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# Lake Forest College



LAKE FOREST  
COLLEGE

*Supporting the Journey  
to Responsible Teaching*



LAKE FOREST COLLEGE  
EDUCATION PROGRAMS

Teacher Education

*Supporting the Journey to Responsible Teaching*  
**Education 306: Fieldwork Handbook**

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## **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 *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 *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 PACING GUIDE**

### **Includes weekly assignments and Moodle discussion topics during fieldwork**

Below is a list of activities and assignments to complete during your internship. Remember to use this pacing guide *in conjunction with the EDU 306 syllabus*; you must keep up with assignments listed in both places. Evidence of having completed the tasks on the pacing guide should be brought to seminar the *week after* they are listed.

You should create an organized fieldwork binder into which you insert class rosters, seating charts, written feedback from your cooperating teacher and me, lesson drafts, observation notes, etc. I will look through your binder when I come to visit you in the field. You will submit your completed and signed (by your cooperating teacher) time sheet from the previous week at each seminar and then insert it into a “time sheets” section of your binder after I return it to you.

Note: In some cases, the internship may need to be extended beyond eight weeks in order to meet the fieldwork requirements for EDU 306.

#### ***Week 1: September 29 – October 5 (Observing and Assisting)***

- \_\_\_\_\_ Do 20-30 minutes of focused freewriting on your feelings about the school you are in, the middle school kids you are meeting, and how you introduced yourself to your students. Include any questions, fears, teachable moments, or lessons learned. (*Moodle posting*)
- \_\_\_\_\_ Make seating charts with students’ names and basic information and insert them and other helpful organizational tools into your fieldwork binder. Practice kids’ names.
- \_\_\_\_\_ Discuss with your cooperating teacher opportunities for assisting in the classroom.
- \_\_\_\_\_ Complete Instructional Plan worksheet in handbook; make a copy for yourself and one for me (submit at week 2 seminar).
- \_\_\_\_\_ Prepare notes on a significant interaction with a student; share story at week 2 seminar.
- \_\_\_\_\_ Take note of diverse learners in your classroom. Talk to your CT about choosing one student for the Student Study Project.

#### ***Week 2: October 6 - 12 (Observing and Assisting)***

*Note: There is no school on 10/7 (Columbus Day)*

- \_\_\_\_\_ Reflect on and write about your observations of effective teaching practices. Also refer back to the previous discussions held in class regarding developmentally appropriate practices for middle school students. Be sure to record concrete examples. (*Moodle posting*)
- \_\_\_\_\_ With your cooperating teacher’s help, choose your student for your student study project. Begin to record data on these three students in a specified area of your binder.
- \_\_\_\_\_ Discuss with cooperating teacher an initial proposal for the one class takeover.

***Week 3: October 13 - 19 (Teaching some “shadow” lessons: using cooperating teacher’s plans and, if applicable, observing an implementation before teaching yourself)***

- \_\_\_\_\_ Reflect on shadow lessons you taught this week. Are you meeting your goals for instructional improvement? What new goals can you set? (Moodle posting)
- \_\_\_\_\_ Briefly describe at least two instructional episodes from your fieldwork so far (an in-class assignment, a discussion, a group activity etc.), including the goal and structure of each and how your case study student responded to each. (Prepare notes for week four seminar)
- \_\_\_\_\_ Prepare a lesson plan for next week and have it approved by your cooperating teacher; bring it to week four seminar.

***Week 4: October 20 – 26 (Shadowing and teaching at least one lesson of your own)***

*Note: There is no school on 10/21 and 10/22 (Mid-semester Break)*

- \_\_\_\_\_ Reflect on how your case study student is responding to your instruction. Use evidence to support reflections. (Moodle posting)
- \_\_\_\_\_ Prepare at least two lesson plans for week 5, and have them approved by your cooperating teacher. Bring one to week five seminar.
- \_\_\_\_\_ Ongoing reminder: have binder with lesson plans and case study notes available for my review during all observations. Any lessons you’ve taught should include reflections.
- \_\_\_\_\_ Complete midterm evaluation form and remind cooperating teacher to do so.

***Week 5: October 27 – November 2 (Shadowing and teaching at least two lessons of your own)***

- \_\_\_\_\_ Reflect on how you are meeting your instructional improvement goals. Include examples/illustrations to support your reflections.(Moodle posting)
- \_\_\_\_\_ Prepare lesson plans for week six, and have them approved by your cooperating teacher. Bring two to week six seminar.
- \_\_\_\_\_ Conduct midterm conference this week

***Week 6: November 3 – November 9 (One class takeover)***

- \_\_\_\_\_ Reflect on your progress with instructional improvement goals. Also reflect on how your student study is responding to your instruction. Use evidence to support reflections. (Moodle posting)
- \_\_\_\_\_ Teach one class all three days, implementing your own lesson plans.
- \_\_\_\_\_ Prepare lesson plans for week 7, and have them approved by your cooperating

teacher. Bring two of these to week seven seminar.

\_\_\_\_\_ Continue to record observations and data for your student case study. Collect artifacts to use in your project.

***Week 7: November 10 – 16 (One class takeover)***

See week six activities; repeat them.

***Week 8: November 17 – 23***

Continue teaching at least one class all 3 days

\_\_\_\_\_ Complete final evaluation form [this week or next] and remind cooperating teacher to do so.

***Week 9: November 24 – 30***

***Note: Short week, due to Thanksgiving Break, therefore, internship will continue through the next week.***

\_\_\_\_\_ Reflect on your fieldwork experience: memorable moments, successes, ongoing goals and prepare to return to the role of observer next week.

***Week 10: December 1-7***

Return control of the class to the Cooperating Teacher

Use this time to observe in other classrooms if possible.

Begin preparations for presentation of your student study findings and portfolio presentations.

\_\_\_\_\_ Conduct final conference this week.

## **ED 306 Assignments and Accompanying Standards**

### ***Fieldwork Performance and Lesson Plan Portfolio***

- (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***

### ***Core Text Reading Lesson Presentations and Fieldwork Log (Moodle)***

- (IPTS) STANDARD 1 – Teaching Diverse Students***
- (IPTS) STANDARD 3 – Planning for Differentiated Instruction***
- (IPTS) STANDARD 5 – Instructional Delivery***
- (IPTS) STANDARD 6 – Reading, Writing, and Oral Communication***
- (IPTS) STANDARD 7 – Assessment***
- (IPTS) STANDARD 8 – Collaborative Relationships***

### ***Learning Styles Case Study***

- (IPTS) STANDARD 1 – Teaching Diverse Students***
- (IPTS) STANDARD 3 – Planning for Differentiated Instruction***
- (IPTS) STANDARD 4 – Learning Environment***
- (IPTS) STANDARD 7 – Assessment***
- (IPTS) STANDARD 8 – Collaborative Relationships***
- (IPTS) STANDARD 9 – Professionalism, Leadership, and Advocacy***

### ***Midterm Exam***

- (IPTS) STANDARD 1 – Teaching Diverse Students***
- (IPTS) STANDARD 4 – Learning Environment***
- (IPTS) STANDARD 8 – Collaborative Relationships***

### ***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 7 – Assessment***
- (IPTS) STANDARD 8 – Collaborative Relationships***
- (IPTS) STANDARD 9 – Professionalism, Leadership, and Advocacy***

### ***Fieldwork Log (Moodle Postings)***

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

## **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?

## ED 306

### Signs of Successful Performance in the Lake Forest College Teacher Education Program

The values in boldface below are Identifying Characteristics of a Lake Forest College Educated Teacher as defined by our students, alumni, and faculty. Your performance in this course should demonstrate your developing competencies in the following areas and in the following ways:

<b>Dispositions</b>	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
<b>Pre-Professional Characteristics:</b>	<b>In fieldwork performance, intern:</b> <ul style="list-style-type: none"> <li>• Is a pleasure to work with according to cooperating teacher, other teachers in the building</li> <li>• students say he/she is a good listener</li> <li>• Acts upon advice quickly</li> <li>• Is willing to do what is asked</li> <li>• Is viewed as a co-teacher by students and cooperating teacher during lessons, including those taught primarily by cooperating teacher</li> <li>• Is missed by all when not there</li> </ul>	<b>In fieldwork performance, student intern:</b> <ul style="list-style-type: none"> <li>• Is reliable, punctual</li> <li>• Does what is asked of him/her by others</li> <li>• Finds ways to make a contribution to the classroom</li> <li>• Acts on the advice given to him/her</li> <li>• Is described by others as having the right attitudes and perspective to become a good teacher one day</li> </ul>	<b>In fieldwork performance, student intern:</b> <ul style="list-style-type: none"> <li>• Is not able to act on advice</li> <li>• Does not show up on time or fully prepared</li> <li>• Does not ask questions or seek support</li> <li>• Does not share the view of cooperating teacher, supervisor or students on his/her performance</li> <li>• The intern does not apply what is learned from day to day experience; continues to make the same mistakes</li> </ul>
<b>Resourcefulness:</b>	<b>In lesson planning, intern:</b> <ul style="list-style-type: none"> <li>• Uses strategies suggested in reading and course discussions to address development needs of early adolescents</li> <li>• Makes use of resources beyond those provided in course and by cooperating teacher</li> <li>• Regularly designs and implements lesson materials independently and creatively rather than depending on commercially produced materials or those provided by cooperating teacher only</li> <li>• Contributes in highly valued ways to the curriculum goals of</li> </ul>	<b>In lessons planning, intern:</b> <ul style="list-style-type: none"> <li>• Makes thorough use of the materials provided in the course and by cooperating teacher</li> <li>• Chooses materials and activities which meet the instructional goals of the lesson and are appropriate for early adolescents</li> </ul> <b>In fieldwork performance, intern:</b> <ul style="list-style-type: none"> <li>• Appropriately implements materials. The cooperating teacher says, "He/she did a good job."</li> <li>• In reflection, is able to analyze student responses to the lesson</li> </ul>	<b>In lesson planning, intern:</b> <ul style="list-style-type: none"> <li>• Chooses materials that are not suitable for early adolescents</li> <li>• Shows no signs of how to engage or guide early adolescents in content</li> <li>• Depends too heavily on commercially produced material, the textbook and the cooperating teacher in planning</li> </ul> <b>In fieldwork performance, intern:</b> <ul style="list-style-type: none"> <li>• Is not able to explain to students the content of the lesson</li> <li>• Does not accept responsibility for the success or failure of lessons</li> <li>• In reflection, is not able to remember or analyze student responses to the lesson and focuses on details not central to the improvement of the lesson</li> </ul>

	<p>the teacher. The cooperating teacher says, “I plan to add these materials to my unit in the future:</p> <p><b>In field work performance intern:</b></p> <ul style="list-style-type: none"> <li>Regularly demonstrates a deep and thorough understanding of the subject by being able to explain lesson content to students in multiple ways. Students say, “He/she explained it in ways I could understand... He/she helped me to understand.”</li> <li>In reflection, is able to identify the factors that contributed to learning and make suggestions for improving the lesson for better student engagement and learning</li> </ul> <p><b>In reading logs and discussions, intern:</b></p> <ul style="list-style-type: none"> <li>Summarizes main points and makes connections to teaching practice</li> <li>Asks questions to guide discussion</li> <li>Synthesizes discussion material with reading material</li> <li>Draws parallels/connections with field experiences</li> </ul>	<p>and make suggestions for improving the lesson</p> <p><b>In reading lots and discussions, intern:</b></p> <ul style="list-style-type: none"> <li>Summarizes main points and makes connections to teaching practice</li> <li>Asks questions to guide discussion</li> </ul>	<ul style="list-style-type: none"> <li>The cooperating teachers says, “He/she is confusing my students...He/she doesn’t understand the point of the lesson.”</li> </ul> <p><b>In reading logs and discussions, intern:</b></p> <ul style="list-style-type: none"> <li>Is not able to discern main points of reading material</li> <li>Is unable to see parallels to practice</li> <li>Cannot make meaningful contributions to seminar discussions using reading material</li> </ul>
<b>Responsiveness</b>	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
	<p><b>In student study, intern:</b></p> <ul style="list-style-type: none"> <li>Knows the student well enough to identify the learner’s strengths as a learner as well as needs</li> <li>Gathers resources to meet the learner’s needs and tries multiple strategies over time</li> <li>The learner feels the intern is his/her advocate/partner in learning</li> <li>The cooperating teacher says,</li> </ul>	<p><b>In student study, intern:</b></p> <ul style="list-style-type: none"> <li>Develops a working relationship with the learner</li> <li>Documents several attempts to meet learner needs</li> <li>In reflection, the intern is able to articulate strategies for meeting individual learner needs in whole class instruction</li> <li>The cooperating teacher says, “The intern works one-on-one</li> </ul>	<p><b>In student study, intern:</b></p> <ul style="list-style-type: none"> <li>Can only refer to general weaknesses of learner’s performance in class</li> <li>Did not attempt to redesign materials or lesson plans or in class assessments with learner in mind.</li> <li>Was too overwhelmed with the basics of lesson planning and implementation to learn from students’ responses over time about strategies for differentiation of instruction</li> </ul>

	“The intern helped me to understand and meet this student’s (or all students’) needs better than I would have alone.”	with students well.”	
<b>Teacher Efficacy</b>	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
	<p><b>In lesson planning and reflection (post-observation conferences, journals, logs, seminar discussions), intern:</b></p> <ul style="list-style-type: none"> <li>• Sets objectives beyond learning of basic content, toward developing early adolescent learning attitudes and skills</li> <li>• Connects content objectives with the lives, experiences, and interests of early adolescents in his/her classroom</li> <li>• Shares stories and strategies of him/herself as a learner to inspire and guide</li> <li>• Demonstrates hopefulness by looking at lesson planning as an opportunity to overcome other obstacles to learning in early adolescents’ lives</li> </ul>	<p><b>In lesson planning and reflection (post-observation conferences, journals, logs, seminar discussions), intern:</b></p> <ul style="list-style-type: none"> <li>• Continually assesses engagement of students in the learning process</li> <li>• Strives to find more engaging materials or approaches lesson by lesson</li> </ul>	<p><b>In lesson planning and reflection (post-observation conferences, journals, logs, seminar discussions), intern:</b></p> <ul style="list-style-type: none"> <li>• Continually refers to factors outside of classroom as inhibiting student learning</li> <li>• Does not change practices to be more engaging, motivational, etc.</li> </ul>

	<p><b>In lesson planning and reflection (post-observation conferences, journals, logs, seminar discussions), intern:</b></p> <ul style="list-style-type: none"> <li>• Sets objectives beyond learning of basic content, toward developing early adolescent learning attitudes and skills</li> <li>• Connects content objectives with the lives, experiences, and interests of early adolescents in his/her classroom</li> <li>• Shares stories and strategies of him/herself as a learner to inspire and guide</li> <li>• Demonstrates hopefulness by looking at lesson planning as an opportunity to overcome other obstacles to learning in early adolescents' lives</li> </ul>	<p><b>In lesson planning and reflection (post-observation conferences, journals, logs, seminar discussions), intern:</b></p> <ul style="list-style-type: none"> <li>• Continually assesses engagement of students in the learning process</li> <li>• Strives to find more engaging materials or approaches lesson by lesson</li> </ul>	<p><b>In lesson planning and reflection (post-observation conferences, journals, logs, seminar discussions), intern:</b></p> <ul style="list-style-type: none"> <li>• Continually refers to factors outside of classroom as inhibiting student learning</li> <li>• Does not change practices to be more engaging, motivational, etc.</li> </ul>
<b>Reflective Self-Assessment</b>	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
	<p><b>In post observation conferences, intern:</b></p> <ul style="list-style-type: none"> <li>• Recalls advice given from previous conferences and refers to aspects of lesson planning or implementation where advice was applied</li> <li>• Talks about progress since last</li> </ul>	<p><b>In post-observation conferences, intern:</b></p> <ul style="list-style-type: none"> <li>• Sets reasonable long-term and short-term goals</li> <li>• Uses cooperating teacher and supervisor comments in assessment of progress</li> </ul>	<p><b>In post-observation conferences, intern:</b></p> <ul style="list-style-type: none"> <li>• Assesses lesson holistically rather than feature by feature</li> <li>• Sets standards for success at too minimal of a level, not looking at signs of learning but rather signs of student obedience or simple completion of</li> </ul>

	<p>field experience in program</p> <ul style="list-style-type: none"> <li>• Sets reasonable and personalized long-term and short-term goals</li> <li>• Refers to ways to meet short term goals</li> <li>• Able to refer to different aspects of lesson in terms of thought that went into the plan</li> <li>• Cooperating teacher and supervisor say, “He/she is able to tell me why things are planned in certain ways.”</li> </ul> <p><b>In Moodle and log writing, intern:</b></p> <ul style="list-style-type: none"> <li>• Relates risks in practice and seeks support and advice</li> <li>• Relates failures and seeks support and advice</li> <li>• When relating successful moments, is able to identify features of planning or implementation which contributed to the success</li> <li>• Defines success in terms of student learning and growth and personal learning and growth</li> <li>• Identifies and openly shares personal strengths and weaknesses as a developing teacher</li> <li>• Models for peers ways to assess lessons and to develop lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperating teacher say, “He/she understands what he/she needs to do to progress.”</li> <li>• Asks questions and seeks guidance for improvement</li> </ul> <p><b>In Moodle and log writing, intern:</b></p> <ul style="list-style-type: none"> <li>• Seeks advice and guidance for short-term goals</li> <li>• Relates stories of practice in terms of short-term and long-term goals</li> <li>• Helps peers with suggestions and support</li> </ul>	<p>lesson plan as success</p> <ul style="list-style-type: none"> <li>• Not able to define what he/she knows about teaching and what he/she has yet to learn</li> <li>• Does not accept suggestions or assessments of cooperating teacher or supervisor about development or progress</li> </ul> <p><b>In Moodle and log writing, intern:</b></p> <ul style="list-style-type: none"> <li>• Does not make connections between choices in practices and developmental goals</li> <li>• Does not indicate awareness of advice given by supervisor, cooperating teacher or peers</li> <li>• Does not contribute to discussions of practice with peers</li> </ul>
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## Fieldwork Policies: Education 306

The middle school internship, which includes 60 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 three to four days per week in the classroom.
  - c. Spends a minimum of 60 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**
- 1) The intern demonstrates a strong desire to learn (by asking questions, through reflection, and by taking initiative).
- 2) The intern works in an organized and purposeful way.
- 3) The intern is confident, enthusiastic, and positive in working with children--he/she has classroom "presence."
- 4) The intern manages children effectively and humanely.
- 5) The intern respects the rights and needs of others, including ethnic, racial, and language differences.
- 6) 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.

Placements in student teaching 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.



## Lesson Plan Format

Name  
Date  
Subject  
Topic  
Unit (if applicable)  
Grade Level/ Estimated Time for Lesson

### ***Reason/ Rationale for the Lesson:***

Why are you teaching this content? Why did you choose these particular strategies, formats, and instructional materials? Why is it important for your students to learn these skills and concepts? How does this lesson fit into the larger goals for the unit of study or general curricular objectives? What is the context for teaching this lesson? How does it build upon previous lessons and prepare students for future lessons?

### ***Common Core/Illinois Learning Standards***

List here the standards this lesson addresses.

### ***Materials:***

List all materials and resources that you will need for this lesson. ALWAYS CHECK TO SEE IF THESE ARE AVAILABLE.

### ***Instructional Objectives:***

What do you want the students to learn in this lesson? What will they be able to demonstrate from their learning or what will they be able to do after participating in this lesson? *Note: Phrase your objectives as observable behaviors; use active verbs.*

### ***Beginning the Lesson/ Activating Prior Knowledge:***

How will you get students' attention and motivate them for the lesson? How will you relate this lesson to the students' prior experiences and knowledge? (Describe how you will trigger and build upon prior knowledge.) How does what you are attempting to accomplish today fit in with previous lessons?

### ***Procedures/Sequence of Learning Activities:***

What will you do to accomplish your objectives? Describe this in a step-by-step manner. Describe what you will do and what the students will do. Estimate the amount of time each step will take. Include a subsection entitled "closure" to show what you will do to summarize or review the learning process.

### ***Assessment:***

How will you evaluate what your students have learned? How will you be able to tell if your lesson was successful? Will students participate in this assessment process? If so, describe how you will manage and organize this data.

### ***Differentiation:***

What steps or techniques in your procedures can be modified to differentiate student learning and end product? Will you modify the content or topic? The process or activities? The product?

How will you accommodate different learning styles and preferences within the actual lesson?  
All of these approaches need not be done at once.

**Reflection:** How did your students respond to the lesson and the assessment process? What would you keep the same about this lesson, and what would you change? What questions and insights do you have regarding your growth? Is there anything that you learned from the process of planning and implementing this lesson that you need to change for the next lesson?

**MIDDLE SCHOOL EFFECTIVE TEACHING PRACTICES: KEY BEHAVIORS**  
(Adapted from Borich, 1996)

	<b>Beginning of Fieldwork Experience</b>	<b>Average skill set (all of the previous column plus)</b>	<b>Advanced Practices Expected by End of Fieldwork Experience (all of the previous columns plus)</b>
<b>Clarity</b>	<ul style="list-style-type: none"> <li>• Informs learners of skills and understanding expected at end of lesson</li> <li>• Gives directives slowly and distinctly; checks for understanding</li> <li>• Uses examples</li> <li>• Provides closure</li> <li>• Lesson materials are organized and accessible to learners</li> <li>• Classroom is arranged for student productivity</li> </ul>	<ul style="list-style-type: none"> <li>• Provides learners with an advance organizer</li> <li>• Checks for task relevant prior learning at beginning of lesson</li> <li>• Models content and provides other forms of support for various learners</li> <li>• Gives students feedback on their progress during the lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Uses concrete experiences including visuals and manipulatives to introduce content</li> <li>• Checks student understanding through discussion, monitoring small group activity or student presentations of information</li> <li>• Provides students with graphic organizers or other visual representations to support the processing of information</li> <li>• Provides products of learning activities to guide students</li> <li>• Uses grading rubrics and learning contracts to clarify expectations for behavior and work produced</li> <li>• Makes connections</li> </ul>

			between short-term learning activities and larger goals, products and projects
	<b>Beginning of Fieldwork Experience</b>	<b>Average Skill Set</b>	<b>Advanced Practices Expected by End of Fieldwork Experience</b>
<b>Variety</b>	<ul style="list-style-type: none"> <li>• Uses attention getting devices to motivate students</li> <li>• Uses verbal and non-verbal techniques to demonstrate enthusiasm</li> <li>• Uses reinforcement strategies</li> <li>• Encourages student input</li> </ul>	<ul style="list-style-type: none"> <li>• Provides more than one activity or instructional mode per lesson</li> <li>• Uses a variety of questions</li> </ul>	<ul style="list-style-type: none"> <li>• Uses active learning strategies to supplement written activities such as drama, role playing, group problem-solving, artwork, debates, games field trips, real audiences for celebration and feedback on work produced, learning centers, and storytelling, and individual inquiry projects</li> <li>• Demonstrates understanding of early adolescent motivational needs by using a variety of modes of student response (e.g., oral, written, group, individual, reflective and analytic)</li> </ul>

	<b>Beginning of Fieldwork Experience</b>	<b>Average Skill Set</b>	<b>Advanced Practices Expected by End of Fieldwork Experience</b>
<b>Task Orientation</b>	<ul style="list-style-type: none"> <li>• Maintains instructional focus</li> <li>• Handles management tasks effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Handles transitions effectively</li> <li>• Handles off-task behavior with minimal disruption</li> <li>• Uses direct and indirect instruction in appropriate contexts</li> <li>• Adjusts instruction to minimize student confusion in the process of teaching</li> <li>• Uses informal strategies for assessing student needs during an instructional experience</li> </ul>	<ul style="list-style-type: none"> <li>• Uses techniques for negotiating learning activities and expectations for assessment with students</li> <li>• Uses class meetings, individual conferences, or other feedback routines (e.g. self and group assessments, progress reports) for effectively managing behavior issues that arise</li> <li>• Establishes classroom routines for checking homework, orienting students to the lesson, managing independent and group work, and for concluding lessons</li> <li>• Helps students find strategies for managing their own behaviors and then gives feedback on the effectiveness of those strategies</li> </ul>

	<b>Beginning of Fieldwork Experience</b>	<b>Average Skill Set</b>	<b>Advanced Practices Expected by End of Fieldwork Experience</b>
<b>Engagement</b>	<ul style="list-style-type: none"> <li>• Uses instructional strategies that promote active learning/high levels of engagement</li> <li>• Provides opportunity for guided practice</li> <li>• Uses global monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Uses meaningful verbal praise</li> <li>• Provides support resources for students at various levels of background knowledge and skill to perform activities</li> </ul>	<ul style="list-style-type: none"> <li>• Designs and evaluates group work effectively</li> <li>• Points out the different ways students can approach learning activities to encourage individuality and creativity</li> <li>• Organizes learning tasks so that students who process information in different ways and at different paces can be successful</li> </ul>

## **General Progress Goals for Observation Sequence**

### **Observation #1:**

Presence/poise/comfort/positive rapport with students and cooperating teacher

Ability to move comfortably around the room

Able to interact with students

Clear goals and directions for activities given to students

### **Observation #2**

Developing core interaction skills

Response strategies

Questioning strategies

Activity design is interactive; goal-driven

Basic management skills

Recognize and simple follow-through on behavior

Lesson is cohesive

Introduction and closure present

Transitions in activities clear

### **Observation #3**

Assessment of learning tools present in lesson design

Timing of activities and lessons thought through

Differentiation and support materials present in lesson design and activity structure

## Midterm and Final Fieldwork Performance Assessment: ED 306

Intern \_\_\_\_\_

Mentor Classroom Teacher \_\_\_\_\_

College Mentor \_\_\_\_\_

School/Grade Level \_\_\_\_\_

Midterm Evaluation Date \_\_\_\_\_

Final Evaluation Date \_\_\_\_\_

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**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:** Middle School Teaching Behaviors 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: *Diversity, 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)

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

### **RESPONSIBILITIES OF THE COOPERATING TEACHER**

- 1) Introduce the student intern and make clear to children 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 final evaluation of the intern's performance, and sign the intern's time sheet each week.
- 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 in special notebook.

### **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) Meet with the student to discuss competency goals.
- 5) Assist the student in establishing ways to meet objectives.
- 6) Meet with the student to discuss competency goals. Assist the student in establishing ways to meet objectives.
- 7) Respond to assignments.
- 8) Complete observation conference evaluations and final evaluation of the interns performance.
- 9) Verify the intern's fieldwork time sheet.
- 10) Determine a final grade for the intern.

COLLEGE SUPERVISOR'S OBSERVATION REPORT

Middle School Internship ED 306

Name \_\_\_\_\_ Date \_\_\_\_\_ Visit No. \_\_\_\_\_

Supervisor \_\_\_\_\_ School \_\_\_\_\_

The fieldwork intern:

- \_\_\_\_\_ Had a full, typed lesson plan.
- \_\_\_\_\_ Made sure that materials, supplies, and equipment were ready to use.
- \_\_\_\_\_ Engaged the students in active participation.
- \_\_\_\_\_ Demonstrated adequate subject matter background.
- \_\_\_\_\_ Demonstrated ability to cope with unforeseen problems.
- \_\_\_\_\_ Reflected poise and self-confidence.
- \_\_\_\_\_ 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 progress and set goals through observation of children's responses to lesson.

Summary of Post-Conference:

Goals/Comments:

Student \_\_\_\_\_ College Supervisor \_\_\_\_\_

Copies: *White, Student Intern; Yellow, College Supervisor's File; Pink, Cooperating Teacher*

## Observation Framework and Lesson Plan Evaluation:

### Level of Performance:

Exceeds Standards:  $\sqrt{+}$     Meets Standards:  $\sqrt{\phantom{x}}$     Not Yet to Standard:  $\sqrt{-}$     Not Applicable: NA

### Instructional Design:

- \_\_\_\_\_ 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; establishes expectations for learning
- \_\_\_\_\_ 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.)
- \_\_\_\_\_ Uses teaching resources and materials which have been evaluated for accuracy and usefulness.

Comments/Evidence of the Above:

### **Instructional Delivery:**

- \_\_\_\_\_ 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.
- \_\_\_\_\_ Uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem-solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources.
- \_\_\_\_\_ Monitors and adjusts strategies in response to learners' feedback.
- \_\_\_\_\_ Varies his or her role in the instructional process as instructor, facilitator, coach, or audience in relation to the content and purposes of instruction and the needs of students.
- \_\_\_\_\_ Develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.
- \_\_\_\_\_ Uses a wide range of instructional technologies to enhance students' learning.

Comments/Evidence of the Above:

### **Learning Environment:**

- \_\_\_\_\_ 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.
- \_\_\_\_\_ Maintains proper classroom decorum.
- \_\_\_\_\_ Maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to achieving classroom goals.
- \_\_\_\_\_ Organizes, allocates, and manages time, materials, and physical space to provide active and equitable engagement of students in productive tasks.
- \_\_\_\_\_ Engages students in and monitors individual and group learning activities that help them develop the motivation to achieve.

Comments/Evidence of the Above:

## **Communication:**

- \_\_\_\_\_ Models accurate, effective communication when conveying ideas and information and when asking questions and responding to students.
- \_\_\_\_\_ Uses effective questioning techniques and stimulates discussion in different ways for specific instructional purposes.
- \_\_\_\_\_ Communicates with and challenges students in a supportive manner and provides students with constructive feedback.
- \_\_\_\_\_ Practices effective listening, conflict resolution, and group-facilitation skills as a team member.
- \_\_\_\_\_ Practices effectively the language processes of reading, writing, and oral communication in the daily classroom exchange between student and teacher, between student and student, between teacher and "text," and between student and "text"
- \_\_\_\_\_ Uses a variety of "text" and research resources with students/ in an attempt to enhance student learning from reading, learning from writing, and learning from oral communication.
- \_\_\_\_\_ Conducts effective classroom discussions by managing groups, asking questions, eliciting and probing responses, and summarizing for comprehension.
- \_\_\_\_\_ Uses a variety of media to enhance and supplement instruction.

### **Instructional Planning: (Review of Lesson Plan)**

- \_\_\_\_\_ Understands the Illinois Learning Standards, curriculum development, content, learning theory, and student development and knows how to incorporate this knowledge in planning instruction.
- \_\_\_\_\_ Understands when and how to adjust plans based on students' responses and other contingencies.
- \_\_\_\_\_ Understands how to review and evaluate educational technologies to determine instructional value.
- \_\_\_\_\_ Creates short-range and long-term plans to achieve the expectations for students' learning.
- \_\_\_\_\_ Creates and selects learning materials and learning experiences appropriate for the discipline and curriculum goals, relevant to the students, and based on students' prior knowledge and principles of effective instruction.
- \_\_\_\_\_ Creates multiple learning activities that allow for variation in students' learning styles and performance modes.
- \_\_\_\_\_ Incorporates experiences into instructional practices that relate to the students' current life experiences and to future career and work experiences.

**EDUC 306**  
**Internship Observation Framework**  
**Elementary/Middle School Education, Social Studies**

Student Teacher \_\_\_\_\_ Observer  
\_\_\_\_\_

School \_\_\_\_\_ Subject/Period  
\_\_\_\_\_

Date \_\_\_\_\_ Visit No. \_\_\_\_\_ Observation No. \_\_\_\_\_

**Professionalism checklist (IPTS Standard 9)**

\_\_\_ **Two typed copies of complete lesson plan (one for binder, one for observer)**

\_\_\_ **Previously taught lesson plans in professionally organized binder**

\_\_\_ **Reflections on previous lesson plans (edTPA tasks AT\* & AL\*\*)**

\_\_\_ **Materials and resources ready for teaching**

\_\_\_ **Sustained demonstration of *Identifying Dispositions of a Lake Forest College Educated Teacher***

**Key areas of focus:** to develop students' understandings of facts, concepts, and interpretations and analyses to make and explain claims/arguments about a significant historical event, topic/theme, or social studies phenomenon; engage students in evaluating sources of information and forming individual interpretations; and elicit and monitor students' responses to develop their abilities to critically evaluate accounts of an historical event or social studies phenomenon and defend their claims/arguments.

**Observation Notes:**

**Post-observation conference notes and candidate reflection (Embedded edTPATasks: AT\* & AL\*\*):**

Within each area, as applicable, indicate any evidence of the following: data usage to inform planning and instruction, justification of planning decisions, and analysis of teaching. Also indicate use of sample language functions in the social studies such as *reading/listening for main ideas and details in narrative, expository, and persuasive text; reading/interpreting maps, graphs, and data tables; evaluating and interpreting an author/presenter/ historian’s purpose and message; corroborating an author’s claims; examining evidence and author/presenter/ historian uses to support claims; analyzing arguments in favor of a perspective; writing/presenting arguments; analyzing and/or describing historic, economic, geographic, and political events; supporting written or spoken claims with evidence and warrants.*

**edTPA Task: Planning** (IPTS: 1H, I, J [AL], L; 2I, J, K, M, N, O, P; 3H, J, K, M, O, Q; 5 L, M, S; 7K [AL], Q[AL]); 8S

Builds content understanding, uses knowledge of students, supports learning needs, and determines how learning should be assessed

**edTPA Instruction** (IPTS: 1I, 2K, 4N, 5I, K, L, P, R; 6S [AL])

Learning environment, engagement in learning, deepening thinking, subject-specific pedagogy

**edTPA Task: Assessment** (IPTS: 3J, 7J, [AL] K [AL], L, M, Q, R)

Analysis of student learning, providing feedback, supporting student use of feedback

**Short-term Goal:**

**Signatures:**

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**Student**

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**College Supervisor**

a. What changes would you make to your instruction to better support student learning of the central focus (e.g., missed opportunities)?

b. How did your instruction support learning for the whole class and students who need greater support or challenge?

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

c. Why do you think these changes would improve student learning? Support your explanation with evidence of student learning and principles from theory and/or research as appropriate.

**EDUC 306**  
**Internship Observation Framework**  
**Elementary/Middle School Education, Mathematics**

Student Teacher \_\_\_\_\_ Observer  
\_\_\_\_\_

School \_\_\_\_\_ Subject/Period  
\_\_\_\_\_

Date \_\_\_\_\_ Visit No. \_\_\_\_\_ Observation No. \_\_\_\_\_

**Professionalism checklist (IPTS Standard 9)**

\_\_\_ **Two typed copies of complete lesson plan (one for binder, one for observer)**

\_\_\_ **Previously taught lesson plans in professionally organized binder**

\_\_\_ **Reflections on previous lesson plans (edTPA tasks AT\* & AL\*\*)**

\_\_\_ **Materials and resources ready for teaching**

\_\_\_ **Sustained demonstration of *Identifying Dispositions of a Lake Forest College Educated Teacher***

**Key areas of focus:** conceptual understanding, procedural fluency, and mathematical reasoning and/or problem solving skills.

**Observation Notes:**

**Post-observation conference notes and candidate reflection (Embedded edTPA Tasks: AT\* & AL\*\*):**

Within each area, as applicable, indicate any evidence of the following; data usage to inform planning and instruction, justification of planning decisions, and analysis of teaching. Also indicate use of sample language functions in mathematics, such as categorize, compare/contrast, describe, interpret, and model.

**edTPA Task: Planning** (IPTS: 1H, I, J [AL], L; 2I, J, K, M, N, O, P; 3H, J, K, M, O, Q; 5 L, M, S; 7K [AL], Q[AL]); 8S

Builds content understanding, uses knowledge of students, supports learning needs, and determines how learning should be assessed

**edTPA Instruction** (IPTS; 1I, 2K, 4N, 5I, K, L, P, R; 6S [AL])

Learning environment, engagement in learning, deepening thinking, subject-specific pedagogy

**edTPA Task: Assessment** (IPTS: 3J, 7J, [AL] K [AL], L, M, Q, R)

Analysis of student learning, providing feedback, supporting student use of feedback

**Short-term Goal:**

**Signatures:**

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**Student**

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**College Supervisor**

a. What changes would you make to your instruction to better support student learning of the central focus (e.g., missed opportunities)?

b. How did your instruction support learning for the whole class and students who need greater support or challenge?

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

c. Why do you think these changes would improve student learning? Support your explanation with evidence of student learning and principles from theory and/or research as appropriate.

**Cooperating Teacher Feedback on Today's Lesson**

**Date:** \_\_\_\_\_

Topic of Lesson:

Strong points of lesson:

Suggestions:

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**Cooperating Teacher Feedback on Today's Lesson**

**Date:** \_\_\_\_\_

Topic of Lesson:

Strong points of lesson:

Suggestions:

**EDUCATION DEPARTMENT TIME SHEET**

Student \_\_\_\_\_ School \_\_\_\_\_

Teacher \_\_\_\_\_ Supervisor \_\_\_\_\_

Dates \_\_\_\_\_ to \_\_\_\_\_

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

Absence (date)                      Reason  
\_\_\_\_\_

TOTAL HOURS \_\_\_\_\_

TEACHER \_\_\_\_\_  
(signature)

STUDENT \_\_\_\_\_  
(signature)