an entire semester.

Although we expect that you will work hard to fill your many professional responsibilities, we encourage you to take time to enjoy interactions with your students. Your teaching should be infused with joy, kindness, generosity of spirit and fun.

We are very committed to your success as a future teacher and now it is time to utilize all that you learned in your SMU education program to serve P-12 students. So, work hard, work smart, use all your resources (of which you have many), immerse yourself in your school community, and embody the Benedictine values of dignity of work, hospitality, justice, listening, moderation, peace, respect for persons, stability, and stewardship.

From Your Field Director,

Dr. Rebecca Campeau

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General Information

Saint Martin's University

Mission Statement

Saint Martin's University is a Catholic Benedictine institution of higher education that empowers students to pursue a lifetime of learning and accomplishment in all arenas of human endeavor. Saint Martin's students learn to make a positive difference in their lives and in the lives of others through the interaction of faith, reason, community, and service. The university honors both the sacredness of the individual and the significance of community in the ongoing journey of becoming.

Guiding Principles

With the Catholic, Benedictine tradition as our guide, we accomplish our mission by recognizing the spiritual and ethical dimensions of all human activity and by celebrating the uniqueness and worth of each human being. Our goal is to provide a living and learning environment that prepares students for active, responsible, and productive lives in their professions and as members of the local and global community.

Core Themes

The four core themes of Saint Martin's University are faith, reason, service and community.

Faith: In the Catholic and Benedictine tradition, faith in God, whether explicit or implicit, seeks understanding, guides the human person's pursuit of truth, and grounds a person's deepest and lifelong commitments. Other traditions, communities, and individuals use different languages to articulate their ultimate concerns or their conceptions of the holy. For that reason, we acknowledge the importance, even the necessity, of engagement in respectful dialogue on the place of faith and reason in the education of the whole person. We do this through the academic curriculum, co-curricular experiences, the services and programs of campus ministry and the liturgical celebrations with the Benedictine community.

Reason: In the Catholic and Benedictine tradition, reason is understood to be a capacity with which God has uniquely gifted human beings to seek truth. Through exercising reason, we come to know our selves, the world, and God; our pursuits grow more searching and assured when animated by faith and embodied in community. The primary purpose of education is the cultivation of reason to inspire self-growth and lead students to recognize their responsibility to care for all of creation. We do this at Saint Martin's University through the undergraduate core; majors, minors, and graduate and professional programs; and co-curricular experiences.

Service: Service expresses essential elements of the Benedictine philosophy of hospitality. Saint Martin's supports students in service to others, and graduates are distinguished by their thoughtful commitment to help meet the needs of others.

Community: Community, a distinctive hallmark of the Benedictine philosophy, is the self-conscious regard for people's mutual inter-dependence and the way we demonstrate respect for all the roles in the human community.

Benedictine Values

Inspired by its Benedictine heritage, the Saint Martin's University community embraces Benedictine values derived from *The Rule of Benedict*. Our Benedictine values include the following: awareness of God; community living; dignity of work; hospitality; justice; listening; moderation; peace; respect for persons; stability; and stewardship.

Academic Values

Knowledge: We emphasize broad geographic and historical perspectives, cultural and linguistic plurality and scientific and aesthetic understanding.

Spirituality: We provide and encourage the development of personal recognition of spiritual values beyond the intellectual and physical.

Hospitality: We welcome and include in our community people from diverse backgrounds and locations. We encourage diverse viewpoints and the appreciation of different cultures.

Service: We expect that our students will live exceptional lives dedicated to serving others in the local and global community. We expect such service to mirror the Benedictine life and to nurture the family spirit among all who participate in the University.

Creativity: We expect our students to find joy in acts of creation and recognize artistic expression as the bridge between interior and exterior spaces.

Communication: We provide opportunities for students to pursue ideas and communicate them in varied forms.

Inquiry: We work to develop thoughtful graduates who are able to engage in honest and thorough analysis and critical and independent thinking, and who are prepared to address the complex nature of our society.

Discovery: We believe that discovery, including self-discovery, is developed in the context of learning, serving, and valuing the worth of others.

Holistic Education: We believe that intellect alone cannot sustain a meaningful life, and thus, we work to unfold the potential of the whole person.

College of Education and Counseling

Mission Statement

When an education professional leaves the Saint Martin's Education Programs, we believe they take with them a core set of human, spiritual, and democratic values. They are ready to promote hospitality, scholarship, and education within the community of the school. The pluralistic and ever-changing world of diverse students and knowledge will always be welcomed by our graduates. As a community of educators, we see the values of hard work, flexibility, compassion, and camaraderie reflected in our commitment to bridging and connecting the classrooms at Saint Martin's with the schools of the community. We see it in ourselves as we mutually support each other with personal encouragement and academic integrity. We value our heritage and our mission continues.

Commitment to Excellence

We are committed to ensuring that candidates will be provided an intellectual and professional learning environment that is rigorous, relevant and realistic. Academic courses and program experiences are purposefully designed for candidates to probe deeper, reach further and to encourage creative and resourceful exploration of alternative pathways to address presented issues and tasks. Our programs are developed and conducted with high expectations that candidates will be personally engaged in their learning, stimulated in their thinking, and genuinely challenged to expand the knowledge, skills, and dispositions within their chosen field. Candidates are intentionally guided, coached, and supported in their enhancement of relevant and meaningful teaching, counseling, and administrative skills. Candidates will demonstrate their abilities to meet professional standards through effective oral and written communications, completion of realistic analysis, and critical thinking and problem-solving tasks. Candidates are held accountable to demonstrate professional dispositions and organize and simultaneously manage multiple projects within established timelines. Our learning community instills excellence in thought and service while nurturing a candidate's sense of personal and professional development. Therefore, candidates completing our academic and certification programs will be agents of change and educational leaders who are resilient, reflective practitioners meeting the needs of an evolving world.

Teacher Education Program Goals

The College's three Education Program Goals lead us to the core of our Conceptual Framework:

We here in the College of Education and Counseling Psychology firmly believe that teachers need to be grounded in Knowledge in Pedagogical and Content, the Skills of Effective Teaching and the Dispositions needed for effective teaching. It is not enough to be good in one category; all three categories must be well developed throughout the program and then integrated in field experiences culminating in the internship. We also believe that teaching is a vocation and that careful discernment is necessary to determine if a person's skill set and interest match the demands of the vocation. Our program is developed to help teacher candidates arrive at decisions in their chosen career path toward becoming an effective teacher. Faculty in our program are skilled in developing classes which include activities that will allow both faculty and teacher candidates to decide whether teaching is the best career choice for each teacher candidate, this includes the internship and seminar class.

1. **Curriculum (Knowledge):** The Education Programs are dedicated to developing competent teachers, counselors, and administrators who have strong knowledge in subject matter. Individuals completing our programs will utilize technology as it relates to teaching,

counseling, or administration; participate in free and open inquiry; and problem-solve and construct new learning opportunities for themselves, P-12 students, and staff.

2. **Pedagogy (Skills)**: Individuals will develop and utilize pedagogical, counseling, or administration strategies and skills necessary to their program. The Education Programs will provide opportunities for growth and collaboration between P-12 students, families, schools, and communities. Individuals completing our programs will have participated in a variety of leadership opportunities and multiple P-12 field experiences, including placements with school districts with diverse student populations.
3. **Character (Dispositions)**: The Education Programs are dedicated to developing a caring community of teacher, counselor, or administrator-colleagues with strong knowledge, skills, cultural responsiveness, professional leadership, ethical character, and personal integrity. Individuals completing our programs will reflect democratic traditions – including acceptance of the individual and sensitivity for cultural diversity.

College of Education and Counseling (CEC) Directory

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National Teaching Professional Code of Ethics

Preamble

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of the democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than the one specifically designated by the NEA or its affiliates.

Principle I

Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator—

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning
2. Shall not unreasonably deny the student's access to varying points of view
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety
5. Shall not intentionally expose the student to embarrassment or disparagement
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly--
 - a. Exclude any student from participation in any program
 - b. Deny benefits to any student
 - c. Grant any advantage to any student
7. Shall not use professional relationships with students for private advantage
8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

Principle II

Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service. In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator—

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications
2. Shall not misrepresent his/her professional qualifications
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position
5. Shall not assist a non-educator in the unauthorized practice of teaching
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law
7. Shall not knowingly make false or malicious statements about a colleague
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

Adopted by the NEA 1975 Representative Assembly *Reprinted by permission of National Education Association (NEA), Washington, D.C.” Retrieved from <http://www.nea.org/home/30442.htm>

Problem – Solving Overview

When questions and problems arise, your University Supervisor and your Field Director are the people who have the knowledge and training about your SMU Student Teaching Internship. Therefore, they will be the best prepared to advocate for you should you have questions or concerns. While we respect and honor all our administrators, faculty, staff, and students, their information is not always current. Therefore, we ask you to abide by the following lines of communication:

First contact and discuss concerns and/or situation with your

University Supervisor and make a plan for success.

If concern is not resolved, then contact

Dr. Rebecca Campeau (rcampeau@stmartin.edu), the SMU 2019/2020 Lead Field Director.

She will schedule a meeting with you, the mentor teacher, and/or the university supervisor to develop goals that are sensible, measurable, achievable, reasonable, and timely (SMART) to address the issue(s).

Interventions

There are several ways things can go awry with your internship, such as; you do not know your content well enough, you cannot learn to manage the class/groups, your dispositions are not a match for teaching as a career, or with the school, or with your mentor teacher, or with your University Supervisor, or you have failed the edTPA or a part of the edTPA, twice. If a problem arises, the concern can be initiated by the Supervisor or Mentor Teacher.

If the issues are egregious enough to warrant the administrator and/or mentor teacher asking you to not come back to the school placement, they will just ask you to leave and not return to this placement. The administrator or mentor teacher does have that right, to terminate your placement at any time with no reason given to you. The administrator, mentor teacher, and/or the district contact person will inform the Field Director, Dr. Rebecca Campeau (rcampeau@stmartin.edu/360.688.2764) of the circumstances surrounding your dismissal.

You may not give up your Student Intern position by simply informing your mentor you will not be returning for the rest of your student teaching. Walking off the job is the same as resigning from your internship, unless there is an extenuating circumstance, such as your life is in danger. If you feel the situation warrants not returning, contact your University Supervisor immediately. If you resign from your internship, that is the same as resigning/removing yourself from your program in the College of Education and Counseling.

The basic process of an Intervention Level 1 and 2 is the following: notification of team of issues in your internship that you are unsuccessful, documentation of non-success and evidence for that non-success, plans to allow you the time and space to attempt to address the documented issues, a specific timeline for evaluation of success or non-success, evidence is gathered for success or non-success and then a determination as to success or non-success is communicated and documented.

When a concern is initiated by the Mentor and/or University Supervisor, the following intervention steps will take place.

Level 1 (See template to be completed in Appendix S.)

Individuals involved would be the Mentor, University Supervisor, and intern.

Steps for Level 1:

- _____ Student's perception of concern
- _____ Review concerns by mentor /supervisor in areas of knowledge, skills, and or dispositions
- _____ Identify possible ramifications for successful completion of program
- _____ Develop Action Plan with SMART goals for progress monitoring
- _____ University Supervisor Notifies and action plan submitted to Field Director

- _____Field Director notifies and submits action plan to Dean and Chair
- _____Implementation of Action Plan (AP) for up to two weeks
- _____Review progress of AP for successful completion and/or continue at Level 1 for two weeks and move to Level 2
- _____Written Summary of progress and next steps

We do not automatically place people in a second internship, nor do we allow you to resubmit the edTPA after you have completed the student teaching internship, as you have shown yourself not to be ready for the internship, and we are not obligated to place you in a second internship. You will have some choices to make at each step after the internship failure.

Level 2 (See template to be completed in Appendix S).

Individuals involved would be the Mentor, University Supervisor, intern, and Field Director

Steps:

- _____Review documentation and summary of Level 1
- _____Offer options for proceeding:
- _____Successfully complete another Teacher Internship
 - _____Apply for a 90-hour guided practicum
 - Should you decide to apply for the Guided Practicum process, you need to understand that any school placement will be accompanied by the school being informed of your issues in your initial placement. This can adversely affect your possible placement; therefore, there are limits to our attempting to place you for a Guided Practicum. We will attempt to place you in 5 school districts, if we cannot place in one of those five districts, you will be dropped from our program.
 - Write a Candidate Self-Reflection Statement reflecting on inappropriate professional dispositions, lack of professional knowledge, and/or inabilities regarding professional skills and plans for change for success, Letter of apology to individuals as specified (i.e., another student, mentor teacher, etc.)

_____Successfully complete the guided practicum (ED 497/MED 597) course.

- The Guided Practicum course is modeled after our regularly required 90-hour specialty practicum and the required activities are tailored to the specific deficiencies that led to your failed internship. Registration of Directed Study/Practicum ED 497/MED 597 (3 cr.) is required. The cost is your responsibility.
- The College of Education's Intervention Specialist, usually a Field Director or representative as designated by them, will be the assigned faculty to supervise your Guided Practicum. They will observe your teaching, with the goal of helping you to become a successful educator and document your success.
- If your Guided Practicum (90 hours of specified practicum experience and associated specific assignments results in an unsatisfactory evaluation (A final evaluation with any Level 1 or 2 Ratings by the Mentor Teacher **and** the University Supervisor), you will have failed your Guided Practicum, and will need to withdraw from the teacher certification program.
- Other requirements to accompany the 90-hour Guided Practicum course may include, but not necessarily be limited to the following: letter of apology to individuals as specified (i.e., another student, mentor teacher, etc.), non-credit bearing courses, workshops or assessments (i.e., anger management, substance abuse prevention, learning disability assessment and/or accommodation, etc.). The cost is your responsibility and documentation of proof of completion will be required.

_____Apply for another teacher internship.

- The successful completion of the Directed Practicum (A final evaluation with all ratings of three or greater by the Mentor Teacher **and** the University Supervisor) and any other requirements as specified in the Intervention Level 2 report, the application for a second student teaching/internship can be processed for the semester following the Guided Practicum. The deadline for the internship application will be the same date as for all students applying for that semester.

- Again, a maximum of five districts may be sent the application materials. If all five districts refuse/deny your internship placement, you will be removed from the program.

_____ Successfully complete another teacher internship

- If you successfully complete your second teacher internship course, you deserve a lot of acclaim and many congratulations for your perseverance and hard work!
- If you are unsuccessful in your second teacher internship, you will then be withdrawn from the teacher certification program and cannot attempt another teacher internship at Saint Martin's University.

_____ Drop out of Teacher Preparation Program and pursue another career

_____ Change course of study

The Intern will meet with the Field Director no later than one week from the Level 2 meeting to inform the Director of decision for moving forward. A summary of the meeting and requirements will be written by the Field Director. The Field Director will provide a copy of the summary to the intern, mentor teacher, and supervisor, and placed in the student's academic file.

Responsibilities

Responsibilities of the Teacher Intern

The responsibilities are designed to give the Teacher Intern the following opportunities:

- write lesson plans and teach lessons based on best practices pedagogy
- document requirements for residency certification
- engage in intentional collaborative planning
- submit the edTPA
- get acquainted with school culture and future professional colleagues
- acknowledge the efforts of the Mentor Teacher and University Supervisor
- accept suggestions and assistance gracefully.

Responsibilities of the Mentor Teacher

Mentoring a teacher candidate is a powerful way for experienced teachers to contribute to the future of education. By passing on their expertise and experiences, Mentor Teachers help to create quality instruction for new generations of teachers. A successful mentoring relationship should be a rewarding experience for all concerned. Mentoring requires the following skills: brokering, building, and maintaining relationships, coaching, communicating, encouraging, facilitating, goal setting, guiding, managing conflict, problem solving, providing and receiving feedback, and reflecting (Zachary, 2000).

Responsibilities of the Designated School Administrator

The Designated School Administrator should schedule observations of interns and hold follow-up conferences to discuss their teaching. The Designated School Administrator can also invite and encourage interns to participate in the events and activities of the school community. The completion of the letter of recommendation is extremely important to the intern. This letter often determines their future employment opportunities.

Responsibilities of the University Supervisor

The University Supervisor has the responsibility to use mentoring, coaching, and supervisory skills to support and evaluate their assigned intern. Saint Martin's University Supervisors are adjunct faculty. They are retired educators, counselors, and administrators with years of educational expertise, and are selected for their ability to effectively mentor future teachers. The University Supervisors are our liaisons between CEC and the school site placement. If there are any questions or problems in the internship, the first contact should be the University Supervisor. They will guide you in your internship, remind you of necessary knowledge and skills, and help you to demonstrate your teaching effectiveness in a school

setting. A “suggestion” from a University Supervisor should be considered a **mandate** for you to incorporate into your teaching practice.

Responsibilities of the Field Experience Director

Supervisors and CEC field experience staff, revise the Teacher Intern Handbook, teach the EdTPA, and Field Director coordinate and monitor the entire teacher internship. They keep apprised of current federal, state and university rules and regulations about field experience and teacher internships, provides information and monitors the edTPA Writing Days and Intern Seminar course (ED 498/MED 598), lead intervention meetings, answer questions and make decisions about the interns and the field experience program.

Fall STAR Interns

Mentor Teacher is Lead Teacher Throughout the Practicum Phases
Internship Phase 1 (4 weeks)
<p>Teaching Activities</p> <ul style="list-style-type: none"> ● attend all subject area team meetings if possible ● plan to teach one lesson with Mentor Teacher utilizing co-teaching strategies to maximize P-12 student success ● get to know students ● observe Mentor Teacher, students, classroom routines, etc. ● work with small groups and individuals with Mentor Teacher guidance <p>SMU Activities</p> <ul style="list-style-type: none"> ● schedule Mentor and University Supervisor meeting to understand all Practicum assignments ● plan practicum calendar with Mentor Teacher, notifying supervisor of plans so they can come visit you as you complete the practicum assignments ● begin Practicum assignments ● work to complete requirements for all Practicum classes, in collaboration with the Mentor Teacher
Internship Phase 2: (4 weeks)
<p>Teaching Activities</p> <ul style="list-style-type: none"> ● Teach (and perhaps video) and critique lessons with the Mentor Teacher and University Supervisor ● attend all subject area team meetings if possible, SMU Activities ● Work to complete requirements for all Practicum classes, in collaboration with the Mentor Teacher
Internship Phase 3: (4 weeks)
<p>Teaching Activities</p> <ul style="list-style-type: none"> ● weekly collaborative planning with Mentor Teacher ● begin to teach some lessons independently (at least one-two a week) ● continue to videotape and critique lessons on a weekly basis ● attend all subject area team meetings if possible, SMU Activities ● complete all practicum coursework and requirements ● review Intern Candidate Handbook

Internship Phase 4: (4 weeks)

- weekly collaborative planning with Mentor Teacher
- decision about starting student teaching internship is made
- phase 1 evaluation by Mentor Teacher and University Supervisor
- continue to teach lessons with the Mentor Teacher
- teach some daily lessons independently

General Education Interns (Spring & Fall) and STAR Interns (Spring)

<p>Phase 1: Mentor Teacher as Lead Teacher (4 or 5 weeks) Start of School – October 4 January 6 – February 7</p>
<ul style="list-style-type: none"> ● edTPA Activities <ul style="list-style-type: none"> ● Identify class or subject for edTPA lessons by September 13/January 10 ● Arrange for technology and report lack of equipment to Dr. Campeau no later than September 13th/January 10th ● Send out permission forms ● Plan and write edTPA lesson plans ● Teach and video your 3-5 connected edTPA lessons week of September 23rd/January 20th ● Attend scheduled edTPA Writing Sessions ● Student Teaching Internship <ul style="list-style-type: none"> ● weekly collaborative planning with Mentor Teacher ● attend all grade level or subject area team meetings ● observe Mentor Teacher, students, classroom routines, etc. ● work with small groups and individuals with Mentor Teacher guidance
<p>Phase 2: Teacher Intern as Lead Teacher (10 weeks) October 7 – December 6 February 10 – April 24</p> <p>The mentor teacher gradually transfers leadership responsibility to the teacher intern.</p>
<ul style="list-style-type: none"> ● edTPA Activities -FALL <ul style="list-style-type: none"> ● SUBMIT EDTPA OCTOBER 7TH, 8TH, 9TH, OR 10TH (DEADLINE IS OCTOBER 10TH before 11:59 PM PST) ● eDTPA ACTIVITIES – SPRING <ul style="list-style-type: none"> ● SUBMIT EDTPA FEBRUARY 10th, 11th, 12th, or 13th (DEADLINE IS FEBRUARY 13th before 11:59 PM PST)

<ul style="list-style-type: none"> • Student Teaching Internship <ul style="list-style-type: none"> • ATTEND CO-TEACHING TRAINING WITH MENTOR TEACHER • weekly collaborative planning with Mentor Teacher • attend all grade level or subject area team meetings • plan all lessons cooperatively with Mentor Teacher • participate in parent-teacher conferences • plan, teach and assess 1-2 academic subjects or classes per day • add classes or subjects until you have full responsibility as Lead Teacher • solo teach for a minimum of two weeks but no more than four • plan lessons that utilize co-teaching strategies to maximize P-12 student success • participate in all grade level or subject area team meetings • take full responsibility for management of classroom
<ul style="list-style-type: none"> • Phase 3: Return of Responsibility (1-) April 27 – May 1
<ul style="list-style-type: none"> • with your Mentor Teacher, decide on a plan to return all responsibilities and leadership to the Mentor Teacher by the end of the semester • continue to teach and support each other and the students • continue to utilize co-teaching strategies to maximize P-12 student success
<ul style="list-style-type: none"> • Phase 4: Phase Out (1 week) May 4 – May 8
<ul style="list-style-type: none"> • Observe in other classrooms • Write thank you notes/gifts to Mentor Teacher and Supervisor • Meet with Field Director

Before Your Internship

A Student Teacher Internship is accreditation of the following:

- A 16-week, full time component of field experience in teacher preparation required by the State of Washington.
- A collaborative effort between the University Supervisor, the Mentor Teacher, and the Teacher Candidate.
- Each team member is responsible to ensure that this authentic classroom experience is safe and productive for everyone.
- An opportunity to be evaluated and supported
 - It is important to remember that the future of our profession relies on highly qualified, caring people who possess the specific skills of an excellent educator. Therefore, evaluations of a Teacher Candidate's performance are based on a more detailed version of these same skills. It is the responsibility of the University Supervisor and Mentor Teacher to support and evaluate the Teacher Candidate, and it is the responsibility of the Teacher Candidate to willingly acknowledge their expertise and accept suggestions.
- An endeavor that will require your full focus and attention
 - To do your best work, you really need to dedicate at least 60 hours a week to your teaching and its resultant responsibilities throughout the semester. Therefore, it is **STRONGLY** recommended that you do not try to work another job as well. Please consider your internship a full time "plus" job and arrange your life accordingly (SMU Academic Catalog 2019-2020).
 - Taking extra courses during your internship is also discouraged, but in dire circumstances, permission is sometimes granted by your Field Director. Permission must be obtained **before** the internship semester begins (SMU Academic Catalog 2019-2020)

Requirements

- All degree and certification/endorsement coursework must be completed and fully accepted before the internship (SMU Academic Catalog 2019-2020).
- A candidate is expected to complete at least 12 semester hours at Saint Martin's University before the internship (SMU Academic Catalog 2019-2020).
- All internship candidates must take the WEST-E/NES in at least one endorsement area prior to starting their internship (WAC 181-78A-300).
- Candidates must apply for an internship placement the semester before the internship will take place (SMU Academic Catalog 2019-2020).
 - Placements must be in a school with whom there is a legal internship/practicum Memo of Understanding agreement between SMU and a particular school district (hereafter referred to as School District/SMU MOU) (SMU Academic Catalog 2019-2020)
 - All candidates must comply with CEC and school district internship placement regulations (SMU Academic Catalog 2019-2020, School District/SMU MOUs).
 - Candidates may **not** make arrangements for an internship placement on their own. However, candidates may make special requests (SMU Academic Catalog 2019-2020, School District/SMU MOUs).
 - The Placement Specialist/Officer will work diligently to obtain a placement for internship, but final acceptance of a student teacher candidate is ultimately the prerogative of the school district (School District/SMU MOUs).
 - CEC cannot guarantee placement in a particular school district or school building, with a particular mentor teacher or university supervisor, or during a particular semester (SMU Academic Catalog 2019-2020, School District/SMU MOUs).
 - Candidates may **not** be placed in the same school in which a spouse or family member is employed or is a student (SMU Academic Catalog 2019-2020, School District/SMU MOUs).
 - School and classroom placement assignments are finalized when the following occur:
 - Your coursework in progress is successfully completed of (SMU Academic Catalog 2019-2020).
 - Your paperwork for CEC and the school district is complete (SMU Academic Catalog 2019-2020, School District/SMU MOUs).

During Your Internship

Co-Teaching Model

Definition

An intentional, collaborative, mutually beneficial mentoring relationship between a teacher and a teacher candidate developed over time that incorporates the teaching cycle of planning, assessment, instruction, and reflection with the use of instructional strategies of co-teaching to meet the needs of all P-12 students.

- Intentional = Planned
- Collaborative = shared planning, teaching, assessment
- Mutually Beneficial = mentor teacher and teacher candidate develop teaching craft
- Mentoring = Vygotsky- I do, we do, you do (St. Cloud State University Communications, 2008)
- Co-plan, co-instruct, co-assess (Cook & Friend, 1995)
- Instructional Strategies of co-teaching chosen to maximize student learning and engagement

Commitment

The College of Education and Counseling at Saint Martin's University is committed to the Co-Teaching Model for Internships. We believe that co-teaching is the best model to prepare teacher candidates to become successful teachers. In co-teaching, the mentor teacher remains in the classroom working alongside the teacher intern, gradually releasing the responsibilities of the "lead teacher." Teacher Candidate Interns, Mentor Teachers and P-12 students all benefit from having two teachers in their classroom for the majority of the time. The interns receive valuable modeling and guided practice, the mentor teachers can continue to support their students, and research indicates co-teaching has a statistically significant positive effect on reading and math scores along with significant decreases in unexcused absences and classroom disruptions (Saint Cloud State University Communications, 2008).

Co-Teaching Strategies to Maximize P-12 Student Success

- **One Teach – One Observe (1T1O):** One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher.
- **One Teach – One Drift (1T1D):** One teacher has primary instructional responsibility while the other teacher assists students individually.
- **Station Teaching (StT):** The co-teaching pair divides the instructional content into parts – each teacher instructs one of the groups. The groups then rotate or spend a designated amount of time at each station. Often an independent station will be used as well.
- **Parallel Teaching (ParT):** Each teacher instructs half of the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit is the reduction of the student to teacher ratio.
- **Supplemental Teaching (SupT):** The strategy allows one teacher to work with students at their expected grade level while the co-teacher works with those students who need the information and/or materials extended or remediated.
- **Alternative/Differentiated Teaching (DifT):** Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students; however, the teaching and learning strategies are different.
- **Team Teaching (TT):** Well planned, team taught lessons exhibit an invisible flow of instruction with no prescribed division of authority. Using a team-teaching strategy, both teachers are actively involved in the lesson. From a student's perspective, there is no clearly defined leader, as both teachers share the instruction. This strategy is the most difficult, because successful team teaching requires intensive prior planning.
- **Solo Teaching (SOLO):** One teacher instructs all students in the classroom without the help of another teacher.

Student Intern Requirements

You are expected to do the following:

- start your internship on the date that the school district requires teachers to report. This is when your required 16-week internship commences,
- be in your classroom placement for the entire 16 weeks (450 hours minimum).
- start and end your day at the same time as your Mentor Teacher
 - This is a minimum requirement. Demonstrating enthusiasm, diligence and being conscientious will be very beneficial to you for intern evaluations and when you apply for your own teaching position.
- participate in school meetings, conferences, and workshops.
- work according to the school district calendar.
- attend **all** SMU Intern Seminars
 - Large Group (ED 498/MED 598)
 - Small Group (With Supervisor)
 - keep a journal of your teaching experiences
 - complete 450-hour log
- submit your edTPA on one of the dates listed in your ED 498/MED 598 Syllabus
- understand and fulfill all requirements in the Intern Responsibilities Checklist
- create a plan to complete all required Teaching Activities with your Mentor Teacher and University Supervisor.
- demonstrate kindness and respect to all students and school personnel as well as to your own Mentor Teacher, University Supervisor, Field Experience Director and the CEC administration, faculty, and staff.

Student Teaching Intern Assignments

Journal

Intern teachers are required to keep a journal of their teaching experiences. This is a Small Seminar requirement that is assigned by your University Supervisor. Therefore, the expectations, guidelines and grading are at their discretion. Keep in mind that although the journal is required, each University Supervisor might have different expectations and guidelines.

Teacher Intern Log

You must keep track of the hours that you are in the classroom of 450 hours minimum (Use the template provided in Appendix A).

Intentional Collaborative Planning

The purpose of this component is to demonstrate your ability to intentionally use planning time with your mentor teacher to collaboratively design instruction to meet the needs of your students (Use the template provided in Appendix B).

edTPA

You must complete your edTPA and submit to Pearson for scoring. **REMEMBER: edTPA must be submitted the week of October 7th for Fall Student Teaching Interns and February 10th for Spring Student Teaching Interns.**

Disposition Rubric Evaluation by your Mentor Teacher (Use the rubric in Appendix Q)

Professional Growth Plan (This plan will be filled out in the template provided in Appendix J)

Evaluations

There are 3 different evaluations that must be passed during your internship:

- Phase I Teacher Intern Review (Appendix L)
- Mid-Term Teacher Intern Review (Appendix P)
- Final Teacher Intern Evaluation (Appendix R)

Intern Seminar Course Requirements

These are delineated in the ED 489 or MED 598 Intern Seminar

Small Group Seminar Requirements

Your University Supervisor is responsible for these requirements.

Attend Student Intern Celebration party at the end of your teaching experience.

Student Teaching Intern Responsibilities Checklist

Initial each activity when completed	
Phase 1: Mentor Teacher as Lead Teacher (4 weeks)	
Attend Teacher Internship Orientation	
Read CEC Teacher Internship Handbook and review school/district handbooks	
Ask your Mentor Teacher to introduce you to the administrative staff	
Attend all school meetings as instructed by mentor teacher & school administrator	
Review district curriculum	
Develop Collaborative Planning Schedule with your Mentor Teacher	
Keep a log of time with your own classroom (450 hours required)	
Observe the Mentor Teacher's teaching style, procedures & management	
Write journals entries in accordance with Small Group Seminar instructions	
Learn student names, review student records, observe their behaviors	
Ask Mentor Teacher to add your name outside classroom door	
Submit all lesson plans to mentor teacher during intentional collaborative planning meetings and before teaching all lessons	
You are required to use the edPTA lesson plan template until you receive a passing score on the EdTPA. You may use the short form lesson plan template (Appendix C) for all lessons after passing the edTPA and keep in your teaching notebook.	
Use the edTPA lesson plan template (Appendix D or see Appendix F for Special Education) for all edTPA and University Supervisor observation lessons and keep them in your teaching notebook. Send observation lesson plans to University Supervisor at least 48 hours before observation.	
Create an edTPA submission timeline and discuss with your University Supervisor (See Appendices G, H, & I)	
Plan 3-5 edTPA lessons, submit to Mentor Teacher & University Supervisor for review before submitting your edTPA	
Participate in Phase I Teacher Intern Review meeting	
Keep this Responsibility Checklist in your teaching notebook and share with University Supervisor at observations	
Review the Intern Reflection on Learning and Teaching completed after the first observation with your supervisor	
Phase 2: Teacher Intern as Lead Teacher (10 weeks)	
Work closely with Mentor Teacher and University Supervisor to transition to lead teacher	

Initial each activity when completed	
Keep a log of time with your own classroom (450 hours required)	
Write journals entries in accordance with Small Group Seminar instructions	
You may use the short form lesson plan template (Appendix C) for all lessons after passing the edTPA and keep in your teaching notebook.	
Participate in Midterm Teacher Evaluation meeting with Mentor Teacher(s) and University Supervisor	
Arrange for an observation by Designated Administrator with help from Mentor Teacher and University Supervisor	
Keep this Responsibility Checklist in your teaching notebook and share with University Supervisor at observations	
Review the Intern Reflection on Learning and Teaching completed after the last observation with your supervisor	
Phase 3 (1-2 weeks)	
Phase out of lead teacher responsibilities	
Work on your e-folio	
Participate in Final Evaluation conference	
Complete Professional Growth Plan – PESB document	
Complete log of time with your own classroom (450 hours required)	
Write journals entries in accordance with Small Group Seminar instructions	
Phase 4 (1 week)	
Observe in other classrooms	
Request reference letters from Mentor, Supervisor, and Administrator	
Complete paperwork, sequence according to checklist, and scan to a USB drive. It is highly recommended that you create and keep a USB drive for yourself.	
Meet with your University Supervisor and bring e-folio plus any other University Supervisor designated documents.	
Complete Teacher Certification Process (See Appendix V)	
Thank you cards and/or gifts for Mentor Teacher, University Supervisor, and Designated Administrator	
Attend Internship Celebration!	
Meet with the Field Director (Required) & bring your USB drive	

Mentor Teacher Responsibilities Checklist

Initial each activity when completed	
Phase 1: Mentor Teacher as Lead Teacher (4 weeks)	
Send letter to families of P-12 students introducing the Teacher Intern	
Provide a welcoming space in your classroom for the Teacher Intern	
Add Teacher Intern's name to the classroom door	
Introduce the Teacher Intern to your students, teachers, and staff at your school	
Invite Teacher Intern to planning sessions, district, school and professional meetings	
Inform Teacher Intern about school policies and procedures; emergency situations	
Inform Teacher Intern about procedures for obtaining materials and equipment	
Inform Teacher Intern about your classroom management policies and procedures	
Develop Weekly Intentional Collaborative Planning Schedule with Teacher Intern	
Plan for one 60- minute or two 30- minute meetings per week	
Provide Teacher Intern with course objectives, class schedules, building rules	
Provide Teacher Intern with IEPs for special needs students	
Provide Teacher Intern with copies of district standards for curriculum alignment	
Review the SMU Teacher Internship Handbook	
Monitor Teacher Intern's time log (450 hours required) and sign if correct	
Review Teacher Interns lesson plans during collaborative planning meetings and/or before their lessons	
Observe 1-2 Teacher Intern lessons and provide timely feedback	
Evaluate Teacher Intern with the Phase I Teacher Intern Review Form	
Participate in Phase I Evaluation Meeting	
Review Teacher Intern's 3-5 edTPA lessons and offer acceptable forms of support	
Review Teacher Intern's Responsibility Checklist	
Contact University Supervisor for questions or problems, if needed	

Phase 2: Teacher Intern as Lead Teacher (10 weeks)	
Work with Teacher Intern and University Supervisor to help with transition to lead teacher	
Review Teacher Intern's lesson plans and give feedback	
Observe 2-3 Teacher Intern lessons and provide timely feedback	
Teach with intern using Co-Teaching strategies	
Complete Dispositions Rubric on Teacher Intern	
Prepare notes for Phase II Midterm Evaluation and Review	
Participate in Phase II Midterm Evaluation and Review & Dispositions meeting with Teacher Intern & Mentor Teacher: form will be completed at the meeting	
Monitor Teacher Intern's time log	
Review Teacher Intern's Responsibility Checklist	
Contact University Supervisor for questions or problems, if needed	
Phase 3 (1-2 weeks)	
Work with Teacher Intern and University Supervisor to phase out of lead teacher role	
Monitor Teacher Intern's time log	
Review Teacher Intern's Responsibility Checklist	
Complete Teacher Intern Final Evaluation form	
Participate in Final Evaluation Meeting with Teacher Intern & Mentor Teacher	
Assist Teacher Intern in arrangements to observe in various classrooms when possible	
Contact University Supervisor for questions or problems, if needed	
Phase 4 (1 week)	
Submit to Teacher Intern: your Letter of Recommendation	
Submit to Teacher Intern: Your completed Mentor Teacher Responsibilities Checklist	
Attend Internship Celebration!	

Designated Administrator Responsibility List

Phase 1 (3-4 weeks)
Meet with the Teacher Intern, Mentor Teacher and University Supervisor to discuss the Internship program
Introduce the Teacher Intern to building personnel
Inform the Teacher Intern of school routines, requirements and faculty meetings
Discuss support services and extracurricular involvement opportunities
Advise the University Supervisor of concerns, needs, and any special /extraordinary expectations
Provide copies of district handbooks when appropriate
Phase 2 (10 weeks)
Observe the Teacher Intern on both an informal and formal basis
Provide feedback to the Teacher Intern, in oral and/or written format
Contact University Supervisor for questions or problems, if needed
Phase 3 & 4 (2-3 weeks)
Write a Letter of Recommendation for the Teacher Intern
You are invited to attend the Internship Celebration!

Welcoming Your Teacher Candidate

- Arrange to meet with your teacher candidate before the official start of the experience. Spend time learning about one other as people, not just as educators.
- Introduce the teacher candidate to other faculty members, support personnel and administrators.
- Tour the school...staff work areas, the lounge, adult restrooms, etc.
- Post the teacher candidate's name (*Mr./Ms. Smith*) along with your name near the classroom door.
- Send a note to families to let them know you will have a teacher candidate co-teaching with you
- Provide a desk (*preferably not a student-size desk*) or designate a work area for the teacher candidate with supplies and copies of necessary manuals, textbooks, the current read-aloud book, etc.
- Provide a picture of the class or individual students to help the teacher candidate learn names more quickly.
- Review items in the faculty handbook that directly affect the teacher candidate: the contractual day, issues related to school security, etc.
- Share that "bit of information" that matters: "*There is a 'Peanut Free' table in the cafeteria*" or "*Staff members never park in Lot A.*"
- Explain any staff activities or special events the teacher candidate could choose to participate in or attend.
- Discuss classroom rules and expectations for student behavior as well as acceptable rewards and consequences. Review the student handbook.
- Assemble a binder with useful information including class lists, daily schedules, classroom rules, discipline referral forms, etc.
- On a desk-top calendar or planner, mark important dates for faculty meetings, your week for hall duty, school-wide music programs, etc.
- Start a file with your favorite tried-and-true activities and good teaching ideas. Encourage your candidate to add to it throughout the experience.
- Leave an inspirational quote or article related to teaching on the candidate's desk that might spark an interesting discussion.
- Gestures of kindness, no matter how small, have a positive impact.
- If your teacher candidate will start later in the school year, send an email or letter from the class a few weeks before to share information about current units, upcoming special events, etc.

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University Supervisor Responsibilities Checklist

Initial each activity when completed	
Phase 1: Mentor Teacher as Lead Teacher (4 weeks)	
Attend Supervisor Training and Teacher Internship Orientation	
Review the SMU Teacher Internship Handbook	
Establish calendar for Teacher Intern observations and small group seminar meetings	
Fill out Contact Hours Documentation Form	
Send Small Group Seminar Syllabus to Field Director (Dr. Rebecca Campeau) and Executive Asst. to Dean (Carina Bissett)	
Meet with Teacher Candidate, Mentor Teacher and School Administrator to share the SMU Teacher Internship procedures and timeline	
Work with Intern Teacher & Mentor Teacher to establish calendar and intentional collaborative planning schedule	
Obtain a copy of the school calendar and class schedule	
Monitor Teacher Intern's time log	
Give feedback on Teacher Intern's edTPA submission timeline	
Review Teacher Intern's 3-5 edTPA lessons	
Review Teacher Intern's Responsibility Checklist	
Ask Mentor Teacher to fill out Phase I Teacher Intern Review	
Conduct Phase I Teacher Intern Review meeting	
Turn in Expense Reimbursement Form to CEC Executive Asst. to Dean (Carina Bissett) every month	
Observe the Teacher Intern, provide timely feedback and observation documents and review the Intern Reflection on Learning and Teaching completed by the student after the first overvation	
Turn Observation Documents in to Field Director (Dr. Rebecca Campeau)	
Phase 2: Teacher Intern as Lead Teacher (10 weeks)	
Work with Teacher Intern and Mentor Teacher to help with transition to lead teacher	
Review Teacher Intern's lesson plans and give feedback	
Observe the Teacher Intern, provide timely feedback and observation documents and review the Intern Reflection on Learning and Teaching completed by the student after the last overvation	
Turn Observation Documents in to Field Director (Dr. Rebecca Campeau)	
Fill out Contact Hours Documentation Form	
Prepare notes for Phase II Midterm Evaluation & Review	

Initial each activity when completed	
Conduct Phase II Midterm Evaluation & Review & Dispositions meeting with Teacher Intern & Mentor Teacher- fill out form during meeting	
Monitor Teacher Intern's time log	
Review Teacher Intern's Responsibility Checklist	
Turn in Expense Reimbursement Form to CEC Executive Asst. to Dean (Carina Bissett) every month	
Phase 3 (1-2 weeks)	
Monitor Teacher Intern's time log	
Review Teacher Intern's Responsibility Checklist	
Review Teacher Intern's edTPA submission timeline	
Conduct Final Evaluation Meeting with Teacher Intern & Mentor Teacher	
Fill out Contact Hours Documentation Form	
Assist Intern with Professional Growth Plan, if needed	
Turn in Expense Reimbursement Form to CEC Executive Asst. to Dean (Carina Bissett) every month	
Phase 4 (1 week)	
Use Grade Report Form to turn in all grades to Lead Field Experience Director (Dr. Rebecca Campeau)	
Verify that all documents required on the final checklist are present and fully signed.	
Submit to Teacher Intern: your Letter of Recommendation	
Submit to Teacher Intern: Your completed University Supervisor Responsibilities Checklist	
Submit to Field Director (Dr. Rebecca Campeau): Contact Hours Documentation Form and Intern Evaluations	
Turn in Expense Reimbursement Form to CEC Executive Asst. to Dean (Carina Bissett) every month	
Attend Internship Celebration!	

University Supervisors,

Thank you for taking time to work with our student teaching interns at St. Martin's. During this time period your responsibilities will include mentoring, coaching, supervising, and being a part of a team that will support and evaluate our Teacher Interns. You will also be serving as a St. Martin's representative in the schools and communities. We are relying on you to make good decisions that reflect St. Martin's values.

During this time, your responsibilities will include the following:

- **Trainings**
 - Supervisor Training
 - Teacher Intern Training
- **School Time**
 - Read through the handbook to become familiar with the responsibilities of the Intern and Mentor Teacher before your first visit.
 - Help to set up a 16 – week meeting schedule for the team.
 - Stress importance of co-teaching, collaborative planning and the use of models during the internship period.
 - Observations
 - 6 - 7 times
 - 45 – 90 minutes for each observation depending on the intern's schedule
 - Review edTPA and observation lesson plans at least 48 hours before the intern teaches so revisions can be made if needed
 - Plan a time to meet and provide feedback on lessons to intern
 - Provide a written copy of the feedback to intern to review and sign.
 - Communicate with Mentor Teachers to gather feedback regarding the Intern's progress
 - If progress is unsatisfactory, please complete the INTERVENTION FORM ASAP (Templates in Appendix R).
 - Make weekly contact with Student Interns via phone, e-mail, or meetings
 - Mediate any issues between Student Intern and Mentor and contact the Field Director if an agreement cannot be reached
- **Small Group Seminars**
 - Hold 3 – 4 sessions approximately one – hour in length at a location and time convenient for you and your Student Interns
 - Suggestions include: sharing of classroom experiences, clarifying assignments, monitoring forms to be turned in at end of internship, and questions regarding the edTPA
- **edTPA**
 - Ask Student Intern and Mentor if they have any questions regarding the edTPA
 - Review the edTPA lesson segment and provide feedback using edTPA guidelines

- **Evaluations**
 - Collect the evaluation forms and check to make sure all the required signatures are in place (Templates can be found in Appendices M, N, O, P, & Q)
- **Meetings with Field Director**
 - Two required meetings for addressing your concerns, providing suggestions for working with future Supervisors, turning in paperwork that you have collected, and/or to discuss the progress of the Student Interns
- **Mileage Request**
 - All mileage reimbursements requests need to be filled out and turned in to Carina Bissett by the end of each month. The Finance Office will not accept outdated requests unless it is an emergency situation.
 - Please fill out the form online at this link https://www.stmartin.edu/sites/default/files/smu-files/finance/2012_expreimbursementreq.pdf The online form will calculate reimbursement amounts for you. Each column needs to be filled out to reflect only one way of the trip. For example, put the date you traveled, destination from location name and destination to location name, and then in the “calculated at current rate of .50 mileage” needs to be only the miles traveled one way. The next column will be the same information except the return trip information. I have attached an example for reference. The Finance Office will not accept handwritten requests.
 - With each mileage reimbursement request, a Google Map needs to be attached to indicate the mileage for each destination traveled. This serves as the “receipt” to provide verification for the request. For example, if a supervisor visits multiple schools, there will need to be an individual map for each school showing the starting point and miles traveled to the school. The Finance Office will not accept requests that do not have maps attached.

Dr. Rebecca Campeau
Field Director

Appendix A: Teacher Intern Log – 450 Hours

450 hours of instructional time includes the following:

- All time in the school day from the beginning of the first scheduled class period to the end of the last scheduled class period. This means 30 minutes before the bell rings in the AM, and 30 minutes after the bell at the end of the day.
- Parent-teacher conferences are part of instructional time, include before and after school and conference week.
- In-service days and release time – if the time is spent on instruction and planning.
- Collaborative planning time.
- Before and after school contract time – if the time is spent on instruction and planning.
- Lunch time is NOT included.

Teacher Intern:		School:			Grade/Subject:			
Mentor Teacher:				Supervisor:				
Week	Date <i>Fill in date as per example</i>	Monday	Tuesday	Wednesday	Thursday	Friday	Total hours	MT/US initials
1	Aug 29- Sept 2							
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
Total Hours								

Appendix B: Intentional Collaborative Planning Evidence Template

The purpose of collaborative planning is to learn from your Mentor Teacher how to create lessons for differentiated Common Core standards-based instruction using best practice pedagogy. This intentional collaborative planning should be focused on how you can utilize the assessment and observation of students to generate plans for classroom instruction that will help your students succeed in learning the content.

Requirements

1. Meet with your Mentor Teacher for intentional collaborative planning for 60 min. every week.
2. Complete the Collaborative Planning Evidence Template at every planning session
3. Put your completed Collaborative Planning Evidence Template in your e-folio.

Date	Time (minutes)	Evidence of Intentional Collaborative Planning (observations, assessment data and resulting plan)

Teacher Intern Signature _____

Mentor Teacher Signature _____

Appendix C: St. Martin's Daily Lesson Plan Template for General Education

To be used for **all** lessons except EdTPA and Observations by University Supervisor or Designated Administrator.

Preparation and Opening	Lesson	Feedback from Evaluator
Common Core Standards Central Focus (Big Idea) Learning Objectives(s) Academic Objective(s) Student Learning Target		
Prior Learning (Can be personal, cultural, or community assets) Hook:		
How will you: <ul style="list-style-type: none"> • Share the learning target with students & its importance • Introduce the learning task • Review/introduce behavioral expectations How will students articulate the above information with peers and you?		
How will the vocabulary be shared with students?		

Preparation and Opening	Lesson	Feedback from Evaluator
<p>Assessments</p> <p>Formative</p> <p>Summative</p> <p>Student – Voice</p> <p>How will you know they understand the target?</p> <p>Self-assess and communicate their progress towards the learning target?</p> <p>How will you know if they can access resources?</p>		
Lesson Body	Lesson	Feedback from Evaluator
<p>Provide details for the core learning tasks and formative assessments that will be used in the lesson. Explain how students will be engaged in the task to develop, practice, & apply the new skills and/or learning.</p>		
<p>Provide details for how vocabulary will be taught.</p>		
<p>Provide a time line for each task and grouping structures.</p>		
<p>Describe the differentiated learning strategies and support you will use for students with specific learning needs or those needing a challenge.</p>		

Closure	Lesson	Feedback from Evaluator
Close out the lesson with your students regarding: Big Ideas of Lesson Providing feedback to students		
Student Voice: How will students reflect on the target, own learning, and identifying what additional support/resources needed? What evidence will they provide you?		
How will you use assessments of learning from this lesson segment to inform your next instructional steps?		

Appendix D: Lesson Planning

Lesson Outline for General Education edTPA

Candidate		Field Supervisor
Date	Grade	Mentor Teacher

Lesson Part	Activity description/Teacher does	Students do
Formal/Informal Assessment of Prior Learning or Preassessment (Sequence start)	[The section for formal or informal preassessment begins the lesson sequence (or unit) and does not need to be shown on subsequent lessons.]	

Title		
Standard(s)		
Central Focus (CF)		
Academic Language	[e.g. function, demand, vocabulary, discourse, syntax]	
Learning Target (LT)	Checklist p. 42	
Instruction (e.g. inquiry, preview, review, etc.)	Checklists pp. 43 - 47	
Informal Assessment	Checklists pp. 44 & 46	
Practice Activity or Support	Checklists pp. 43 & 45	

Informal Assessment	Checklists pp. 44 & 46	
Practice Activity or Support	Checklists p. 43 & 45	
Closure Assessment of Student Voice	[e.g. student reflection] Checklist p. 47	

Formal Assessment or Postassessment <i>(Sequence end)</i>	[The section for formal postassessment ends the lesson sequence (or unit) and does not need to be shown on preceding lessons.]	
---------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------	--

Lesson Plan Template Checklists

Learning Targets		
	Yes	No
Written in student – friendly language?		
Essential Content Identified (Aligns with standards)		
Language function means the verb used in the learning target, such as <i>identify, analyze, summarize, define, explain, conclude, justify, compare, sort</i> , and so on.		
Language demand means the assignment or product the student makes, such as <i>essay, paragraph, sentence, speech, lab report, reflection, play, poem, comic strip, magazine article, poster</i> , and the like.		
Vocabulary , which includes any words the student should be able to define in order to comprehend the content of the lesson. These words may be specific to the discipline (<i>artifact</i> in social studies) or just general words used in school (<i>list, characteristics, infer, analyze</i>).		
References: Explanation/Justification offered for why certain Best Practices, strategies, methods were used in the lesson and supported with scientific research within the last five years.		

Instruction/Opening

Does the hook:	Yes	No
Communication the WHAT & WHY for students		
Communicate HOW the lesson connects to prior personal, cultural, or community learning		
Share the learning target with students & its importance		
Introduce the learning task		
Review/introduce behavioral expectations How will students articulate the above information with peers and you?		
Does the “Activity description/Teacher does box” include:		
A script for the lesson plan that has:		
<ul style="list-style-type: none"> • a language Function explained in student – friendly language? <ul style="list-style-type: none"> ○ Language Discourse: The writing or speaking required to demonstrate understanding. ○ Language Syntax: The system used to engage in discourse. Ex: draw, models, tables, sentence stems. 		
<ul style="list-style-type: none"> • identified the Language Demands needed for the learning task? 		
<ul style="list-style-type: none"> • written vocabulary instructions to be given to students and include previously learned vocabulary that will be needed for this lesson? 		
<ul style="list-style-type: none"> • materials, resource technology that will be used during the opening? 		
Does the “Students do box” include:		
<ul style="list-style-type: none"> • what the students will be doing? 		
References: Explanation/Justification offered for why certain Best Practices, strategies, methods were used in the lesson and supported with scientific research within the last five years.		

Instruction/Opening		
Does the assessment:	Yes	No
<ul style="list-style-type: none"> • help you identify students that understand the importance of the learning target and its trajectory in their learning? 		
<ul style="list-style-type: none"> • help you identify students that have understanding of the academic language? 		
<ul style="list-style-type: none"> • help you identify students that know how to access materials and resources for instruction if they need help? 		
<ul style="list-style-type: none"> • align and measure the standards and learning target? 		
Does the “Students do box” include:		
<ul style="list-style-type: none"> • what the students will be doing? 		
References: Explanation/Justification offered for why certain Best Practices, strategies, methods were used in the lesson and supported with scientific research within the last five years.		

Instruction/Body of Lesson		
Does the Activity description/Teacher does box include:	Yes	No
<ul style="list-style-type: none"> alignment with the standards, central focus, and academic language? 		
<ul style="list-style-type: none"> outline of core learning tasks for engaging students to develop, practice, and apply the concepts/skills needed to meet learning target(s)? 		
<ul style="list-style-type: none"> questions written to elicit higher thinking in students during the lesson body and provide opportunities for students to engage in dialogue about their learning? 		
<ul style="list-style-type: none"> a script for the lesson plan that includes practice activities and/or support 		
<ul style="list-style-type: none"> information on students with IEPs, 504s, ELL, underperforming, and students needing enrichment and the supports you will use to support their learning needs AND identify the representations & materials that will be used to assist these students? 		
<ul style="list-style-type: none"> materials, resources, and technology that will be used during the body portion of lesson, and closure? 		
Does the “Students do box” include:		
<ul style="list-style-type: none"> what the students will be doing? 		

Instruction/Body

Do the assessments:	Yes	No
<ul style="list-style-type: none"> appear more than once throughout the body of the lesson and measure the standards, learning target, and student voice? 		
<ul style="list-style-type: none"> help you identify students that understand the importance of the learning target and its trajectory in their learning? 		
<ul style="list-style-type: none"> help you identify students that have understanding of the academic language? 		
<ul style="list-style-type: none"> help you identify students that know how to access materials and resources for instruction if they need help? 		
<ul style="list-style-type: none"> align and measure the standards and learning target? 		
<ul style="list-style-type: none"> include student work samples that provide evidence of learning target content, Vocabulary/Key Phrases and Syntax/Discourse? 		
Does the “Students do box” include:		
<ul style="list-style-type: none"> what the students will be doing? 		
References: Explanation/Justification offered for why certain Best Practices, strategies, methods were used in the lesson and supported with scientific research within the last five years.		

Instruction/ Closure Assessment of Student Voice		
Does the closure assessment of student voice include:	Yes	No
• a plan for sharing feedback with individual students to monitor and move their learning forward?		
• how students will self-reflect and evaluate their learning progress on the day's target?		
• a portion that will you information for informing your next instructional steps?		
• review the content presented in today's lesson?		
• review the academic language presented in today's lesson?		
Does the "Students do box" include:		
• what the students will be doing?		
References: Explanation/Justification offered for why certain Best Practices, strategies, methods were used in the lesson and supported with scientific research within the last five years.		

SIOP Strategies for Planning

SIOP Features: In each column circle the strategies you will be using in this lesson to differentiate instruction for your ELL students. It is not necessary to circle something in each column.			
Preparation	Building Background	Comprehensible Input	Learning Strategies (Use one or two every day)
Graphic Organizers Outlines Leveled Study Guides Highlighted Text Taped Text Adapted Text Jigsaw Text Reading Marginal Notes Native Language Texts/Websites Supplementary Materials <ul style="list-style-type: none"> • Hands on manipulatives/realia • Pictures, photos, visuals • Multimedia • Demonstrations Real – life activities	Contextualizing Key Vocabulary Vocabulary Self – Selection Personal Dictionaries Content Word Wall Concept Definition May Cloze Sentences Word Sorts Word Generation Word Study Books Vocabulary Games Visual Vocabulary Vocabulary through Songs	Appropriate Speech Explanation of Tasks Variety of Techniques Scaffolding <ul style="list-style-type: none"> • Paraphrasing • Think – Alouds • Reinforcing contextual definitions Small group/Partners Model Use of gestures Discussing & doing Sentence strips Technology	Mnemonics “I Wonder” GIST Word Splash Illustrations Poem, chant, song, or play Graffiti Write Thinking Cube Question Cube Question-Answer-Relationship (QAR) Question the Author (QtA)

Appendix E: Special Education and edTPA Options

Fall 2019/Spring 2020

- _____ Review the edTPA requirements as found in the respective Handbooks.
- _____ Choose one of the six options below.
- _____ Discuss your options and your choice with your supervisor and/or SMU faculty.
- _____ Start the semester with edTPA placement to meet the timelines and expectations.

+++++SMU requires candidates to spend 4-6 weeks in regular education as part of Option 1, 2, 4 and 5 to provide you with the broader perspective of teaching and learning from the eyes of the regular education teacher and the learners they serve. Thus, you may not Intern for all 16 weeks in Special Education.

Option 1: Double Major Elementary		
Special Education Major with edTPA	10-12 weeks	edTPA: SPED
Elementary Education Major	4-6 weeks	

Option 2: Double Major Elementary		
Elementary Education with edTPA	10-12 weeks	edTPA: LA or Math
Special Education Major	4-6 weeks	

Option 3: Elementary Major Only		
Regular Education with edTPA	16 weeks	edTPA: LA or Math
Special Education endorsement	0 weeks	

Option 4: Double Major Secondary		
Special Education Major with edTPA	10-12 weeks	edTPA: content area
Secondary Education endorsement	4-6 weeks	

Option 5: Double Major Secondary		
Secondary Education Major with edTPA	10-12 weeks	edTPA: content area
Special Education endorsement	4-6 weeks	

Option 6: Secondary Major Only		
Secondary Education Major with edTPA	16 weeks	edTPA: content area
Special Education endorsement	0 weeks	

Prepared by Dr. Cindy Peterse

Appendix F: Lesson Plan Template for Special Education

edTPA LESSON PLAN TEMPLATE			
FALL 2019			
Name:		Date:	
Subject:		Grade:	
Lesson Title:			
Lesson overview or summary			
Central Focus. Focus Question	Focus Question/s: in student friendly language:		
Student Characteristics:			
Co-Teaching Strategies		Total Lesson Time:	
TARGETS			
ALIGNMENTS AND ASSESSMENTS			NOTES:
PRIMARY LEARNING TARGET (Measurable!)	Posted Student Friendly Language:		
	1.		
Academic Standard (Common Core, etc.)			
IEP Goal			
Lesson Objective			

Baseline Assessment		
Formative Assessment		
ACADEMIC LANGUAGE DEMANDS		
The way students use language to demonstrate understanding		
	Vocabulary (defined):	How Taught AND <u>underlined</u> Where Practiced
Vocabulary: List the <u>key content</u> vocabulary for this lesson. Ex: nouns for important people, places or things.		1.
Instruction for Teaching Academic Vocabulary:		
Language Function: The way students speak or think to demonstrate understanding. (Bloom) Ex: compare/contrast, create.	Academic Language (defined):	
Language Discourse: The writing or speaking required to demonstrate understanding.		
Language Syntax: The system used to engage in discourse. Ex: draw, models, tables, sentence stems.	1.	

COMMUNICATION SKILLS and PLANNED SUPPORTS FOR USEAGE		NOTES:
SIOF Strategies for Planning (page 55 HB 2019)		
Receptive Language: AND/OR		
Expressive Language:		
Additional Language Demands: necessary for students to understand the Function words:		
Ways They Will Use the Language		
THE LESSON PLAN		NOTES:
INTRODUCTION: <ul style="list-style-type: none"> • Time: • Grouping: • Differentiation: • Materials: (teacher/student) Assessment/Feedback Type: Success Looks Like: Evaluated by:	The OPENING: Communicate WHAT will be learned today, WHY we will be learning it and HOW the lesson connects to prior learning. THE LEARNING TARGET: Today you will ... so you can... You'll know if you've got it when...will monitor your progress by... 1. 2.	
	THE OPENING: (Questions: balanced & bolded)	

THE BODY		
<p>LEARNING TASKS AND INSTRUCTIONAL STRATEGIES:</p> <ul style="list-style-type: none"> • Time: • Grouping: • Differentiation: • Materials: (teacher/student) <p>Assessment/Feedback Type:</p> <p>Success Looks Like:</p> <p>Evaluated by:</p>	<p>I DO: (Must include <i>balanced</i> and <i>bolded</i> questions ie. Depth of Knowledge (DOK), Costa, Silver & Strong etc.)</p> <hr/> <p><u>I Do:</u> (Direct Instruction, presented, structured and modeled with Questions: <i>balanced & bolded</i>)</p>	
<ul style="list-style-type: none"> • Time: • Grouping: • Differentiation: • Materials: (teacher/student) <p>Assessment/Feedback Type:</p> <p>Success looks like:</p> <p>Evaluated by:</p>	<p>WE DO: (Must include <i>balanced</i> and <i>bolded</i> questions ie. (DOK), Costa, Silver & Strong etc.)</p> <hr/> <p><u>We Do:</u></p> <p><u>Learning Target Check In:</u></p>	
<ul style="list-style-type: none"> • Time: • Grouping: • Differentiation: • Materials: (teacher/student) <p>Assessment/Feedback Type:</p> <p>Success looks like:</p> <p>Evaluated by:</p>	<p>YOU DO: (Must include <i>balanced</i> and <i>bolded</i> questions ie. (DOK), Costa, Silver & Strong etc.)</p> <hr/> <p><u>You Do:</u></p>	

<p>FEEDBACK STRATEGIES:</p> <p>Ongoing feedback to elicit and build student responses and ideas. (Open ended questions.)</p>		
<p>ASSESSMENT STRATEGIES:</p> <ul style="list-style-type: none"> • Formative 		
<p>STUDENT VOICE COLLECTION STRATEGIES:</p> <ul style="list-style-type: none"> • Time: • Grouping: • Differentiation: • Materials: (teacher/student) <p>Assessment/Feedback Type:</p> <p>Success looks like:</p> <p>Evaluated by: Checklist</p>	<p>STUDENT VOICE: There are 4 required components of Student Voice! The student needs to: 1. Restate the Target. 2. Tell why learning this is important. 3. Identify their level of understanding. 4: Identify resources available to deepen their understanding.</p>	
<p>CONCLUSION STRATEGIES:</p> <ul style="list-style-type: none"> • Time: • Grouping: • Differentiation: • Materials: (teacher/student) <p>Assessment/Feedback Type:</p> <p>Success looks like:</p> <ul style="list-style-type: none"> • Evaluated by: 	<p>LESSON SUMMARY AND SYNTHESIS i.e. Exit Slips, closure activities, assignments, connections to future learning:</p>	

REFERENCES for future citations:	1.		
RATIONAL: In this section, explain/justify why certain best practice strategies, methods were used in the lesson and supported with scientific research (within the last 7 years).	<ol style="list-style-type: none"> 1. Academic language: 2. Opening: 3. Body: 4. Closure: 5. Materials: 6. Assessments: 		
<u>REFLECTIONS ON THE LESSON:</u>	What went well?	What's your evidence?	PLAN:
	What needs improvement?	What's your evidence?	PLAN:

Daily Sped and Gen Ed LESSON PLAN TEMPLATE

FALL 2019 revised 11-11-19

Name:		Date:	
Subject:		Grade:	
Lesson Title:			
Lesson overview or summary			
Central Focus. Focus Question	Focus Question/s: in student friendly language:		
Student Characteristics:			
Co-Teaching Strategies		Total Lesson Time:	
TARGETS			
ALIGNMENTS AND ASSESSMENTS			NOTES:
PRIMARY LEARNING TARGET (Measurable!)	Posted Student Friendly Language: 2.		
Academic Standard (Common Core, etc.)			

ACADEMIC LANGUAGE DEMANDS

The way students use language to demonstrate understanding

	Vocabulary (defined):	How Taught AND <u>underlined</u> Where Practiced	Notes:
<p>Vocabulary: List the <u>key content</u> vocabulary for this lesson.</p> <p>Ex: nouns for important people, places or things.</p>		1.	
<p>Language Function: The way students speak or think to demonstrate understanding. (Bloom) Ex: compare/contrast, create.</p>	<p>Academic Language (defined):</p>		
<p>Language Discourse: The writing or speaking required to demonstrate understanding.</p>			
<p>Language Syntax: The system used to engage in discourse.</p> <p>Ex: draw, models, tables, sentence stems.</p>			
COMMUNICATION SKILLS and PLANNED SUPPORTS FOR USEAGE			NOTES:

SLOP Strategies for Planning (page 55 HB 2019)		
Receptive Language: AND/OR		
Expressive Language:		
Additional Language Demands: necessary for students to understand the Function words:		
Ways They Will Use the Language		
THE LESSON PLAN		NOTES:
INTRODUCTION: <ul style="list-style-type: none"> • Time: • Grouping: • Differentiation: • Materials: (teacher/student) Assessment/Feedback Type: Success Looks Like: Evaluated by:	The OPENING: Communicate WHAT will be learned today, WHY we will be learning it and HOW the lesson connects to prior learning. THE LEARNING TARGET: Today you will ... so you can... You'll know if you've got it when...will monitor your progress by... 3. 4. THE OPENING: (Questions: balanced & bolded)	
THE BODY		

<p>LEARNING TASKS AND INSTRUCTIONAL STRATEGIES:</p> <ul style="list-style-type: none"> • Time: • Grouping: • Differentiation: • Materials: (teacher/student) <p>Assessment/Feedback Type:</p> <p>Success Looks Like:</p> <p>Evaluated by:</p>	<p>I DO: (Must include <i>balanced</i> and <i>bolded</i> questions ie. Depth of Knowledge (DOK), Costa, Silver & Strong etc.)</p> <hr/> <p><u>I Do:</u> (Direct Instruction, presented, structured and modeled with Questions: balanced & bolded)</p>	
<ul style="list-style-type: none"> • Time: • Grouping: • Differentiation: • Materials: (teacher/student) <p>Assessment/Feedback Type:</p> <p>Success looks like:</p> <p>Evaluated by:</p>	<p>WE DO: (Must include <i>balanced</i> and <i>bolded</i> questions ie. (DOK), Costa, Silver & Strong etc.)</p> <hr/> <p><u>We Do:</u></p> <p><u>Learning Target Check in:</u></p>	
<ul style="list-style-type: none"> • Time: • Grouping: • Differentiation: • Materials: (teacher/student) <p>Assessment/Feedback Type:</p> <p>Success looks like:</p> <p>Evaluated by:</p>	<p>YOU DO: (Must include <i>balanced</i> and <i>bolded</i> questions ie. (DOK), Costa, Silver & Strong etc.)</p> <hr/> <p><u>You Do:</u></p>	
<p>FEEDBACK STRATEGIES:</p>		

<p>Ongoing feedback to elicit and build on student responses and ideas. (Open ended questions.)</p>		
<p>ASSESSMENT STRATEGIES:</p> <ul style="list-style-type: none"> • Formative 		
<p>STUDENT VOICE COLLECTION STRATEGIES:</p> <ul style="list-style-type: none"> • Time: • Grouping: • Differentiation: • Materials: (teacher/student) <p>Assessment/Feedback Type:</p> <p>Success looks like:</p> <p>Evaluated by:</p>	<p>STUDENT VOICE:</p> <p>There are 4 required components of student voice. The student needs to: 1.Restate the target. 2.Tell why learning this is important. 3.Identify their level of understanding. 4. Identify resources available to deepen their understanding.</p>	
<p>CONCLUSION STRATEGIES:</p> <ul style="list-style-type: none"> • Time: • Grouping: • Differentiation: • Materials: (teacher/student) <p>Assessment/Feedback Type:</p> <p>Success looks like:</p> <ul style="list-style-type: none"> • Evaluated by: 	<p>Lesson Summary and Synthesis i.e. Exit Slips, closure activities, assignments, connections to future learning:</p>	
<p>REFERENCES for future citations:</p>	<p>2.</p>	
<p>RATIONAL: In this section, explain/justify why certain best practice</p>	<p>7. Academic language: 8. Opening:</p>	

strategies, methods were used in the lesson and supported with scientific research (within the last 7 years).	9. Body: 10. Closure: 11. Materials: 12. Assessments:		
<u>REFLECTIONS ON THE LESSON:</u>	What went well?	What's your evidence?	PLAN:
	What needs improvement?	What's your evidence?	PLAN:

Appendix G: EdTPA Information



edTPA Guidelines for Acceptable Candidate Support Revised September 2016

edTPA is a summative, subject-specific portfolio-based assessment of teaching performance, completed during a preparation program within a clinical field experience. edTPA is designed to assess a teaching candidate's readiness to teach. This document outlines guidelines for supporting candidates during their completion of edTPA. These guidelines apply to all edTPA support – from faculty, supervisors, cooperating teachers, peers, and other support providers (e.g., a writing center or tutor).

Consistent with research on student learning,¹ programs are encouraged to help candidates examine expectations for performance evaluated by edTPA in meaningful ways and discuss how they will demonstrate their performance in relation to those expectations. Given the placement of edTPA within an educational program, professional conversations about teaching and learning associated with the outcomes assessed in edTPA are expected and encouraged. Faculty, supervisors and cooperating teachers may take time to examine the language, structure and progression of the edTPA rubrics during formative experiences throughout the program. For example, one highly effective way to clarify what edTPA requires AND prepare candidates to teach well is to closely examine the rubrics.

Throughout an educational preparation program, candidates receive a variety of support during their coursework and fieldwork that aligns with assessed elements of edTPA. For example, methods courses often include assignments related to curriculum and lesson design, and educational psychology courses likely include assignments related to analyzing student assessment data: both courses could help support the candidate's thinking about how to design lessons and understand assessment in relationship to the expectations identified in edTPA. During field experiences, candidates are trying out what they have learned, and they receive feedback on their performance from supervisors, cooperating teachers, and other support providers. These activities and formative experiences provide opportunities for candidates to "practice the activities of edTPA" and to synthesize their learning from the program. In addition, instructors typically provide feedback to candidates relative to the teaching standards of their field and any state standards for teaching performance addressed within the coursework and assignments. Preparation for edTPA offers many collegial opportunities for candidates to share and discuss their experiences as well as to share and discuss responses to practice activities.

Although many program activities and experiences provide acceptable forms of support for candidates within the edTPA process, other activities are not acceptable within a summative assessment process that is intended to determine whether each candidate individually demonstrates mastery of state/program standards and should be recommended for an initial license. This document clarifies what are acceptable forms of support for candidates during the edTPA process and what are unacceptable forms of support. This support could be provided by faculty, cooperating teachers and other support providers, or by peers. This version replaces earlier versions posted at <http://edtpa.aacte.org/> and <https://www.edtpa.com/>.

¹ Black, P., & William, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*. Retrieved from <https://www.measuredprogress.org/documents/10157/15653/InsideBlackBox.pdf>



Acceptable Forms of Support for Candidates within the edTPA Process

Acceptable Support Prior to Beginning Official edTPA Drafts Includes:

- Providing candidates with access to handbooks and other explanatory materials about edTPA and expectations for candidate performance on the assessment
- Explaining edTPA tasks and scoring rubrics and guiding discussions about them
- Providing and discussing support documents such as *Making Good Choices* and *Understanding Rubric Level Progressions*
- Examining lessons or examples of effective teaching using edTPA rubrics or support documents
- Discussing samples of previously completed edTPA portfolio materials (where appropriate permissions have been granted)
- Engaging candidates in formative experiences aligned with edTPA (e.g., assignments analyzing their instruction, developing curriculum units, or assessing student work)
- Referring students to a writing center for assistance in improving their writing for course assignments
- Recommending and/or providing specific assistance to improve performance in areas in which the candidate has demonstrated a weakness, e.g., analytic writing, designing lessons, engaging students
- Explaining scoring rubrics, and using these rubrics in formative exercises or assignments²
- Relating expectations in edTPA tasks and scoring rubrics to earlier assignments or experiences in the program
- Using rubric constructs or rubric language to evaluate and debrief observations made by field supervisors or cooperating teachers as part of the clinical supervision process
- Offering candidate seminars focusing on the skills and abilities identified in edTPA, such as an Academic Language seminar

Acceptable Support During edTPA Drafting Process (Including Planning) Includes:

- Providing a schedule/timeline for completion of sections of the edTPA submission
- Co-planning a learning segment with a cooperating teacher or a peer, as long as each candidate provides his/her own justification for planning decisions and analyses of the teaching and student learning in the commentaries
- Answering common questions in a group setting
- Candidates with a documented disability are eligible to receive relevant accommodations they have received for coursework and program assessments OR to apply to Pearson for approval of accommodations.
 - Not all accommodations are relevant, e.g., additional time (since the candidate can adjust the submission date) or accommodations related to the knowledge and skills being

² Note: If candidates, peers, or instructors use rubrics in formative exercises or assignments, they must be aware that such local scoring cannot be assumed to be comparable to the scoring conducted by trained evaluators who have met calibrated scoring standards.

Appendix H: Video Consent Information and Forms

SMU Responsibility for EdTPA videos

Because of parental concerns over privacy and safety, as well as legal requirements, candidates and their Teacher Education programs have significant responsibilities in creating the videos and limiting their use to appropriate purposes.

1. **Programs must work with candidates and districts to assure that the necessary parental consent has been sought and received, and that students whose parents have not given consent must not appear in the edTPA video.**
 - a. *Programs must explicitly explain to candidates the importance of obtaining parental consent for the video clips.*
 - b. *Programs must collect and save the candidate affidavits of responsibility.*
 - c. *Programs must communicate to candidates the process for assuring that parental consent has been sought and obtained. (This process will vary by districts.)*
 - d. *Programs must communicate to candidates the process for handling students who do not have parental consent during their videotaping.*
 - e. *Programs must confirm that consent forms are being retained, either by the district or by the program.*
2. **Programs that wish to use candidate video clips for purposes of program analysis and evaluation must observe the following guidelines:**
 - a. *Explicit, written candidate permission must be obtained.*
 - b. *Video clips collected by programs must be centrally maintained on a secure site and not further distributed, either internally or externally.*
 - c. *edTPA video clips collected by institutions must be used by program faculty solely for purposes of analyzing program effectiveness. Any other use requires separate explicit consent of candidates and parents.*
 - d. *Video clips collected for purposes of program improvement must be retained and destroyed in accordance with the institution's retention schedule.*

I have read the above guidelines and agree to follow them.

Name (printed) _____

Position _____

Institution _____

Signature _____

Date _____

Guidelines for Intern Use of EdTPA Videos

A video clip is included in the Teacher Performance Assessment (edTPA) because it adds richness and valuable context to the evaluation of your teaching. However, because videos will almost always include identifiable images of students, their use as part of the edTPA carries some significant ethical and legal responsibilities. For reasons of privacy and safety, many parents are concerned about their children appearing in videos and photos, especially any that might be used outside the classroom. For both legal and ethical reasons, *those concerns must be respected at all times*. Doing so requires the following of you:

- 1. Parents and guardians must be asked to consent to having their children appear on the video.** Depending on the district, there may be different ways of satisfying this responsibility: some districts may already have parental consent that would apply to the edTPA video; in other cases, you must seek specific permission for students to appear on the edTPA videos. Your university supervisor can tell you how it will be done for your classroom. *If you have not been informed about this by the beginning of your student teaching, your responsibility is to ask your supervisor how this requirement will be handled.*
- 2. Before creating the video, you must be sure you know the names of any students whose parents did not grant permission and must avoid including those students on the video by positioning the camera so that it does not capture their images. Also, any student work you submit as part of the assessment must not contain student last names.** Important note: Non-consenting students must *not* be excluded from the learning activity.
- 3. Once created, video clips must be submitted as part of your edTPA evidence but must not be shared or distributed beyond that.** Video clips are created solely to be used as part of your edTPA submission. No part of that video (whether or not included with your submission) should be used for any other personal or professional purposes. In particular, *it must not be posted online, sent to friends and family, or included in your job portfolio*. Anyone suspected of misusing video clips (s) will be reported to the college/university. This violation falls under the FERPA laws and are subject to an investigation. Other possible civil and criminal investigations and/or penalties can apply. (Remember: Once you have shared the video electronically with anyone, you have effectively lost control of it.)
- 4. Once you have received confirmation that you have successfully completed the edTPA, video clips must be destroyed.** This includes not only the segments submitted, but any video material created as part of your effort to prepare for and complete the edTPA.
- 5. Your preparation program may seek your explicit, written consent to share the video with them for purposes of program improvement, since consent for this**

activity will be included in the form signed by parents or guardians. You may choose to do so, but this is the sole exception to rule #3 above.

I have read the above guidelines and agree to follow them.

Name (printed) _____

Signature _____ Date _____



Teacher Performance Assessment (edTPA)

Student Consent Form

Dear Parent/Guardian:

As a teacher intern in your child's classroom, I will be evaluated using the Education Teacher Performance Assessment (edTPA), an instrument that is currently being developed for use in Washington and other states. The primary purpose of this assessment is to develop a valid and reliable assessment that can measure the performance of future teachers and lead to improvement of the programs that prepare them.

Although the purpose of the assessment is to evaluate my teaching, the project will include short video recordings of lessons taught in your child's class, as well as samples of student work. In the course of taping, with your permission, your child may appear on the video recordings. If you choose not to give your permission, then your child will still participate in the classroom instruction as usual. S/He will just be seated out of camera range. Also, I will submit anonymous samples of student work as evidence of teaching practice, and that work may include some of your child's work.

The video recordings will be used solely for purposes of evaluating my instruction and for improving teacher preparation programs. The only people who see them will be teachers at the school, scorers trained by Pearson Testing, and university faculty and supervisors. The recordings will not appear on the Internet or in other public settings. Any samples of student work that I collect for this assessment will not contain the student's last name.

Sincerely,

(Teacher Intern Signature)



Saint Martin's
UNIVERSITY

PERMISSION SLIP

Student Name: _____

School/Teacher: _____

Your Address: _____

I am the parent/legal guardian of the child named above. I have received and read the project description given upon regarding the Teacher Performance Assessment (edTPA), and agree to the following:

(Please check the appropriate box below.)

I DO give permission to you to include my child's image on video recordings as he or she participates in a class conducted at _____ by _____

(Name of School)

(Teacher's Name)

and/or to reproduce materials that my child may produce as part of classroom activities. No last names of any child will appear on any materials submitted by the teacher.

I DO NOT give permission to video record my child or to reproduce materials that my child may produce as part of classroom activities.

Signature of Parent or Guardian: _____ **Date:** _____

I am the student named above and am more than 18 years of age. I have read and understand the project description given above. I understand that my performance is not being evaluated by this project and that my last name will not appear on any materials that may be submitted.

I DO give permission to you to include my image on video recordings as I participate in this class and/or to reproduce materials that I may produce as part of classroom activities.

I DO NOT give permission to video record me or to reproduce materials that I may produce as part of classroom activities.

Signature of Student: _____

Date _____

Student Date of Birth: ____/____/____

Appendix I: EdTPA Policy and Remediation Procedure

PESB (Professional Education Standards Board) has established the passing score threshold to **40 (2.67/rubric)** as the passing score for the edTPA for rubrics 1-15.

Each University was given the responsibility to decide on the passing score for Student Voice rubrics 16-18. The College of Education and Counseling has set a minimum passing score of **8 (2.67)** on these three rubrics. Student voice R16-18 will become consequential Fall 2019 and will be scored by Pearson.

Students failing to make the total pass score on R1-15 once, may resubmit as much as the whole Edtpa assessment once. It is strongly recommended you arrange for some remediation prior to your second submission of the Edtpa. If you fail to pass the Edtpa with the total score of 40 the second time, you will be asked to not resubmit the Edtpa assessment unless you complete a personalized remediation process. That remediation process is/can be similar to that required for failing your internship (see Intervention information)

Students scoring below an 8 on Student Voice rubrics 16-18 must meet with one of the Director of Field Experience and identify the problem areas for remediation. Students will then redo the section(s), resubmit the section(s) to the Field Director and have it rescored by a CEC faculty member chosen by a Field Director. Allow up to three weeks for the section(s) to be scored (see and follow detailed protocol for Student Voice Remediation in seminar documents).

Students may retake the student voice parts once; one retake, without any specific requirements attached. If a student fails the student voice R 16-18 twice, and they choose to do a second retake, before they do the second retake, they are required to remediate by enrolling in a 30 hour practicum (ED 408/MED 508) where they specifically practice collecting, analyzing and interpreting student voice data for a learning segment. They may then resubmit their new student voice artifacts by the end of the semester of the practicum.

Students receiving more than one Condition Code in one task need to redo that task. See seminar documents for Condition Code descriptions and Retake and Resubmission policies.

Students scoring below a 40 (2.67) on their edTPA (Rubrics 1-15) will need to remediate, meeting the guidelines set by SCALE and Pearson. Students can redo one task for a cost of \$100, redo two tasks for \$200, all three tasks for a cost of \$300. These redo costs are the students' responsibility.

For students who do not pass ed TPA, the following may occur:

- A committee reviews the student's edTPA.
Committee members: Director of Field Experience, CEC faculty with expertise in the content area, University Supervisor, and Teacher Intern.
- The initial meeting will review the intern's edTPA results and identify the problem areas. A decision will be made about what task(s) need to be redone. A timeline for completion will be set with due dates.

If the redo requires the intern to plan, teach, and assess new lessons, the university supervisor will attempt to arrange for the intern to return to the school if at all possible. S/he will act as liaison between the mentor teacher and the university. It is recommended that the intern return to the classroom for 1-2 weeks allowing time to plan instruction and teach the 3-5 connected lessons. If the intern is unable to return to their original classroom, SMU will not place them again.

New PESB/OSPI Guidelines for passing scores of edTPA inclusive of Student Voice rubrics

In the July Board meeting, the Board approved a new edTPA passing score of 47 (41 for World Languages and Classical languages). The new edTPA passing score will take in effect beginning Fall 2019 (submissions after 8/15/2019). Please note that the Board decided NOT to adopt a ramp up plan for the new passing scores inclusive of SV rubrics.

Timeline of edTPA passing score transition

Timeline	During the 2017-2019 edTPA Program Years	Beginning with the 2019-2020 edTPA Program Year (Fall 2019)
Submission dates	Submissions between September 28, 2017 ~ August 15, 2019	Submissions after August 15, 2019, which marks the final 2018-2019 program year submission deadline.
Score report dates	Score reports between October 19, 2017 ~September 5, 2019	First score report date* of the 2019-2020 program year (following the final 2018-2019 program year reporting date of September 5, 2019)
edTPA Passing Score	40 (35 for World/Classical Languages)	47 inclusive of SV (41 for World/Classical Languages)

*Note the exact date is TBD at this time.

Consequentiality of Low Incident Areas

The Board also decided to make four of low incident areas consequential beginning September 2019. The most up-to-date portfolio submission data show that these areas now have the satisfactory data to be consequential. Thus, they will have the same PESB-set passing score of 47 as other consequential areas beginning Fall 2019. Those four areas include:

- Agricultural Education
- Family and Consumer Science
- Health Education
- Visual Arts

There are four remaining low-incident areas in which we have not collected sufficient data to support their passing scores. Those areas include:

- Business Education
- English as an Additional Language
- Library Specialist
- Technology and Engineering Education

The remaining low incident edTPAs will not have a PESB-set passing score. However, programs need to take into consideration candidate performance of these areas when recommending for certifications. PESB will wait until more data are available for the rest of low incident subjects before holding candidates in those areas to the passing standard.

Appendix J: Professional Growth Plan (PGP) Template

First Name:	Last Name:	
Institution:	Academic Year:	
Certificate Program: <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div style="width: 60%;"> <input type="checkbox"/> Residency Teacher <input type="checkbox"/> Residency School Counselor <input type="checkbox"/> Residency School Psychologist </div> <div style="width: 35%;"> <input type="checkbox"/> Residency Principal/Program Administrator <input type="checkbox"/> Initial Superintendent </div> </div>		
Step 1 - Needs Assessment and Goal Selection		
Describe your selected professional growth areas of focus, as well as information from your self-assessments that supports your selections. Link each area of focus to a specific standard and benchmark.		
Areas of Focus/Goals Based on your self-assessment, identify areas of focus that will lead to your professional growth.	Rationale What will you and/or your students be able to do as a result of your professional growth that you and/or they are not able to do now?	Standards-based benchmarks Residency candidates must focus on the residency level benchmarks. Professional certificate candidates must focus on the professional level benchmarks. https://www.pesb.wa.gov/workforce-development/developing-current-educators/certification-standards-and-benchmarks/

Step 2 - Professional Growth Action Plan

Activities	Proposed Evidence
What specific growth activities will you engage in to obtain the identified new learning? The activities should focus on both the content knowledge you acquire as well as the skills you develop.	Briefly describe the evidence that you will collect. Evidence may include areas beyond test scores such as attendance rates, discipline referrals, programs implemented, and other P-12 student or adult data.

Step 3 – Review of Plan

Print Name _____

Teacher Intern Signature (required) _____

Date _____

Print Name _____

SMU Supervisor Signature (required) _____

Date _____

Appendix K: Teacher Intern Portfolio Checklist

Teacher Intern:

Grade Level:

School:

District:

Subjects (secondary candidates only):

University Supervisor:

Mentor Teacher:

Designated Administrator:

Item	Assignment	Requirement	Check
1	Teacher Intern Portfolio Checklist	CEC	
2	Collaborative Planning (log and commentary)	CEC	
3	450 instructional hours - log	PESB	
4	edTPA – Task 1 & a Hard Copy	PESB	
5	edTPA – Task 2 [no video clips] & a Hard Copy	PESB	
6	edTPA – Task 3 & a Hard Copy	PESB	
7	Phase I Evaluation	CEC	
8	Phase 2 Midterm Evaluation	CEC	
9	Dispositions Rubric	CEC	
10	Final Evaluation	CEC	
11	Professional Growth Plan	PESB	
12	Copies of Observation Forms	CEC	
13	Responsibilities Checklists: Teacher Intern, Mentor Teacher, University Supervisor	CEC	
14	Video consent forms 1. Guidelines for candidate use 2. Student permission slips	PESB	
USB Drive	Make sure that all of your documents are in the correct order. Scan them onto the USB Drive. Bring the drive to your meeting with the Field Director.	CEC for PESB and CEC access	

PESB = Professional Education Standards Board/OSPI requirement

CEC=College of Education & Counseling requirement

Required Signatures:

Teacher _____ Intern _____

Date: _____ Date: _____

Field Director: _____ Date: _____

(All e-folio documents included, and all are accessible.)

Appendix L: Phase I Student Teaching Intern Review Form

Mentor Teacher _____

Intern _____

University Supervisor _____

School _____ Grade Level _____

Date _____

1=Unacceptable Level of Competence

3=University Practicum Student Level Competence

5=First Year Teacher Level Competence

The Teacher Intern:	Circle One	Comments
1. Arrives promptly	1 2 3 4 5 NA	
2. Notifies the mentor teacher of absences in advance.	1 2 3 4 5 NA	
3. Willingly performs tasks assigned, enjoys working with the students and has good rapport with them	1 2 3 4 5 NA	
4. Communicates clearly and effectively with staff	1 2 3 4 5 NA	
5. Creates a classroom environment that is conducive to learning and appropriate to the maturity and needs of students	1 2 3 4 5 NA	
6. Develops/maintains reasonable rules of classroom behavior and procedures	1 2 3 4 5 NA	
7. Manages student behavior in a firm, fair manner as per district and state policies	1 2 3 4 5 NA	
8. Uses language appropriate to the students' developmental level	1 2 3 4 5 NA	

The Teacher Intern:	Circle One	Comments
9. Presents information to students in a clear, sequential manner	1 2 3 4 5 NA	
10. Participates regularly in collaborative planning with Mentor Teacher	1 2 3 4 5 NA	
11. Demonstrates initiative in teaching and learning process	1 2 3 4 5 NA	
12. Provides students with clear and immediate feedback	1 2 3 4 5 NA	
13. Is professional in appearance and behavior	1 2 3 4 5 NA	
14. Respects privacy of children and parent's confidentiality	1 2 3 4 5 NA	
For Special Education Intern Teachers Only:		
15. Attends MDT meetings; shares advice as appropriate	1 2 3 4 5 NA	

Signatures

Teacher Intern: _____

Date: _____

Mentor Teacher: _____

Date: _____

University Supervisor: _____

Date: _____

Appendix M: Task 1 Formal Lesson Plan Evaluation

Intern's Name	Date			
Evaluator's Name	Grade Level/Content			
LESSON PLANS MUST BE SUBMITTED TO YOU 48 HOURS PRIOR TO TEACHING OF THE LESSON. Please make necessary revisions and return to intern before the lesson is taught. Use the rubric to provide feedback that is specific for the intern regarding the lesson plan.				
Submitted on Time: Yes _____ No _____				
Stage 1: Planning and Assessment	Unsatisfactory	Basic	Proficient	Evaluator's Feedback and Evidence
1) Connection of standards to learning targets				
2) Performance/Learning Tasks				
3) Students' prior learning and experiences are related to the learning tasks				
4) Quality of Assessments				
5) Key literacy strategies and mathematical representations are modeled and practiced during the lesson.				
6) The academic language demands and supports are aligned with the learning tasks				
7) Differentiation and scaffolding are provided to meet the needs of all students				
8) Lesson plan includes questions that require students to use Higher Order Thinking Skills to deepen their understanding				
9) Plan indicates when students will have opportunities to self-reflect on the learning target, its importance to their learning, how to access resources, and their progress towards mastery of the target				

Opening	Unsatisfactory	Basic	Proficient	Not observed	Evaluator's Feedback and Evidence
a) Classroom arrangement and resources					
b) Learning Routines					
c) Connects new content to students' prior learning and experiences					
d) Introduces the learning target					
Stage 2 – Positive Environment	Unsatisfactory	Basic	Proficient	Not observed	Evaluator's Feedback & Evidence
a) Student status					
b) Monitors student behavior "With-it-ness"					
c) Manages disruption					
Stage 2 - Lesson body	Unsatisfactory	Basic	Proficient	Not observed	Evaluator's Feedback and Evidence
a) Review of content that highlights critical information					
b) Identifies and presents academic vocabulary aligned to the learning target and provides opportunities for students to work with the vocabulary					
c) Communicates with students					
d) Questioning, Discussion, and Student Talk					

Stage 2 - Lesson body con't.	Unsatisfactory	Basic	Proficient	Not observed	Evaluator's Feedback and Evidence
e) Ownership of learning					
f) Chunking of content					
g) Grouping					
h) Provides practice activities for skills, strategy, and/or processes to help students develop fluency					
i) Engages students in cognitively complex task with resources and guidance needed					
j) Probes incorrect answers					
k) Manages response rates					
l Demonstrates intensity and enthusiasm					
m) Uses available resources and technology					
n) Flexibility and Responsiveness					
Stage 2: Closure	Unsatisfactory	Basic	Proficient	Not Observed	Evaluator's Feedback and Evidence
a) Student voice (naming the target, why it is important, how they can reach the target and available resources)					
b) assesses academic learning and language					

Observation Notes

Appendix N: Evaluation Rubrics

Stage 1: PLANNING FOR INSTRUCTION AND ASSESSMENT RUBRIC			
Criteria	Unsatisfactory	Basic	Proficient
1) Connection of learning targets to standards	Standards being taught are not at grade level or there is no alignment	Standards are at grade level and there is alignment between the target and standards	Standards are at grade level, there is alignment between the target and standards, and the students can explain why the targets are important
2) Performance/Learning Task	There is poor alignment between the learning target, or the task requires only rote responses	There is partial alignment between the learning target and the task, or the task only requires a mixture of low-level thinking and recall	Learning target is aligned or the task challenges students to think
3) Students' prior learning and experiences are related to the learning tasks	Lesson does not link to previous or future lessons	Lesson is linked to previous and/or future lessons	The lesson is linked to previous and/or future lessons and the students can explain previous and future links to what they are learning
4) Quality of Assessments	Assessments are not aligned with task or missing	Assessments allow students to demonstrate learning but do not address their thinking	Assessments provide information on a student's thinking and needs
5) Key literacy strategies and mathematical representations are modeled and practiced during the lesson	Literacy strategies are not modeled, or the focus is rote procedures	Literacy strategies or mathematical representations are modeled but students do not practice or apply what is modeled	Literacy strategies or mathematical representations are modeled, and students have time to practice and apply what was modeled

Criteria	Unsatisfactory	Basic	Proficient
6) The academic language demands and supports are aligned with the learning tasks	The lesson plan is missing language demands or they are not related to the task. Supports are missing, vague, or not related.	The lesson identifies vocabulary as the major language demand and supports primarily address vocabulary.	The lesson plan identifies vocabulary, plus additional language demands, and includes general supports
7) Differentiation and scaffolding are provided to meet the needs of all students	Does not know or understand or use interventions that address student needs.	Identifies interventions that meet the needs of students but doesn't implement adequately with identified students	Identifies and adequately implements interventions that meet the needs of the identified students
8) Lesson plan includes questions that require students to use Higher Order Thinking Skills to deepen their understanding	Questions are written at a low cognitive level which require single responses.	Questions are written at a low cognitive level, but some responses may require more than a single response.	Questions written may be a mixture of low-level cognition, but some promote thinking.
9) Plan indicates when students will have opportunities to self-reflect on the learning target, its importance to their learning, how to access resources, and their progress towards mastery of the target	There is nothing in the lesson plan that provides students with the opportunities to self-reflect on the learning target, its importance to their learning, how to access resources, and their progress towards mastery of the target	There is some mention of learning targets in the lesson plan that provides students with the opportunities to self-reflect on the learning target, its importance to their learning, how to access resources, and their progress towards mastery of the target at the start of the lesson	There are multiple opportunities that provide students with the opportunities to self-reflect on the learning target, its importance to their learning, how to access resources, and their progress towards mastery of the target and strategies for using the learning target throughout the lesson are mentioned.

Work of Danielson, Marzano, 5D+, and UWT was used to create these rubrics (OSPI, n.d.).

Stage 2: Opening						
Criteria	Unsatisfactory		Basic		Proficient	
	Teacher Evidence	Student Evidence	Teacher Evidence	Student Evidence	Teacher Evidence	Student Evidence
a) Classroom arrangement and resources	Teacher has not arranged the room so that a safe environment is created and/or does not locate resources so that they are accessible to all students.	Physical environment is unsafe, and/or resources are not available to them because they were not accessible	Teacher has arranged the classroom environment so that it is safe, and students have access to the resources	Students are safe and using the resources provided for the lesson	Teacher has arranged the classroom environment so that it is safe, students have access to the resources, and the room arrangement supports and provides scaffolding for learning	Students are safe, using the resources, and using the arrangement of the room for learning
b) Learning Routines	There are no established routines evident and much instructional time is lost	Students do not respond to teacher cues and signals, room is chaotic, and some students are unable to regulate their own behavior	Teacher is using routines in the classroom and there is little loss of instructional time	Students are following established routines and recognize cues and signals from the teacher	Teacher is using routines in the class and monitors the effect of their use on the classroom and instructional time is maximized	Students are following established routines, recognize cues and signals from the teacher, and most students can self-regulate their own behavior
Evaluator's Feedback and Evidence						

Stage 2: Opening						
Criteria	Unsatisfactory		Basic		Proficient	
	Teacher Evidence	Student Evidence	Teacher Evidence	Student Evidence	Teacher Evidence	Student Evidence
c) Connects new content to students' prior learning and experiences	The learning target is posted and read to students at the beginning of the lesson	Students listen as the teacher reads the learning target from the board	Learning target is posted and only referred to at the beginning of the lesson	Learning target is posted and students read it from the board and interact with peers only at the beginning of the lesson.	Learning target is posted and is referred to throughout the lesson	Learning target is posted and students reflect on the learning target's importance to their learning, their progress towards mastery of the target, and how to access needed resources.
d) Introduces the learning target	Little or no understanding of how students learn or little knowledge of their backgrounds/cultures/interests	Little interest in the lesson	Aware of students' backgrounds/cultures/interests but not incorporated it enough to motivate students	Most are ready to begin the lesson	Teacher has incorporated the backgrounds/cultures/interests into this portion of lesson	Students are eager to begin the lesson
Evaluator's Feedback and Evidence						

Work of Danielson, Marzano, 5D+, and UWT was used to create these rubrics (OSPI, n.d.)

Stage 2: Positive Learning Environment						
Criteria	Unsatisfactory		Basic		Proficient	
	Teacher Evidence	Student Evidence	Teacher Evidence	Student Evidence	Teacher Evidence	Student Evidence
a) Student status	Does not have positive relationships with students that attend to the well-being of students	May engage in rivalry or unhealthy competition or inappropriate behavior or become withdrawn	Have positive teacher- student relationships but show favoritism to some students	Misbehaviors by some students Non-participation	Develops positive teacher-student relationships & helps to foster positive student – student relationships	All feel valued and eagerly participate in class activities
b) Monitors student behavior “With-it-ness”	Unaware of student misbehavior or off-task behaviors Appears to be helpless when students misbehave	Students may not do their work Violate class rules without teacher awareness Students may feel embarrassed or ashamed after teacher responds to their behavior Students may challenge the teacher	Aware of what students are doing by moving around the room, scanning the room, and addresses misbehavior Attempt to keep track of behaviors but has no tracking system Responses to misbehavior are inconsistent	Students are on-task when they feel teacher is aware of their behavior Some misbehaviors continue or increase because the responses to their misbehavior are inconsistent	Aware of what students are doing by moving around the room, scanning the, room, addresses misbehavior, and has other strategies available if the usual strategies are not working	Students misbehavior decreases when the teacher uses effective behavior strategies Behavior is appropriate Students intervene with peers in a positive way when they are not complying with rules of classroom

Stage 2: Positive Learning Environment						
Criteria	Unsatisfactory		Basic		Proficient	
	Teacher Evidence	Student Evidence	Teacher Evidence	Student Evidence	Teacher Evidence	Student Evidence
c) Manages disruptions	Uses strategies incorrectly or with parts missing or does not address misbehavior	Disruptions escalate and more are becoming disruptive	Acts in an objective and controlled manner but is inconsistent when applying consequences or is ineffective	Disruptions deescalate but some continue	Acts in an objective and controlled manner and is effective and consistent when applying consequences	Respond to consequences or no intervention is required for the behavior
Evaluator's Feedback and Evidence						

Work of Danielson, Marzano, 5D+, and UWT was used to create these rubrics (OSPI, n.d.).

Stage 2: Lesson Body						
Criteria	Unsatisfactory		Basic		Proficient	
	Teacher Evidence	Student Evidence	Teacher Evidence	Student Evidence	Teacher Evidence	Student Evidence
a) Review of content that highlights critical information	No review is provided	Students are unable to explain how what they are learning is connected to what was previously learned	Brief review of content that links to critical information for this lesson	Can describe previous content but may not be able to connect it with the critical information in today's lesson	Brief review of content that links to critical information for this lesson and monitors to make sure students understand the connections	Actively participate in the review of previous information and can explain how it connects with today's critical information
b) Identifies and presents academic vocabulary aligned to the learning target and provides opportunities for students to work with the vocabulary	Vocabulary is not presented, or definitions are provided for the words	Students copy definitions from books/computer Can't remember vocabulary presented in previous lessons	Important vocabulary is presented but students don't internalize the meaning of the words using their own background knowledge	Vocabulary notebooks contain definitions not written in their own words along with pictures/symbols Vocabulary from previous lessons may be used incorrectly by some Attempts to use previous and currently vocabulary correctly	Important vocabulary is presented, and students internalize the meaning of the words using their own background knowledge	Vocabulary notebooks contain definitions written in their own words along with pictures and examples Uses vocabulary from previous lessons Students can use current and previous lessons correctly in conversations
Evaluator's Feedback and Evidence						

Stage 2: Lesson Body

Criteria	Unsatisfactory		Basic		Proficient	
	Teacher Evidence	Student Evidence	Teacher Evidence	Student Evidence	Teacher Evidence	Student Evidence
c) Communicates with students	<p>Does not present the information for understanding what students will be doing</p> <p>Vocabulary used is at an inappropriate level for the age group or the diversity of the students</p>	<p>Disruptive behaviors</p> <p>Don't understand and withdraw from lesson or talk with each other so they can follow along</p>	<p>Explanation is teacher driven with little student participation</p> <p>Vocabulary is above or below what the students can use</p>	<p>Student asks questions about what he/she is supposed to be doing</p> <p>Students become inattentive</p>	<p>Clearly communicates to the students what they are learning and the purpose of the lesson</p> <p>Invites students to participate</p>	<p>Few questions about what they are learning and how they are to accomplish the task</p> <p>Students clarify the learning task for peers or provide additional information about the content</p>

Stage 2: Lesson Body

Stage 2: Lesson Body						
Criteria		Criteria		Criteria		Criteria
	Teacher Evidence	Student Evidence	Teacher Evidence	Student Evidence	Teacher Evidence	Student Evidence
d. Questioning, Discussion, and Student Talk	<p>Teacher only ask questions that require a single answer and don't require thinking</p> <p>Questions are asked that require students to respond to the teacher and not others</p> <p>Dominates the talk</p>	<p>Only students with hands up are asked to respond to questions</p> <p>Some students may dominate the discussion</p> <p>Questions answered only require recall or are read from resources around the room</p> <p>Student talk is not related to the lesson</p>	<p>Questions are asked that attempt to promote student involvement and thinking</p> <p>Questions only reflect discipline – specific knowledge</p>	<p>Most of the questions answered are at the recitation/recall level</p> <p>Little student involvement</p> <p>Student may not answer the question or add to discussion when asked</p> <p>Students do not provide evidence of their thinking</p>	<p>Questions asked are a mixture of low – level and those that promote student thinking and understanding</p> <p>Questions encourage student interaction with teacher and peers</p>	<p>Students comment on the responses of other students</p> <p>Students share with partner and then share with the larger group</p> <p>Students provide evidence of their thinking</p>

Stage 2: Lesson Body

Criteria	Unsatisfactory		Basic		Proficient	
	Teacher Evidence	Student Evidence	Teacher Evidence	Student Evidence	Teacher Evidence	Student Evidence
e) Ownership of learning	Teacher does not allow students to take ownership of learning.	Students are using rote procedures, worksheets, and do not engage with other students When work is completed, students are given additional assignments/work sheets to complete	Teacher provides some opportunities and strategies for students to take some control of their learning, but locus of control remains with teacher.	Students are assigned to groups and given an assignment to complete Strategies that can be chosen from are limited and posted for them to select	Teacher provides opportunities and strategies for students to take control of their learning, and locus of control is given to students	Students self -select groups Multiple options are provided, or students make come up with different options for completing the task Resources are provided but students are free to use others after checking with their teacher
Evaluator's Feedback and Evidence						

Stage 2: Lesson Body						
Criteria	Unsatisfactory		Basic		Proficient	
	Teacher Evidence	Student Evidence	Teacher Evidence	Student Evidence	Teacher Evidence	Student Evidence
f) Chunking of content	Teacher presents lesson without stopping	Students become lost in the lesson Students withdraw or become complacent Behavior problems may arise	Teacher breaks content into small chunks based on the needs of students but does not monitor student progress to see if the chunking is appropriate	Some students may be unable to process the chunks with peers Don't know what the teacher expects them to do when the lesson stops at certain points Can't explain why the teacher stops instruction	Teacher breaks content into small chunks based on the needs of students and monitors for appropriateness of chunks and makes instructional decisions based on the monitoring	Most students can process the chunks with peers Know what is expected of them when the teacher stops at certain points in the lesson Can explain why the teacher stops instruction at various points during the lesson
g) Grouping	Teacher has students sitting in rows and working alone	Students complete work alone and answer questions when called upon by teacher	Students are placed in groups, but teacher does not monitor groups	Students may be off-task in their groups Work is not being completed or students rush to finish the work when time is almost up	Students are placed in groups and teacher provides constant monitoring	Students respond to questions posed to the group that require them to demonstrate deep understanding Small instructional stations may be used while other students are engaged in task so that students understanding can be monitored

Stage 2: Lesson Body						
Criteria	Unsatisfactory		Basic		Proficient	
	Teacher Evidence	Student Evidence	Teacher Evidence	Student Evidence	Teacher Evidence	Student Evidence
h) Provides practice activities for skills, strategy, and/or processes to help students develop fluency	Teacher uses little time to allow students to develop skills, strategies, or processes	Students are unable to develop any level of fluency due to the short amount of practice time	Teacher provides engaging and enough practice time but does not monitor student practice	Students may be off task At end of lesson there is increased competency for some of the students	Teacher provides engaging and enough practice time but does not monitor student practice	Teacher moves around to monitor students' practice Students are recording their results to show if their competency has increased
i) Engages students in cognitively complex task with the resources and guidance needed	A complex task is not provided	Students continue to do work at lower levels of cognition that do not require reasoning or thinking	Teacher provides resources and needed guidance, but the task is still at the lower – level of cognition	Students may be completing activities Students are completing task that require little thinking and there is a lack of interaction with peers in a group Students want to “finish” and are not interested in pursuing the content further	Teacher provides resources and needed guidance and complex tasks	Students may be engaged in decision - making, problem-solving, experimental, or investigative tasks Groups are working together to complete the task Seek out the teacher for assistance when needed
Evaluator's Feedback and Evidence						

Stage 2: Lesson Body						
Criteria	Unsatisfactory		Basic		Proficient	
	Teacher Evidence	Student Evidence	Teacher Evidence	Student Evidence	Teacher Evidence	Student Evidence
j) Probes incorrect answers	Teacher ignores or is not aware that an incorrect answer is given due to lack of knowledge in the content	Students may refuse to answer questions asked	<p>Teacher is not consistent with the probing of incorrect answers due to lack of knowledge or student status</p> <p>May rephrase questions or break questions into simpler/smaller parts for some students</p> <p>Students are not provided enough think time</p>	<p>Student may comment that teacher allows them “off the hook” sometimes or gives up on some students</p> <p>Students become frustrated and withdraw because not enough think time has been given before being asked to answer the question</p>	Responses of all students are monitored, and the incorrect answers of all students are addressed	<p>Students may comment teacher will not allow them “off the hook” and never gives up on anyone</p> <p>Students respond to questions later after they have had time to collect their thoughts and given think time</p>
k) Manages response rates	Allows too much time or not enough time for students to respond to questions	<p>Few respond to the teacher’s questions</p> <p>Lots of off-task behaviors</p>	Uses response rate techniques but is not checking to see if effective	<p>Students lose interest</p> <p>Misbehaviors begin to occur</p> <p>Only some students respond to questions</p> <p>Some are unable to describe their thinking about questions asked</p>	Uses a variety of techniques such as wait time, response cards, choral response, and keeps track of the responses	<p>Multiple students or entire class responds to questions</p> <p>Can describe their thinking about questions asked</p>

Stage 2: Lesson Body						
Criteria	Unsatisfactory		Basic		Proficient	
	Teacher Evidence	Student Evidence	Teacher Evidence	Student Evidence	Teacher Evidence	Student Evidence
I) Demonstrate intensity and enthusiasm	Teacher presents materials but shows no intensity or enthusiasm for the material being taught	Students ask why they must learn this Student apathy around learning	Teacher is intense and enthusiastic but doesn't note if students are engaged	Students may show interest but that begins to wane as time passes Students begin to connect the teacher's intensity and enthusiasm with their interests	Teacher is intense and enthusiastic but changes strategies and methods if students aren't also engaged.	Students share the enthusiasm and intensity of the teacher by being engaged and involved May use physical gestures, different voice tones, and levels of attention increase
Evaluator's Feedback and Evidence						

Stage 2: Lesson Body						
Criteria	Unsatisfactory			Basic	Proficient	
	Teacher Evidence	Student Evidence	Teacher Evidence	Student Evidence	Teacher Evidence	Student Evidence
m) Uses available resources and technology	No resources or technology is used during the lesson	Students are working from the textbooks	Plans and prepares for student use of the same resources and technology	Students are provided only one resource to use in learning Technology is limited to one site or program for all students to use for his/her learning	Plans and prepares for the use of resources and technology in the lesson	Students are accessing the needed resources and technology needed for his/her learning Students select from a variety of resources and technology to complete the task
Evaluator's Feedback and Evidence						

Stage 2: Lesson Body						
Criteria	Unsatisfactory		Basic		Proficient	
	Teacher Evidence	Student Evidence	Teacher Evidence	Student Evidence	Teacher Evidence	Student Evidence
n) Flexibility and Responsiveness	Adheres to lesson plan with awareness of the fact that students do not understand or are not interested	<p>Questions asked and ignored</p> <p>Students having trouble are blamed for their failure to learn</p> <p>Boredom is evident</p> <p>Students feel their ability to learn may not matter to the teacher</p>	<p>Attempts to modify the lesson when students show lack of understanding or are not interested</p>	<p>Students feel they are responsible for their learning and the teacher is unwilling to help them</p> <p>Students become frustrated/angry because the strategies being used are not helping them to learn</p> <p>Modifications have very little impact on the learning of all students</p>	<p>Teacher adjust lessons to assist individual students</p> <p>Uses teachable moments</p> <p>Let's students know lesson isn't finished until all students have some degree of success</p>	<p>Most of the students express interest and continue to persist at task with the adjustments</p> <p>Students enjoy learning about spontaneous events or teachable moments</p>
Evaluator's Feedback and Evidence						

Work of Danielson, Marzano, 5D+, and UWT was used to create these rubrics (OSPI, n.d.).

Stage 2: Closure						
Criteria	Unsatisfactory		Basic		Proficient	
	Teacher Evidence	Student Evidence	Teacher Evidence	Student Evidence	Teacher Evidence	Student Evidence
a) student voice (naming the target, why it is important, how they can reach the target and available resources)	Provides no opportunities for students to assess their own learning	Self – assessment is not made available to students	Opportunities are provided to assess own learning	Students may not know if he/she mastered the learning target for the day	Opportunities are provided that allow students to deepen their understanding of progress towards the target	Students know if the target was mastered and can provide evidence to show it was or was not and what they can do to advance their learning
b) assesses academic learning and language	Little or no assessment or monitoring of student learning Feedback is not provided or of a poor quality	Unaware of the assessment criteria Students are not involved in the evaluation of the peers/own learning	Assessments are used sporadically Feedback is general Assessments are not used to diagnose evidence of learning	Partially aware of the criteria being used to assess their work Few evaluate their own work When evaluation is completed, students do not use the information to improve their learning	Assessment is used regularly Feedback is accurate & specific Questions & prompts diagnose evidence of learning	Students use feedback to advance their learning Self – assessment & monitoring of progress is kept in a journal
Evaluator's Feedback and Evidence						

Work of Danielson, Marzano, 5D+, and UWT was used to create these rubrics (OSPI, n.d.)

Appendix O: Intern Reflection on Learning and Teaching

Directions: After completing the lesson, interns need to complete a written analysis of their lesson within 48 hours after the lesson has been taught.

Directions: AFTER observation of the teaching of the lesson, evaluate the teacher candidate's post lesson analysis. The teacher candidate needs to submit a written post lesson analysis within 48 hours of completion of the teaching of the lesson.

	Unsatisfactory	Basic	Proficient	Not Found or Evidence of	Student Self - Reflection
1) Clarity of the purpose of the lesson					
2) Directions and specific procedures were provided to the students during the lesson					
3) Content errors were not made, and clear explanations of the content were provided					

	Unsatisfactory	Basic	Proficient	Not Found or Evidence of	Student Self - Reflection
4) Students understood the content					
5) Academic language was taught correctly, and students were successful with the new learning					
6) Quality of the questions & prompts were high and/or discussion techniques were effective					
7) High level of student engagement in lesson for all groups of students and/or individuals					
8) Alignment was evident between standards, objectives, targets, tasks, materials/resources, and assessments					

	Unsatisfactory	Basic	Proficient	Not Found or Evidence of	Student Self - Reflection
9) Suitable pacing of lesson					
10) Student learning was monitored, and feedback provided					
11) Students engaged in self-reflection and self-monitoring of their progress towards the standards/targets					
12) Lesson adjustments were made when needed					
13) Student – teacher & student-student relationships were positive					
14) Assessment were used to make decisions about tomorrow's learning and future learning					

Appendix P: Phase 2 Midterm Rubric, Action Plan, and Evaluation

Directions: Mentor Teacher and University Supervisor prepare notes below prior to the Phase 2 Midterm Intern Teacher Evaluation meeting using the Professional Intern Review Form and Observation Feedback. Form below is completed at the meeting with Teacher Intern input.

Criteria	Unsatisfactory	Basic	Proficient	Not Observed	Evaluator's Feedback & Evidence
1) Clarity of the purpose of the lesson					
2) Directions and specific procedures were provided to the students during the lesson					
3) Content errors were not made, and clear explanations of the content were provided					
4) Students understood the content					

Criteria	Unsatisfactory	Basic	Proficient	Not Observed	Evaluator's Feedback & Evidence
5) Academic language was taught correctly, and students were successful with the new learning					
6) Quality of the questions & prompts were high and/or discussion techniques were effective					
7) High level of student engagement in lesson for all groups of students and/or individuals					

Criteria	Unsatisfactory	Basic	Proficient	Not Observed	Evaluator's Feedback & Evidence
8) Alignment was evident between standards, objectives, targets, tasks, materials/resources, and assessments					
9) Suitable pacing of lesson					
10) Student learning was monitored, and feedback provided					
11) Students engaged in self-reflection and self-monitoring of their progress towards the standards/targets					
12) Lesson adjustments were made when needed					

Criteria	Unsatisfactory	Basic	Proficient	Not Observed	Evaluator's Feedback & Evidence
13) Student – teacher & student-student relationships were positive					
14) Assessment were used to make decisions about tomorrow's learning and future learning					

Teacher Intern's Key Strengths and Challenges Identify three of the candidate's key strengths in becoming a successful teacher and provide your evidence.

a. _____

- Evidence:

b. _____

- Evidence:

c. _____

- Evidence:

2. Identify three of the candidate's key challenges in becoming a successful teacher and provide ways for the candidate to improve.

a. _____

- Suggestions for improvement:

b. _____

- Suggestions for improvement:

c. _____

- Suggestions for improvement:

Action Plan: Changes for Improvement

1. _____

2. _____

3. _____

Signatures

Teacher Intern: _____

Date: _____

Mentor Teacher: _____

Date: _____

University Supervisor: _____

Date: _____

Appendix Q: Professional Dispositions Evaluation

To be completed by the Mentor Teacher and shared with the Intern Teacher and University Supervisor at the Midterm Evaluation Meeting

Dispositions aligned with InTASC Standards	Indicator and Example please circle applicable number & check or circle applicable example				
	Acceptable			Concern	
Empathy InTASC The Learner & Learning	5	4	3	2	1
		Accepts the varied perspectives, values, and beliefs of others. The ability to use the information to develop opportunities to help others (students, peers, colleagues, and etc.) learn.			Displays behaviors that may not value or appreciate perspectives or beliefs of others thus making it difficult to develop appropriate learning opportunities to support students' (P-12) development.
	<p><i>The following are some, but not all, examples related to Empathy:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Sees and appreciates the differences in others <input type="checkbox"/> Develops and implements learning experiences that ensure all students learn <input type="checkbox"/> Designs culturally relevant learning experiences to meet the needs of all students <input type="checkbox"/> Uses the diverse experiences of students (languages, dialect, strengths and needs) in planning and implementing instruction <input type="checkbox"/> Designs or implements experiences that utilizes the strengths of the learners to address any academic misconceptions <input type="checkbox"/> Develops learning experiences that values the diversity (language, dialect) of all students 			<p><i>The following are some, but not all, non-examples related to Empathy:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Struggles with the ability to value the differences in others <input type="checkbox"/> Struggles with lessons that ensure all students learn <input type="checkbox"/> Struggles to design culturally relevant lessons that meet all needs. <input type="checkbox"/> Uses the diverse experiences of students (languages, dialect, strengths and needs) inappropriately in planning instruction <input type="checkbox"/> Creates or implements learning experiences that only focus on the learner's deficits <input type="checkbox"/> Struggles with developing learning experiences that are sensitive to the diversity of all students 	

Open-Mindedness InTASC Instructional Practice	5	4	3	2	1
		Demonstrates the ability to be open and flexible to meet the needs of others or the willingness to try new ideas.			Demonstrates an inability to be open and flexible to meet the needs of others. Has difficulty taking responsibility for students' learning or admitting errors to refine personal or professional practice.
	<p><i>The following are some, but not all, examples related to Open-Mindedness:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Creates learning environments that are flexible and encourage exploration/student questioning</i> <input type="checkbox"/> <i>Adapts or modifies instruction (when appropriate) to maximize learning opportunities for all learners</i> <input type="checkbox"/> <i>Adjusts plans to address immediate and long term needs to support all learners</i> <input type="checkbox"/> <i>Adjusts instructional strategies to support student's academic development</i> 			<p><i>The following are some, but not all, non-examples related to Open-Mindedness:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Creates learning environments that are rigid and have the potential to limit or discourage exploration/student questioning</i> <input type="checkbox"/> <i>Struggles with adapting and modifying instruction (when appropriate) to maximize learning opportunities for all learners</i> <input type="checkbox"/> <i>Struggles to adjust plans to address immediate and long term needs to support all learners</i> <input type="checkbox"/> <i>Unwilling to accept responsibility for the lack of student academic progress</i> <input type="checkbox"/> <i>Unwilling or struggles to adjust instructional strategies to support student's academic development</i> 	

Responsibility InTASC Professional Responsibility	5	4	3	2	1	
	Demonstrates the ability to be accountable for the outcomes of professional and personal actions. This includes being responsive to needs of students' learning and taking ownership of mistakes or errors to refine personal or professional practice.			Demonstrates the inability to be accountable for the outcomes of professional and personal actions. This includes being responsive to needs of students' learning and taking ownership of mistakes or errors to refine personal or professional practice.		
	<p><i>The following are some, but not all, examples related to Responsibility:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Takes ownership of the academic progress of all students</i> <input type="checkbox"/> <i>Aligns assessment and instruction to learning goals or objectives</i> <input type="checkbox"/> <i>Takes initiative to improve student learning</i> 			<p><i>The following are some, but not all, non-examples related to Responsibility:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Struggles to understand the importance of their role in the academic progress of all students</i> <input type="checkbox"/> <i>Demonstrates an inability to align assessment and instruction to learning goals or objectives</i> <input type="checkbox"/> <i>Struggles to take initiative to improve student learning</i> 		

Communication InTASC The Learner and Learning	5	4	3	2	1
		<p>Works to develop positive relationships with others in a variety of venues (face-to-face, digital, etc.) to achieve a common goal.</p>			
<p><i>The following are some, but not all, examples related to Communication:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Responds positively to requests from others to collaborate <input type="checkbox"/> Makes a contribution to group efforts <input type="checkbox"/> Utilizes a variety of strategies (including effective use of digital tools and resources) in order to effectively convey a message or support student success <input type="checkbox"/> Seeks opportunities to develop collaborative relationships with others (families, students, peers, etc.) <input type="checkbox"/> Modifies communication styles to achieve a common goal <input type="checkbox"/> Communicates in a non-judgmental, respectful fashion (including email, face-to-face, social media, etc.) <input type="checkbox"/> Uses summarizing or restating as a tool to engage in active listening 					<p><i>The following are some, but not all, non-examples related to Communication:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Responds inappropriately to requests from others to collaborate <input type="checkbox"/> Makes little or no contribution to group efforts <input type="checkbox"/> May utilize some (or no) strategies to convey a message or support student success, but struggles to use the strategies effectively <input type="checkbox"/> Rarely seeks opportunities to develop collaborative relationships with others (families, students, peers, etc.) <input type="checkbox"/> Struggles with modifying communication styles when collaborating to achieve a common goal <input type="checkbox"/> Communicates in a judgmental or disrespectful fashion (including email, face-to-face, social media, etc.) <input type="checkbox"/> Struggles in the use of essential skills (summarizing or restating) as a tool to engage in active listening

	5	4	3	2	1
Lifelong Learning InTASC Content Knowledge	Seeks opportunities to develop personally and professionally (pedagogical and content knowledge). Solicits or accepts constructive criticism as an opportunity to develop as a learner.			Avoids or responds inappropriately to opportunities to develop personally, and professionally (pedagogical and content knowledge). Unwilling or unable to accept constructive criticism as an opportunity to develop as a learner.	
	<p><i>The following are some, but not all, examples related to Lifelong Learning:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Responds constructively to professional feedback</i> <input type="checkbox"/> <i>Makes connections to previous readings, research, or experiences</i> <input type="checkbox"/> <i>Seeks clarification or assistance when needed</i> <input type="checkbox"/> <i>Seeks opportunities to attend events (conferences, seminars, webinars, etc.) that can have an impact on teaching and learning</i> <input type="checkbox"/> <i>Seeks opportunities to deepen their knowledge (content, pedagogical) or frame of reference (culture, gender, etc.) that can impact the ability to develop positive relationships with students and families</i> 			<p><i>The following are some, but not all, non-examples related to Lifelong Learning:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Responds inappropriately to professional feedback</i> <input type="checkbox"/> <i>Struggles to make connections to previous readings, research, or experiences</i> <input type="checkbox"/> <i>Avoids seeking clarification or assistance when needed</i> <input type="checkbox"/> <i>Avoids opportunities to attend events (conferences, seminars, webinars, etc.) that can have an impact on teaching and learning</i> <input type="checkbox"/> <i>Avoids opportunities to deepen their knowledge (content, pedagogical) or frame of reference (culture, gender, etc.) that can impact the ability to develop positive relationships with students and families</i> 	

Professionalism InTASC Professional Responsibility	5	4	3	2	1
	Maintains a professional work ethic (dependable/reliable) and good judgment in clinical (field, practicum, intern experiences) or other relevant			Struggles to maintain a professional work ethic (dependable/reliable) and good judgment in clinical (field, practicum, intern experiences) or	
	<p><i>The following are some, but not all, examples related to</i></p> <p><i>Professionalism:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Meets deadlines and is punctual</i> <input type="checkbox"/> <i>Completes tasks efficiently</i> <input type="checkbox"/> <i>Maintains a professional attire</i> <input type="checkbox"/> <i>Demonstrates professional use of digital tools and resources to support teaching and learning</i> 			<p><i>The following are some, but not all, non-examples related to</i></p> <p><i>Professionalism:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Struggles to meet deadlines and/or to be punctual</i> <input type="checkbox"/> <i>Tasks are incomplete or insufficient</i> <input type="checkbox"/> <i>Professional attire is inappropriate for the setting</i> <input type="checkbox"/> <i>Demonstrates inappropriate use of digital tools and resources</i> 	

Professional Ethics InTASC Professional Responsibility	5	4	3	2	1	
	Adheres to moral and ethical standards as expressed in the WACs, PESB and OSPI guidelines, National Teaching Professional Code of Ethics, school district and Saint Martin’s University policies.	Disregards moral and ethical standards as expressed in the WACs, PESB and OSPI guidelines, National Teaching Professional Code of Ethics, school district and Saint Martin’s University policies.				
	<p><i>The following are some, but not all, examples related to Professional Ethics:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Maintains confidentiality of student records, parent communication, and private professional communication</i> <input type="checkbox"/> <i>Adheres to the ethical use of technology, email, and social networking sites</i> <input type="checkbox"/> <i>Adheres to the ethical use of assessment to support teaching and learning</i> <input type="checkbox"/> <i>Produces original work and/or cites/references other’s work</i> 			<p><i>The following are some, but not all, non-examples related to Professional Ethics:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Violates confidentiality of student records, parent communication, and private professional communication</i> <input type="checkbox"/> <i>Demonstrates inappropriate use of technology, email, and social networking sites</i> <input type="checkbox"/> <i>Demonstrates unethical use of assessments</i> <input type="checkbox"/> <i>Struggles with the ability to cite or reference other’s work</i> 		

Signatures

Teacher Intern: _____ Date: _____

Mentor Teacher: _____ Date: _____

University Supervisor _____ Date: _____

Appendix R: Final Evaluation Form

Field Supervisors and Mentor Teachers must complete this form for their student intern.

Student Intern's Name	
School	
District	
Grade Level/Subject	
Mentor Teacher Name	
Field Supervisor Name	

- Student Intern has completed 450 hours and has provided you a copy of his/her contact log.

- Lesson plans submitted for the edTPA are included in the e-Portfolio.

- Written evidence of student learning was demonstrated through the Formal Lesson Analysis.

- A score of "Basic or Proficient" on criteria in the Formal Lesson Evaluation Form. "Unsatisfactory" and "Not Observed" ratings were supported with observation data and feedback.

Teacher Candidate Final Outcome Score *(Select One)*

Field Supervisor	Score
Proficient	
Approaching standard	
Did not meet standard	

Mentor Teacher	Score
Proficient	
Approaching standard	
Did not meet standard	

University Supervisor Signature _____

Date _____

Mentor Teacher Signature _____

Date _____

Student Intern Signature _____

Date _____

Appendix S: Intervention Forms

LEVEL 1

Saint Martin's University
College of Education and Counseling

University Supervisors:

If you are concerned about an intern's performance, we want to catch the problem early and help the intern be successful.

Please complete this form and email it to rcampeau@stmartin.edu

Intern's Name: _____ Date: _____

School: _____ Grade/Subject: _____

Areas of concern (check all area(s) that relate to your concern):

Content Knowledge:

Teaching Skills:

- Planning
- Lesson Plans
- Presentation
- Classroom Presence
- Engaging students
- Assessing Students

Classroom Management:

- Maintaining a "safe" classroom environment
- Keeping students on task
- Motivating students
- Interactions with students

Professional Behaviors:

- Physical Appearance
- Responding to feedback
- Implementing suggestions
- Reliability (problems with absences, late, time issues, etc.)

Dispositions:

- o Communication skills
- o Flexibility
- o Reflectivity
- o Enthusiasm
- o Student Interactions
- o Fairness

Other:

What have you already done as the University Supervisor to address these concerns?

Have the Mentor Teacher and/or Teacher Intern been consulted about these concerns?

What were the results of this consultation?

Are these issues serious enough for an Intervention Level 2 (Where we discuss pulling intern out of placement or failing the internship?)

Timeline to demonstrate improvement (recommended 1-2 weeks):

Teacher Intern Signature: _____ Date: _____

Mentor Teacher Signature: _____ Date: _____

University Supervisor Signature: _____ Date: _____


INTERVENTION FORM
LEVEL 2
 Saint Martin's University
 College of Education and Counseling

College of Education:	Date:
Staffing Level 2:	
Person of Focus:	
Prepared by:	
Name of Student Intern Team Present with their Roles:	
Listening to the Student's Concerns:	
Issues/Concerns/Goals:	
"What questions are we trying to answer in positive proactive language?"	
Whose Concern?	
Options Considered (at least 3 per question)	
Question 1:	
Option 1:	
Option 2:	
Option 3:	
Our Action Plan "Steps" are (develop at least 4 SMART Goals that are Specific, Measurable, Achievable, Relevant, and Time – bound_	

INTERVENTION PLAN
LEVEL 2
 Saint Martin's University
 College of Education and Counseling

TEACHING SKILLS:	EVIDENCE:	PLAN:	FINDINGS:
Planning			
Lesson Planning			
Presentation			
Classroom Presence			
Engaging Students			
Assessing Students			
CLASSROOM MANAGEMENT	EVIDENCE:	PLAN:	FINDINGS:
Maintaining a "safe" classroom environment			
Keeping students on task			
Motivating students			
Interactions with students			
Professional Behaviors	EVIDENCE:	PLAN:	FINDINGS:
Prepared for teaching			
Physical appearance			
Responding to feedback			
Implementing suggestions			
Reliability (problems with absences, late, time issues, etc.)			

Appendix U: Mileage Examples


Saint Martin's
UNIVERSITY

EXPENSE REIMBURSEMENT REQUEST

NAME: Betty White		<input type="checkbox"/> NOTIFY WHEN READY <input checked="" type="checkbox"/> MAIL (Please provide address)	
DEPARTMENT: College of Education and Counseling		EXT: 6156	
MAILING ADDRESS: 6151 Richmond Street, Miami, Florida			

PURPOSE OF TRIP OR BUSINESS ACTIVITY: Pompano Beach High School visit in CEC supervisor role for student teachers

DATE:	8/5/19	8/5/19					
DESTINATION FROM:	Home	PBHS					
DESTINATION TO:	PBHS	Home					
TRANSPORTATION							TOTALS
(CALCULATED @ CURRENT RATE OF .50) MILEAGE	39.40	39.40					\$39.40
VEHICLE RENTAL & GAS							
GASOLINE (Other than for rentals)							
PARKING/TOLLS							
AIR FARE							
TAXI/BUS							
LODGING							
ROOM CHARGES							0
MEALS							
FOOD/BEVERAGE PURCHASES							
FEEES							
CONFERENCE FEES							0
MISC. (Must add acct # at bottom)							
TOTALS							\$39.40

ATTACH DETAILED RECEIPTS

LESS AMOUNT ADVANCED	
BALANCE DUE	\$39.40

	DATE	FUND	DEPT	CODE		TOTAL
EMPLOYEE SIGNATURE	8/30/19	31	011151	7891	Mileage	\$39.40
				7892	Lodging/Meals/Airfare	0
				7893	Vehicle Rentals	0
				7894	Conference Fees	0
DIV DEAN/MANAGER	DATE					
CABINET MEMBER (IF NEEDED)	DATE					

8/5/2019

Miami Beach, Florida to Pompano Beach High School - Google Maps

Google Maps

Miami Beach, Florida to Pompano Beach High School

Drive 40.3 miles, 1 h 7 min



Map data ©2019 Google 2 mi

Miami Beach

Florida

Take Collins Ave to MacArthur Causeway

10 min (1.6 mi)

- ↑ 1. Head south on Collins Ave toward 16th St 1.1 mi
- ↘ 2. Turn right onto 5th St 0.5 mi

Take I-95 Express and I-95 N to FL-814/W Atlantic Blvd in Pompano Beach. Take exit 36 from I-95 N

37 min (26.9 mi)

- ↑ 3. Continue onto MacArthur Causeway 3.4 mi
⚠️ Partial toll road
- ↑ 4. Continue onto I-395 W 0.8 mi
⚠️ Toll road
- ↘ 5. Use the right 2 lanes to take exit 1B to merge onto I-95 N toward Ft. Lauderdale 1.2 mi
⚠️ Partial toll road

Appendix V: Teaching Certificate Process

Residency Certificate

To become a certified teacher through Saint Martin's University, you must meet the following requirements.

- Must have earned a bachelor's degree from a regionally-accredited college or university.
- Must have completed the Saint Martin's University teacher preparation program.
- Must have completed at least one endorsement with a GPA of 3.0 or higher.
- Must have passing WEST-E or NES scores for your endorsement.
- Must have passed the edTPA

After meeting these requirements, the Certification Officer will take action to recommend you for certification through OSPI's E-Certification system. After being recommended for certification, the Certification Officer will contact you and outline the steps to be taken to apply for certification. If you have more than one endorsement, please let the Certification Officer know which endorsement you would like to be certified in through St. Martin's University. The certification fee for the Residency Certificate is **\$74** and is paid electronically through the E-Certification system.

Upon completing your application for certification through the E-Certification system, the OSPI Professional Certification Office will conduct a review of the application which can take up to two weeks to complete. Once approved by OSPI, you will then be able to log in to the E-Certification system and print your certificate.

Resources

Resources

Websites for edTPA:

AACTE edTPA website: <http://edTPA.aacte.org>

edTPA Pearson website: <http://www.edTPA.com>

Handbook Links:

Gen. Education: Making Good Choices

<file:///C:/Users/Owner/Desktop/making%20good%20choices%20all%20fields.pdf>

APA Reference Style:

APA is the required formatting style to write documents and cite references in education.

All resources used for your edTPA lesson planning must be included in your lesson plans and appropriately cited using APA style.

A good resource to use for referencing APA style:

<http://owl.english.purdue.edu/owl/resource/560/01/>

There is an APA manual (2009) that you can purchase or you can check out from the SMU library. Please use the 6th edition (blue book).

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