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EDUCATION 315 HANDBOOK

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Conceptual Framework: Overview

Lake Forest College has been preparing teachers for the public schools since its founding in 1857. The history and mission of the college support quality teacher preparation. As is the case in the small liberal arts college tradition, teacher preparation is valued intrinsically as teaching is the primary mission of faculty at this type of institution. Collaboration and close contact among members of the faculty across departments and divisions at Lake Forest College provides a fully integrated program of study for teacher candidates. Program development, policy initiatives, and final candidate approval and assessment occur through a committee with representation from departments across campus. Faculty throughout the college are intimately involved in the development of our teacher candidates through this committee. The teacher preparation program is a double major program, meaning that all teacher candidates in both elementary and secondary programs complete a major in a department outside of Education in addition to their Education major. Each candidate is assigned an academic advisor and mentor in addition to the advisor in education. This structure leads to a sharing of responsibility for the mentorship and assessment of each candidate from first semester freshman year to graduation and recommendation for certification. In addition, a number of courses are either co-taught or cross-listed in the Education Department and other departments on campus so that even our faculty structure and course structure are interwoven with other departments on campus. In this manner, students experience a program of study with values and commitments shared by the entire campus community. It takes the commitment of an entire campus to teach teachers—one individual at a time.

The Education Department is driven by **three key commitments** that provide the foundation for teacher preparation to be successful. The program builds on these three principles and articulates them into program and candidate assessments.

Commitment to Personal Growth: Mentoring Individual Potential

As stated in the mission statement of the College, "education ennobles the individual...we know our students by name." Just as a good teacher knows and responds to the whole child, caring for his/her intellectual, emotional and social well-being, the Education Department believes a good teacher educator cares for the whole teacher candidate. The faculty view candidates through a developmentalist lens, asserting the healthy personal development of the teacher as the essential groundwork for the development of professional commitments and skills of teaching. The commitment to personal growth and mentorship by our institution is evident in our approach to supervision and the reflective self-assessment designed in our coursework. As we mentor individual potential established Illinois Content Area Standards are also being met while the individual goals, desires, and purposes for teaching of candidates, those reasons that bring passion to the teaching and learning process, are being carefully nurtured as well.

Commitment to Practical Reflection: Analytic Inquiry of Performance

As articulated in our College mission statement, we are committed to the outcome of the our students' ability to "read critically, reason analytically, communicate persuasively, and above all, to think for themselves" in order to "solve problems." This analytic ability to solve problems is at the heart of what the department believes is necessary to learn and grow as a teacher. Candidates are taught to view teaching problems as resolvable through analytic reflection on one's practices and careful observation and assessment of students' responses to instruction. Throughout the course of study within the Education Department and through the other major program of study at the college, students are taught to frame problems and to use various tools of analysis. In addition to multiple research project assignments throughout their courses of study, in each of the content-area majors at the College, students are required to take at least one course that focuses on research design and implementation in that discipline. In the education major,

students conduct research projects within each course. Case studies, simulations, and problem-solving activities are all staples of the instructional approach of faculty across campus.

This commitment is also evident in the design of our fieldwork experiences within the education major. In each course within the education major, there is a fieldwork or field study component. The department believes that the journey from novice to competent teacher can only occur through the constant review of theory in terms of practice. Another way that this commitment to analysis is evident is in our supervision practices. The department provides teacher candidates with fieldwork supervisors who are also responsible for their preparation in methods of instruction. Supervisors who are also methods course instructors bring much needed coherence to how theories and approaches to instruction can be effectively practiced. The department follows developmentalist principles and capitalizes on the powerful connection between personal and professional growth. We take seriously the personal connection and interpretations students make to theories of learning and instructional design. We consider the ways in which candidates teach to be their personal expression of theory and hold them to high expectations in terms of their reflections about their practice.

Commitment to Professionalism: Melding Competencies with Responsibility

In keeping with the mission of Lake Forest College, we believe that good teachers are also “responsible citizens.” Candidates come to understand that there are moral consequences to pedagogical decisions. The choices one makes about what to teach and how to teach are value-laden and have important consequences. Good teaching practices for us then are more than what is typically referred to in more technical models of effective teaching; rather, following an ethical model, we understand that technical expertise is meaningless and eventually ineffectual without a sensibility and commitment to larger social aims of teaching and learning. The focus on the “breadth and depth of traditional disciplines” through a full major of study in an academic field encourages a view of knowledge that is not simply factual, fragmented, or merely instrumental. The focus on self-development and self-understanding gives teacher candidates the ethical fortitude necessary to teach in ways that result in positive, productive changes in students’ lives in schools. The intensive, long-term field experiences that are key to the program give teacher candidates an opportunity to articulate and act upon their moral commitments through their pedagogical choices. In this way, they engage in the highest order of teacher reflection—critical reflection—by considering carefully and fully the consequences of their teaching acts over time

IDENTIFYING DISPOSITIONS OF A LAKE FOREST COLLEGE EDUCATED TEACHER

I. PREPROFESSIONAL CHARACTERISTICS that include the personal qualities needed for success in teaching. In this regard, the teacher candidate will

- *adhere to the Lake Forest College Honor Code*
- *be reliable (e.g., punctual, consistent attendance, responsible)*
- *demonstrate seriousness of purpose and perseveres in order to accomplish goals*
- *demonstrate a positive, pleasant attitude toward children, peers, mentor teachers, and college faculty*
- *demonstrate tact, honesty, good judgment, courtesy, respect, and diplomacy*
- *be open to constructive criticism and act upon suggestions*
- *balance self-confidence and assertiveness with deference to others*
- *demonstrate flexibility both in interpersonal interactions and in his or her professional responsibilities (e.g., planning, implementation, etc.)*
- *demonstrate high levels of motivation and commitment to growth by going beyond minimal expectations*
- *communicates clearly and accurately both orally and in writing*

II. RESOURCEFULNESS that enables teachers to know how to learn and to teach how to learn.

In this regard, the teacher candidate will

- *take initiative, use his or her imagination, and seek out information using a variety of human and material resources to inform his or her teaching.*
- *demonstrate strong content area knowledge*
- *demonstrate a commitment to life-long learning by being an avid reader and an informed citizen*
- *be able to draw from theoretical and philosophical frameworks explored in coursework and apply them meaningfully to classroom settings.*
- *recognize his or her own strengths, interests, and skills and consider how these might be compelling ways to engage children in learning*

III. RESPONSIVENESS to children that considers their best interests first and foremost.

In this regard, the teacher candidate will

- *develop rappport with students*
- *take the time and effort needed to understand how a child learns, discover his or her interests, and determine how to shape teaching acts accordingly*
- *enact responsiveness to diverse learners through his or her teaching acts (including preparation for teaching) and through everyday interactions with children*
- *establish a classroom environment and use management procedures that reflect fairness, respect and care for children and concern for their emotional and physical well being*
- *respect and consider students with exceptionalities to determine how to be responsive to children*
- *respect and consider students from diverse cultural, ethnic/racial, linguistic, gender, gender identify, sexual orientation, and socioeconomic groups to determine how to be responsive to children*

IV. TEACHER EFFICACY that includes believing in their ability to positively impact children's lives.

In this regard, the teacher candidate will

- *develop the intellectual capabilities and teaching skills that support children's learning*
- *persevere and exercise all options to reach individual students no matter how challenging the circumstances*
- *be well organized and fastidious in the manner in which he or she prepares for and executes instruction*
- *demonstrate vitality and energy/teacher presence in his or her teaching*
- *be proactive in developing relationships with children that support their academic, emotional, and social well being*
- *plan learning experiences that engage children meaningfully and actively (hands-on/minds-on)*
- *develop a repertoire of instructional strategies based on both coursework and observations of other teachers*
- *reflect an understanding of the importance of meeting the needs of diverse learners through careful instructional planning and implementation: differentiates instruction*
- *develop positive, proactive relationships with students, parents*
- *communicates with clarity and accuracy*

V. REFLECTIVE SELF-ASSESSMENT that emerges from personal experiences in teaching, dialogue with mentors and colleagues, and metacognitive behaviors

In this regard the teacher candidate will

- *monitor his or her own progress and identify strengths and weaknesses*
- *evaluate strategies for success , find alternatives for inappropriate strategies, and modify future practice*
- *show evidence of self-directed learning*
- *demonstrate sustained and consistent growth and commitment toward reaching goals*
- *reflect about and articulate what he or she knows and does not know*
- *be able to talk about his or her thinking processes during conferences and seminar*
- *show evidence of metacognition through writing (e.g., journals, response to prompts, etc.)*

Current Statement of the Lake Forest College Honor Code (revised Fall 2009)

PREAMBLE

Members of the Lake Forest College community are expected to uphold the standards of honesty, mutual respect, self-discipline, and civility that represent the core values of the college in all aspects of social and academic interactions. Any students' failure to follow these principles or any rules of behavior in the school handbook will be subject to proper disciplinary actions as recommended by the Judicial Counsel.

MEMBERS' PLEDGE: *As a Forester, I will act with honesty, valuing every member of the community, and holding myself and others accountable for our own actions. I accept responsibility to maintain this pledge at all times.*

ARTICLE 1: COMMUNITY STANDARDS

Lake Forest College expects that members of the community will maintain the values of honesty, civility and respect as embodied by the school. These standards are to facilitate students' ethical development, personal integrity and promote a positive living, learning, and physical environment. Each member of the community has the same basic rights and must take responsibility for respecting the rights of others.

ARTICLE 2: ACADEMIC INTEGRITY

Academic dishonesty is any act in which a scholar fails to properly identify the sources of material used in his or her work. Students are expected to guarantee that all material submitted is the product of his or her honest intellectual effort and participation. As an affirmation of this pledge, all members of the community will be expected to resign the Members' Pledge at the start of each new semester.

ARTICLE 3: ENCOURAGING RESPONSIBLE ACTION

All members of the Lake Forest College community are expected to encourage, in others as well as themselves, the personal responsibility of being accountable for one's own actions. Members of the Lake Forest College community are encouraged to have conversations with those that would violate aspects of the honor code to offer support, advice and recommend alternative actions.

ARTICLE 4: THE HONOR COUNCIL

SECTION 1: A body known as the Honor Council will be established in order to present the honor system to all new members of the Lake Forest College community, organize efforts to enable members to live up to the Code, encourage broad campus dialogue about the Code and formulate proposals for changes in the Code. Members of the Honor Council are in charge of all judicial, legislative and educational processes. Members are required to act with discretion in reference to student violations, and keep all aspects of said cases confidential.

SECTION 2: In order to become a member of the Honor Council a student or faculty/ staff must present an application to the Dean of Students who will approve their name to go before a Student Government vote. No student may participate as a member of the Council if they are on probation. The Council shall consist of fifteen (15) students, which includes one (1) chair and one (1) secretary, six (6) faculty/ staff and the Dean of Judicial Affairs that will act as an advisor and administrator. Judicial meetings will be comprised of five (5) Council members, two (2) faculty/ staff and will be presided over by the Dean of Judicial Affairs. The Dean may participate in all proceedings, deliberations and act as an advisor to the Council but is unbiased and without a vote. No member of the Honor Council may hear a case when he or she has a conflict of interest as deemed by themselves or by a majority vote of the Council.

FIELDWORK GUIDELINES: EDUCATION 315

The pre-student teaching internship, which includes 150 hours of fieldwork and a weekly seminar, is intended to:

- 1) familiarize the student intern with the middle school curriculum and environment and with the various responsibilities associated with being an effective middle school teacher.
- 2) prepare the student intern for student teaching and develop the skills and confidence necessary to work independently in the classroom.
- 3) provide experience that encourages reflective professional practice.

The following criteria are considered to be crucial indicators of the intern's readiness for further coursework in the Department of Education and for student teaching. An intern found to be deficient in one or more of these areas at the conclusion of the fieldwork experience will receive an unsatisfactory grade and be required to complete additional fieldwork before being permitted to student teach or will be removed from the certification program.

- 1) The intern is reliable.
 - a. On time and prepared for work and seminar.
 - b. Spends five days per week in the classroom.
 - c. Spends a minimum of 150 hours in the classroom for the semester.

The intern will maintain an official time sheet of fieldwork hours. The time sheet is to be signed by the cooperating teacher each week and will be checked by the supervising teacher in seminar. At the end of the term, the time sheet will be collected and placed in the intern's file
 - d. Notifies the cooperating teacher and college supervisor in case of illness. If necessary also has lesson plans/materials delivered to cooperating teacher. Time missed because of illness or any other reason must be made up before semester ends (up to three days for illness or emergency only may be made up). Once the intern has established the specific hours for his/her fieldwork, it is expected that he/she will arrive and depart on time. **Late arrivals and early departures -- unless they are officially approved in advance by the cooperating and supervising teachers -- will not be tolerated.**
- 2) The intern demonstrates a strong desire to learn (by asking questions, through reflection, and by taking initiative).
- 3) The intern works in an organized and purposeful way.
- 4) The intern is confident, enthusiastic, and positive in working with children--he/she has classroom "presence."
- 5) The intern manages children effectively and humanely.
- 6) The intern respects the rights and needs of others, including ethnic, racial, and language differences.
- 7) The intern is a good "role model" for children--in his/her speech, appearance, and behavior.
- 8) The intern is open to and makes effective use of suggestions and criticism.

Termination of Student Teaching or Internships:

Decisions about termination of a placement will be made by the Department Chair in consultation with the coordinator of clinical experiences, the student's departmental advisor and the student's fieldwork supervisor.

Termination of a placement means that the student will need to reapply for student teaching or, in the case of the internship, enroll in the course in a subsequent semester.

Placements in student teaching or internship experiences can be terminated at any point for any of the following reasons:

1. Attendance
Student does not maintain a record of excellent attendance or exhibits a pattern of tardiness.
2. Professional judgment:
Inappropriate behavior or response--verbal or non-verbal--in communication with students, parents or other school personnel.
3. Progress:
Choosing not to act on direct advice or direction from the college supervisor or the cooperating teacher or not making sufficient progress in a timely manner.
4. Preparation:
Not being prepared to teach when expected.
5. Dress or appearance:
Choosing not to meet the standards of professional attire in a school setting.
6. Subject matter knowledge
Demonstrates deficiencies in subject area.
7. Emotional instability.
8. Criminal behavior.
9. Immoral conduct.

ED 315 Assessments and Accompanying Standards

(See syllabus for grading policies, assignment details, and rubrics)

Middle School Teaching Portfolio Project (including specific target lessons and final portfolio presentation):

(IPTS) STANDARD 1 – Teaching Diverse Students

(IPTS) STANDARD 2 – Content Area and Pedagogical Knowledge

(IPTS) STANDARD 3 – Planning for Differentiated Instruction

(IPTS) STANDARD 4 – Learning Environment

(IPTS) STANDARD 5 – Instructional Delivery

(IPTS) STANDARD 6 – Reading, Writing, and Oral Communication

(IPTS) STANDARD 7 – Assessment

(IPTS) STANDARD 8 – Collaborative Relationships

Total Teach Plan: (including rationale for mini-unit and addendum reflection on mini-unit):

(IPTS) STANDARD 1 – Teaching Diverse Students

(IPTS) STANDARD 2 – Content Area and Pedagogical Knowledge

(IPTS) STANDARD 3 – Planning for Differentiated Instruction

(IPTS) STANDARD 4 – Learning Environment

(IPTS) STANDARD 5 – Instructional Delivery

(IPTS) STANDARD 6 – Reading, Writing, and Oral Communication

(IPTS) STANDARD 7 – Assessment

(IPTS) STANDARD 8 – Collaborative Relationships

Student Study

(IPTS) STANDARD 1 – Teaching Diverse Students

(IPTS) STANDARD 3 – Planning for Differentiated Instruction

(IPTS) STANDARD 4 – Learning Environment

(IPTS) STANDARD 5 – Instructional Delivery

(IPTS) STANDARD 6 – Reading, Writing, and Oral Communication

(IPTS) STANDARD 7 – Assessment

Midterm Reflection:

(IPTS) STANDARD 1 – Teaching Diverse Students

(IPTS) STANDARD 3 – Planning for Differentiated Instruction

(IPTS) STANDARD 4 – Learning Environment

Fieldwork Weekly Moodle Postings:

(IPTS) STANDARD 9 – Professionalism, Leadership, and Advocacy

Fieldwork Performance (Midterm and Final Evaluations):

(IPTS) STANDARD 1 – Teaching Diverse Students

(IPTS) STANDARD 3 – Planning for Differentiated Instruction

(IPTS) STANDARD 4 – Learning Environment

(IPTS) STANDARD 5 – Instructional Delivery

(IPTS) STANDARD 6 – Reading, Writing, and Oral Communication

(IPTS) STANDARD 8 – Collaborative Relationships

(IPTS) STANDARD 9 – Professionalism, Leadership, and Advocacy

Observations and Lesson Plans:

(IPTS) STANDARD 1 – Teaching Diverse Students

(IPTS) STANDARD 2 – Content Area and Pedagogical Knowledge

(IPTS) STANDARD 3 – Planning for Differentiated Instruction

(IPTS) STANDARD 4 – Learning Environment

(IPTS) STANDARD 5 – Instructional Delivery

(IPTS) STANDARD 6 – Reading, Writing, and Oral Communication

(IPTS) STANDARD 9 – Professionalism, Leadership, and Advocacy

RESPONSIBILITIES OF THE COOPERATING TEACHER

- 1) Introduce the student intern and make clear to students what his/her role will be, as well as what role he/she will have in the classroom.
- 2) Familiarize the intern with classroom resources and materials and with the daily routine.
- 3) Encourage the intern to observe and participate in a variety of instructional activities.
- 4) Confer with the intern regularly and identify school resources that the intern can use to improve his/her teaching skills.
- 5) Review written plans and instructional materials prepared by the intern.
- 6) Help the intern to identify an appropriate child study subject and allow time for student to work with child who has been identified for child study.
- 7) Complete midterm and final evaluations of the intern's performance, and sign the intern's time sheet each week to verify fulfillment of the 150 hour requirement.
- 8) Report any conduct by the student intern that is considered unprofessional to the college supervisor.
- 9) Inform parents when student will be present during conferences.
- 10) Include student in staff meetings and advise students about logistics for in-service meetings.
- 11) Maintain running log of student progress and performance.

RESPONSIBILITIES OF THE COLLEGE SUPERVISOR

- 1) Conduct a weekly seminar for interns and meet regularly with individual interns.
- 2) Visit the classroom regularly to observe the intern's performance and to confer with the cooperating teacher.
- 3) Review and critique written plans and instructional materials prepared by the intern.
- 4) Respond to journals.
- 5) Meet with the student to discuss competency goals. Assist the student in establishing ways to meet objectives.
- 6) Complete midterm and final evaluations of the intern's performance.
- 7) Verify the intern's fieldwork time sheet.
- 8) Determine a final grade for the intern.

SUGGESTED DAILY ACTIVITIES FOR FIELDWORK IN EDUCATION 315

Help individual students with seatwork.

Provide one-on-one instruction for special needs students.

Lead an instructional activity.

Supervise computer activities.

Give directions for seatwork or a whole-class activity.

Lead a discussion.

Interact with small groups during activities.

Correct/evaluate seatwork.

Operate a visual presenter, overhead projector, data projector, etc. for a class presentation.

Collect or distribute materials or assignments.

Work with an individual student who may have been absent.

Make announcements or read daily bulletins to class.

Offer to write on board "class notes" as the teacher leads a discussion.

Write "mini-lesson plan" on the board as a student aide.

Take notes on a class discussion and offer to summarize the discussion for the class at the end or the beginning of the class period.

Help teacher keep track of student writing files, journals, and other records.

Cooperating Teacher Feedback on Today's Lesson

Date: _____

Topic of Lesson:

Strong points of lesson:

Suggestions:

Cooperating Teacher Feedback on Today's Lesson

Date: _____

Topic of Lesson:

Strong points of lesson:

Suggestions:

Midterm and Final Fieldwork Performance Assessment: EDUC 315

Intern _____

Mentor Classroom Teacher _____

College Mentor _____

School/Grade Level _____

Midterm Evaluation Date _____

Final Evaluation Date _____

This evaluation is in three parts.

Part 1: The values in boldface below are the **Identifying Dispositions** of teacher education at Lake Forest College. The intern's performance in this course should demonstrate the developing competencies that are embedded in these dispositions. Please comment in each of the sections, providing examples of both specific behaviors/performance the student has demonstrated, as well as goals in each category. The values are also aligned with Illinois Professional Teaching Standards as indicated.

Part 2: Teaching Competencies are the set of specific instructional skills we expect interns to develop in this fieldwork experience. Please note that these are related to the Illinois Professional Teaching Standards (2010). Here, we want you to assess current performance and provide examples.

Part 3: We ask you to determine goals for the intern at midterm and strengths and weaknesses of the intern at final for use by the student teaching supervisor.

Part 1: IDENTIFYING DISPOSITIONS OF A LAKE FOREST EDUCATED TEACHER

PRE-PROFESSIONAL CHARACTERISTICS that include the personal characteristics needed for success in teaching (IPTS Standard 9, Professionalism, Leadership, and Advocacy)

In this regard, the intern will

- be *reliable* (e.g., punctual, consistent attendance, responsible)
- demonstrate *seriousness of purpose*, including respect for policy and procedures demonstrate a *positive, pleasant attitude* toward children, peers, mentor teachers, and college faculty
- demonstrate *tact, honesty, good judgment, courtesy, respect*, and diplomacy
- be *open to constructive criticism*
- *balance self-confidence and assertiveness* with deference to others
- demonstrate *flexibility* both in interpersonal interactions and in his or her professional responsibilities (e.g., planning, lesson execution, etc.)
- demonstrate high levels of *motivation and commitment to growth* by going beyond minimal expectations
- *persevere* in order to accomplish goals

MIDTERM:

FINAL:

RESOURCEFULNESS that enables teachers to know how to learn and to teach how to learn
(IPTS Standard 6: Reading, Writing and Oral Communication)

In this regard, the intern will

- take *initiative*, use his or her *imagination*, and seek out information using a *variety of human and material resource, including modern technological resources*, to inform his or her teaching.
demonstrate *strong content area knowledge*
- demonstrate a *commitment to life-long learning* by being an *avid reader* and an *informed citizen*
- be able to *draw from theoretical, philosophical, and pragmatic frameworks explored in coursework* and apply them meaningfully to classroom settings.
- *recognize his or her own strengths, interests, and skills* and consider how these might be compelling ways to *engage children in learning*

MIDTERM:

FINAL:

RESPONSIVENESS to children that considers their best interests first and foremost

(IPTS Standard 1: Teaching Diverse Students; IPTS 3: Planning for Differentiated Instruction;
IPTS Standard 4: Learning Environment)

In this regard the intern will

- develop *rapport* with students
- take the time and effort needed to *understand how a child learns*, discover his or her interests, and determine how to shape teaching acts accordingly
- enact *responsiveness to diverse learners* through his or her teaching acts (including preparation for teaching) and through everyday interactions with children
- establish a classroom environment and use management procedures that reflect *respect and care for children and concern for their emotional and physical well being respect and consider cultural contexts* when to determining how to be responsive to children

MIDTERM

FINAL

TEACHER EFFICACY that is developed through the power of student/teacher/parent relationships and through the development of intellectual capabilities and teaching skills that support children's learning (IPTS Standard 5: Instructional Delivery; IPTS Standard 8: Collaborative Relationships)

In this regard, the intern will

- be *proactive in developing relationships* with children and their families or communities that support their academic, emotional, and social well being
- demonstrates positive regard for individual students and their families regardless of culture, religion, gender and sexual orientation.
- promotes and maintains a high level of integrity in the practice of the profession; shows respect for the teaching profession and encourages students to respect teachers and the schooling process.

MIDTERM

FINAL

REFLECTIVE SELF-ASSESSMENT that emerges from personal experiences in teaching, dialogue with mentors and colleagues, and metacognitive behaviors

(IPTS Standard 9, Professionalism, Leadership, and Advocacy)

In this regard the intern will

- *monitor his or her own progress* and identify strengths and weaknesses
- *evaluate strategies for success* and find alternatives for inappropriate strategies
- show *evidence of self-directed learning* including collaborating with others *reflect* about and *articulate* what he or she knows and does not know
- be able to *talk about his or her thinking processes* during conferences and seminars
- show evidence of *metacognition through writing* (e.g., journals, response to prompts, etc.)
- be able to successfully communicate and collaborate about teaching skills and student needs

MIDTERM

FINAL

PART 2: EVALUATION OF INTERN’S PROGRESS IN AREAS OF TEACHING COMPETENCY

Interns are expected to achieve intermediate or target performance by the end of the semester in the following areas: *Teaching Diverse Students, Learning Environment, Instructional Delivery, Reading Writing and Oral Communication, & Professionalism*. Interns are expected to achieve beginning performance by the end of the semester in *Planning for Differentiated Instruction, Communication, Assessment & Collaboration*.

(Key: Beginning= B Intermediate= I Target=T Insufficient Evidence: IE)

	Midterm	Final
Teaching Diverse Students (IPTS 1K)	_____	_____
Learning Environment (IPTS 4 A, I, J, K, L, O, P)	_____	_____
Instructional Delivery (IPTS 5L, Q, R)	_____	_____
Reading, Writing & Oral Communication (IPTS 6 Q, R)	_____	_____
Professionalism (IPTS 9 C, H, I, J, L, M, O, Q, S)	_____	_____
Planning for Differentiated Instruction (IPTS 3 F, P)	_____	_____
Communication (IPTS 5 L, Q, R)	_____	_____
Assessment (IPTS 7)	_____	_____
Collaboration (IPTS 8 B, F, G, J, K, L, N, R)	_____	_____

PART 3:

SUMMARY MIDTERM GOAL STATEMENT:

(SUPERVISOR ONLY)

The intern is earning a B- or better at the time of the midterm evaluation. Yes _____ No _____

If no, see comments on attached page.

SUMMARY FINAL GOAL STATEMENT:

MIDTERM DATE _____
SIGNATURES

FINAL DATE _____
SIGNATURES

MENTOR TEACHER

MENTOR TEACHER

STUDENT

STUDENT

COLLEGE SUPERVISOR

COLLEGE SUPERVISOR

THE INTERN HAS PARTICIPATED IN A MULTICULTURAL SETTING FOR _____ HOURS.

RECOMMENDED FOR CONTINUATION IN PROGRAM

YES ___

YES (CONDITIONALLY) ___

NO _____

IF CONDITIONAL YES, PLEASE STATE REASON AND ARTICULATE CONDITIONS

IF NO, PLEASE INDICATE REASON FOR EXIT RECOMMENDATION

PLANNING TO TEACH ACTIVITY

1. List the topics/units that will be covered in the classes you will be observing for the next two months. Please star (*) those topics you are most interested in or have the most background knowledge of.
2. List any textbook names and chapters and other instructional resources that will be used in these topics/units.
3. List any technological resources (software, internet) that will be used in your classes over the next two months.
4. List any additional technological resources that are available at your school site.
5. What Illinois Learning Standards will apply to those units/topics you are most interested in teaching?
6. Brainstorm (free write) for 20 minutes (continue on back of page) various activities or other resources you could bring into your classrooms for these units. Star (*) those you would like to share with your cooperating teacher.

GOALS/OBJECTIVES FOR OBSERVATION SEQUENCE

The following are basic guidelines to facilitate our discussions regarding your progress through this internship in regard to building basic instructional skills. At each lesson observation, your supervisor will look for the following in addition to anything that is agreed upon as an area of concentration for your individual development:

Observation #1:

- Orientation
- Presence/poise/comfort/positive rapport with students and with cooperating teacher
- Ability to move comfortably around the room
- Ability to interact with students
- Ability to communicate with cooperating teacher

Observation #2:

- Activity design; designed in collaboration with cooperating teacher
- Appropriate for middle school
- Clear directions and facilitation of activity
- Clear goal for activity

Observation #3:

- Full lesson; may be shadow lesson
- Interaction skills
- Activity and lesson are interactive
- Response skills; questioning skills
- Basic management: recognition and simple follow through on basic inappropriate behavior.
- Introduction/closure/transitions—lesson is cohesive, coherent

Observation #4:

- Full lesson; intern is leader in the planning process
- Design and management of a collaborative activity
- Instructional goals addressed.

Observation #5:

- Full lesson; intern in charge of planning and assessment
- Follow up on intern's instructional goals.
- Assessment of student learning

Fieldwork Lesson Observation Benchmarks:

Below is a template for setting goals throughout the internship experience. Consider that target objectives include maintaining beginning and intermediate objectives. In other words, you should reach and maintain beginning levels of competence quickly—usually before midterm and be working toward intermediate and target by the time of total teach. By the end of the experience, you should be at least at intermediate level for each area and will have reached target in some areas to move forward in the Lake Forest College teacher education program.

Instructional Design (IPTS 1& 3):

Beginning:

- Is able to design activities that meet Illinois Learning standards
- Is able to design activities to meet a developmentally appropriate learning outcome or objective

Intermediate:

- Is able to design an activity with appropriate differentiation
- Is able to evaluate learning objectives
- Takes into account students' life, cultural, and ethnic experiences in design

Target:

- Is able to use resourcefulness and creativity to design instruction that is motivational as well as all of the above.

Instructional Delivery (IPTS 5):

Beginning:

- Sets expectations for learning
- Monitors individual and group learning activities

Intermediate:

- Paces lessons so that students can be successful and class time is well spent.
- Uses a variety of communication modes to reinforce instructional objectives

Target:

- Adjusts plans based on student needs and other contingencies.
- Uses information about students to make motivational and instructional connections

Learning Environment (IPTS 4):

Beginning:

- Demonstrates the ability to listen and respond to student questions and concerns.
- Designs learning environment for students to complete tasks successfully

Intermediate:

- Uses praise and feedback to motivate learners.
- Uses strategies to encourage sensitivity to individual learners and their communication needs.

Target:

- Builds a sense of "team" in building the learning community
- Builds an interest in literacy as part of academic success
- Understands how and when to use collaborative learning

LESSON PLAN FORMAT

Rationale (Reason for Lesson or Instructional Aims):

Why are you teaching this material? Why is it important for your students to learn this material? How does this lesson fit into the larger goals for the unit of study or general curricular objectives? How does this plan fit in with what you believe about good teaching? How will the students be motivated and challenged by this lesson?

Objectives:

What do you want the students to learn by the end of this lesson? What do you want the students to be able to do after completing this lesson?

Learning and Resource Materials:

List the materials that you will need to teach this lesson. Give the names and page numbers of any books that you will use. List any other materials that will be needed, e.g. computers, internet access, software, handouts.

IL or Common Core Learning Standards

Beginning the Lesson:

How will you get your students' attention and motivate them to learn? How will you access and assess students' prior knowledge? How will you relate this lesson to the students' past experiences/prior knowledge? How does what you are trying to accomplish today fit in with previous lessons?

Sequence of Learning Activities:

What will you do when? Describe the lesson content and procedures in a step-by-step manner. Describe what you will do and list what the students will do. Estimate the amount of time each segment of the lesson will take. Tell how you will close the lesson. How will you summarize and review the important points in the lesson?

Assessment Procedures:

How will you know if your lesson has been successful in terms of student learning? How will you measure whether the students have achieved the objectives? What changes in the students' performance and behaviors will you expect to see as a result of this lesson?

Reflection

How will you know if your lesson has been successful in terms of your own teaching and growth? What would you keep the same next time? What would you do differently next time?

Post-Observation Conference Preparation Form:

Personal Reflection:

Consider (1) your objectives for this lesson and (2) developmental goals we set at our last observation conference and answer the questions: How do you evaluate this lesson?

Resourcefulness:

If you could do the lesson again and had more time, what resources would you consult, what would you revise, what alternative methods would you try?

Responsiveness:

What did you learn about the lesson from your students' reactions, responses, feedback to the lesson? What are your students teaching you about your teaching?

Teacher Efficacy:

How did you feel about your lesson today? Do you feel as if you are growing in your competencies? What are the signs of growth in today's lesson? What are you particularly proud of in how your lesson affected your students today? What are the developmental goals that you plan to set for your next observation?

Do you have any other comments/questions that you would like to discuss during the post-observation conversation?

College Supervisor's Observation Framework: EDUC 315: Middle School Fieldwork

Name _____

Date _____ School _____

Teacher _____

Grade _____ Subject _____ Visit # _____

Professionalism Checklist: Satisfactory = S Unsatisfactory =U Not applicable = NA

The fieldwork intern:

_____ Had a full, typed lesson plan

_____ Made sure that materials, supplies, and equipment were ready to use

_____ Demonstrated adequate subject matter background

_____ Demonstrated ability to cope with unforeseen problems

_____ Reflected poise and self-confidence, appears confident when speaking

_____ Exhibited appropriate dress and overall appearance.

_____ Was positive and professional in responses to students.

_____ Was able to suggest possible revisions to the lesson

_____ Was able to assess and act upon goals set at previous observation.

IPTS Standard 9: Professionalism Leadership and Advocacy

_____ Follows school policy and procedures and respects the boundaries of professional responsibilities when working with students, colleagues, and families.

_____ Promotes and maintains a high level of integrity in the practice of the profession

IPTS Standard 6: Reading, Writing and Oral Communication

_____ Models effective reading, writing, speaking, and listening skills during instructional activity.

_____ Models the rules of English grammar, spelling, punctuation, capitalization, and syntax in both written and oral contexts.

Copies: White, College Supervisor; Yellow, Intern; Pink, Cooperating Teacher

Observation Framework and Lesson Plan Evaluation:

Teacher Candidate _____

Date _____

Visit no. _____ School _____

Teacher _____

Possible ISBE Content Area Standards for Teachers addressed in this lesson

Level of Performance: Beginning: B Intermediate: I Target: T

General Performances:

Instructional Design (IPTS 1, 3):

_____ Stimulates student reflection on prior knowledge and links new ideas to familiar ideas and experiences.

_____ Develops plans based on students' responses and provides different pathways based on student needs. Knows ways of differentiating instruction.

_____ Implements and evaluates learning objectives.

_____ Creates varied opportunities for all students to use effective communication—written, oral, visual, non-verbal.

_____ Demonstrates the ability to co-teach and co-plan with cooperating teacher.

_____ Uses students' interests, knowledge and experiences, cultural backgrounds, and developmental levels as the basis for materials selection.

_____ Considers ways to motivate student engagement in instructional design choices (e.g. choices of materials, activity design, reward structures, etc.)

Comments/Evidence of the Above:

Instructional Delivery (IPT5 5):

_____ Sets expectations for learning.

_____ Maintains proper classroom decorum.

_____ Maximizes the amount of class time spent on learning activities.

_____ Monitors individual and group learning activities and motivates success.

_____ Uses a variety of communication modes to engage a diverse student population.

_____ Uses information about students' families, cultures, and communities as a basis for connecting instruction to students' experiences.

_____ Adjusts plans based on students' needs and other contingencies.

Comments/Evidence of the Above:

Learning Environment (IPTS 4):

- _____ Provides students with appropriate and constructive evaluation and feedback.
Uses praise and redirection comments appropriately to motivate students.
- _____ Demonstrates good reflective listening techniques in interactions with students.
- _____ Knows how to establish a physical environment appropriate for the instructional strategy being used.
- _____ Knows how to use cooperative grouping techniques.
- _____ Knows how to establish a positive literacy environment that encourages interest and learning and that highlights student work and progress.
- _____ Is respectful of students in interactions.
- _____ Uses strategies that help students overcome communication anxiety.
- _____ Facilitates a learning community in which individual differences are respected.
- _____ Models sensitivity to the cultural, linguistic and ethnic diversity of all learners.
- _____ Interprets the behaviors of students without making stereotypical or prejudicial judgments.
- _____ Addresses when necessary stereotypical or prejudicial language use.

Comments/Evidence of the Above:

Observation Summary:

Post-Observation Conference Notes/ Teacher Candidate's Reflections:

Goals for next lesson:

Student

College Supervisor

Target Lesson:

Technology Lesson (IPTS 2L, 5N):

_____ Is able to use computer systems for instructional design or implementation.

_____ Practices socially responsible, ethical and legal use of technology.

_____ Uses the internet effectively to support instructional goals.

_____ Uses cooperative learning structures when teaching with the internet in a computer lab situation.

Comments/Evidence:

Copies: White, College Supervisor; Yellow, Intern; Pink, Cooperating Teacher

Target Lesson:

Reading-to-Learn Lesson (IPTS 2H, 2Q, 6K, 6L, 6M):

_____ Practices effectively the processes of reading, writing, and oral communication to support the interaction of student and text.

_____ Designs and introduces reading assignments that are purposeful and meaningful to students.

_____ Practices effective discussion techniques with a text.

_____ Uses a variety of texts to enhance student learning from reading, writing, and oral communication.

_____ Plans and teaches lessons that support comprehension strategies, including monitoring comprehension and developing content area vocabulary.

_____ Plans and teaches lessons that support study strategies for recall and application of reading material.

Comments/ Evidence:

Copies: White, College Supervisor; Yellow, Intern; Pink, Cooperating Teacher

Target Lesson:

Writing-to-Learn Lesson (IPTS 2H, 6K, 6L, 6M):

_____ Helps students understand that writing aids learning of content.

_____ Uses writing-to-learn activities appropriately.

_____ Helps students understand the features and process techniques involved in producing different modes of writing (e.g. persuasive, descriptive, informative, and narrative) when delivering writing assignments.

Comments/ Evidence:

Copies: White, College Supervisor; Yellow, Intern; Pink, Cooperating Teacher

Target Lesson:

Collaborative Learning/ Differentiation Lesson (IPTS 4C):

- _____ Plans and teaches with effective cooperative learning structures
- _____ Uses developmentally appropriate collaborative lesson design
- _____ Uses differentiated activity design
- _____ Helps students understand the structure and procedures necessary for effective collaborative learning

Comments/Evidence:

Copies: White, College Supervisor; Yellow, Intern; Pink, Cooperating Teacher

Target Lesson:

Culturally-Responsive Instruction/English Language Learners Support Lesson (IPT5 8T):

_____ Assists students whose communication skills may be impeded by learning, language, and or cultural differences, especially those whose first language is not English.

_____ Conducts classroom discussions with the paralinguistic and linguistic support necessary for ELL students.

_____ Uses a variety of media to enhance instruction.

_____ Uses reality-based instructional materials to support learning from experience.

_____ Uses cultural diversity and individual student experiences to enrich instruction.

_____ Uses knowledge of students' families and communities in designing instruction.

Comments/Evidence:

Copies: White, College Supervisor; Yellow, Intern; Pink, Cooperating Teacher

EDUCATION DEPARTMENT TIME SHEET

Student _____ School _____

Teacher _____ Supervisor _____

Dates _____ to _____

<i>Date</i>	<i>Arrived</i>	<i>Departed</i>	<i>Activities</i>

<u>Absence (date)</u>	<u>Reason</u>
_____	_____

Main instructional activities of the week:

TOTAL HOURS _____

TEACHER _____
(signature)

STUDENT _____
(signature)

PACING GUIDE: EDUC 315 INTERNSHIP WEEKLY EXPECTATIONS

Below is a checklist of activities and assignments to complete on a weekly basis. You and your cooperating teacher should review this list regularly to make sure you are “on track” and progressing in your classroom experiences.

Week 1 (Observation, Orientation to the Classroom)

- ___ Moodle posting #1: Focus on your feelings about the school you are in, the middle school kids you are meeting, your cooperating teacher, and your role in the classroom. Specifically describe your introductory activity and what you learned from doing it.
- ___ Introductory Activity
- ___ Time sheet: be sure to fill in classes you observed and any classroom assistance you provided.
- ___ Review class lists with students’ names and demographic information including gender, race, and primary languages. Ask your cooperating teacher any questions about the students and classes.
- ___ Preview class texts and other instructional materials.
- ___ Discuss with your cooperating teacher possibilities for observing in a couple of other classrooms.
- ___ Complete Planning to Teach Activity (in this handbook) with cooperating teacher.
- ___ Discuss candidates for your student study project with your cooperating teacher.

Week 2 (Working with individual students and small groups and assisting in the classroom):

- ___ Moodle posting #2: Share a teaching story of an instructional interaction with a student.
- ___ Begin planning “shadow” lessons with your cooperating teacher (lessons/partial lessons which you implement after observing your cooperating teacher implementing the same lesson *and/or* lessons/partial lessons which your cooperating teacher has designed but which you implement).
- ___ Select student study subject and begin recording observations.
- ___ Time sheet with list of instructional activities for the week. Choose from the following. Feel free to add your own.
 - Made class announcements.
 - Gave directions on a worksheet or other activity.
 - Took attendance.
 - Recorded grades; graded assignments.
 - Worked with individual students (you should be doing this as much as possible) on seatwork or collaborative activities.**
 - Collected or distributed assignments.
 - Observed a team meeting.
 - Wrote assignment or directions on the board.
 - Reviewed textbook or other instructional materials.
 - Designed worksheet, visual display, activity center, etc.
 - Consulted with my cooperating teacher about _____.

Week 3 (Teaching “shadow” lessons/partial lessons):

- _____ Moodle posting #3: Share a teaching story of a time when you were challenged concerning how to respond to a student.
- _____ Time sheet to include list of instructional activities for the week. (See sample list in Week 2). (Reflection hint: Are you finding more ways to be active and involved? Is your list longer this week?)
- _____ Make one suggestion to your cooperating teacher regarding an activity/lesson that will inspire active learning or application (use *Inspiring Active Learning* or websites for ideas)
- _____ Work with your student study student (follow assignment guidelines).

Week 4 (Teaching “Shadow” Lessons):

- _____ Moodle posting #4: Describe and reflect on your role in a “shadow” lesson. What did you find exciting, interesting, challenging?
- _____ Time sheet to include list of instructional activities for the week. (See sample list in Week 2). (Reflection hint: Are you finding more ways to be active and involved? Is your list longer this week?)
- _____ Have a discussion with your cooperating teacher (and other teachers if possible) regarding reporting students who have significant social or emotional needs for special services (e.g. counseling services). What are the teacher’s guidelines? Experiences? Advice? Take some notes.
- _____ Make plans with your cooperating teacher for lessons that you will design and implement in the next two/three weeks. Be sure that you discuss the types of lessons you will be required to include in your portfolio.
- _____ Write a lesson plan and reflection for a shadow lesson. What part did you play? Did you do more of the lesson than you did in Week 3? What was different or challenging for you in this whole-class experience?
- _____ Work with your student study student (follow assignment guidelines).
- _____ Begin to plan your total teach time and its general content with your cooperating teacher and college supervisor. What class(es) will you teach for two weeks during your internship? What content will you cover? What should you be planning now?

Week 5 (Designing and Implementing Lessons)

- _____ Moodle posting #5: How did you differentiate instruction to meet the needs of your diverse learners? How did particular learners respond and perform? What additional modifications could you make for more effective differentiation?
- _____ Time sheet to include list of instructional activities for the week. (See sample list in Week 2). (Reflection hint: Are you finding more ways to be active and involved? Is your list longer this week?)
- _____ Lesson plan and reflection on a lesson you designed with the help of your cooperating teacher.
- _____ Plan your total teach time and its general content with your cooperating teacher and college supervisor. Confirm what class(es) will you teach for two weeks during the last four weeks of your internship. What content will you cover? What should you be planning now?
- _____ Using Fieldwork Lesson Observation Benchmarks as a guide (in this handbook), write down two instructional improvement goals.
- _____ Complete midterm evaluation form (self-evaluation) in this handbook. Prepare for midterm conference next week.

Week 6 (Designing and Implementing Lessons focusing on Collaboration and Differentiation):

- _____ Moodle posting #6: How did you make your lessons more concrete? How did your students respond? What additional ideas do you have for improvement in this area based on your reflection on student response?
- _____ Time sheet to include list of instructional activities for the week. (See sample list in Week 2). (Reflection hint: Are you finding more ways to be active and involved? Is your list longer this week?)
- _____ Lesson plan reflecting collaboration/differentiated instruction and reflection for a lesson you designed with the help of your cooperating teacher.
- _____ Plan your total teach time and its general content with your cooperating teacher and college supervisor. Confirm what content you will cover. What should you be planning now?
- _____ Prepare your cooperating teacher for your absence. Discuss what you will prepare for week 7.

March 12 - 16 Lake Forest College Spring Break

Week 7 (Continue Implementing Other Lessons):

- _____ Moodle posting #7: How are you preparing for total teach? What are your main goals? How will you know when you have reached them?
- _____ Time sheet to include list of instructional activities for the week.
- _____ Lesson plan and reflection on a lesson you designed (may be total teach lesson).
- _____ Complete planning for your total teach time and its specific content with your cooperating teacher and college supervisor.

** Have you been taking pictures for your portfolio/exit presentation?*

March 26 – 30 Waukegan Schools Spring Break

- _____ Moodle posting #8: Share a teaching story about a risk you took, something new you tried, and/or advice you acted upon.

Week 8 (Total Teach Week One)

- _____ Moodle posting #9: Share a teaching story about culturally responsive instruction in your classroom. How did you include appropriate Waukegan resources?
- _____ Time sheet to include list of instructional activities for the week.
- _____ Lesson plans and reflections for lessons you designed.
- _____ Revision to total teach plans for week two based on reflection

Week 9 (Total Teach Week Two):

- _____ Moodle posting #10: Share a teaching story of a key instructional moment during your total teach. How did students respond? How did you respond?
- _____ Lesson plans and reflections.
- _____ Prepare for your departure at the end of next week.
- _____ Time sheet to include list of instructional activities for the week.
- _____ Complete the final evaluation form in this handbook (self-evaluation) for final evaluation conference next week.

** Have you been taking pictures for your portfolio/exit presentation?*

Week 10 (Wrapping Up Fieldwork):

- _____ Moodle posting #11: Share a teaching story that shows signs of progress, new things you tried, successes you have had.
- _____ Time sheet to include list of instructional activities for the week.
- _____ Distribute feedback form to students and reflect on student feedback.

End of Fieldwork!

- _____ Moodle posting #12: Think back over the last ten weeks and share a teaching story of important/memorable moments from the culmination of your fieldwork, your “farewells”, your most important learning experiences. Extend thank you’s to your peers for their support during fieldwork.