

REQUEST TO COLLEGE CURRICULUM COMMITTEE FOR CURRICULAR IMPROVEMENTS

DEPARTMENT: TLES PROPOSED EFFECTIVE SEMESTER: Fall, 2018 COLLEGE: CEHD

PROPOSED IMPROVEMENTS

Academic Program

- ☐ New degree*
☐ New major*
☐ New curriculum*
☐ New concentration*
☐ New certificate
☐ New minor
☐ Revised major
☐ Revised minor
☐ Admission requirements
☐ Graduation requirements
☐ Deletion ☐ Transfer
☐ Other (explain**)

Substantive Course Changes

- ☐ New course
☐ Pre or Co-requisites
☐ Deletion (required by others)
☐ Course #, different level
☒ **Credit hours**
☐ Enrollment restriction
☐ Course-level restriction
☐ Prefix ☐ Title and description
 (attach current & proposed)
☐ General education (select one)
 Not Applicable
☒ **Other (explain**)**

Misc. Course Changes

- ☐ Title
- ☒ **Description** (attach current & proposed)
- ☐ Deletion (not required by others)
- ☐ Course #, same level
- ☐ Variable credit
- ☐ Credit/no credit
- ☐ Cross-listing
- ☐ COGE reapproval
- ☐ Other (explain**)

**** Other:** ED 4500 is currently offered as a Pass/Fail Course. ED 3710 is offered as a graded course. We propose to offer the revised ED 4500 as a graded course.

Title of degree, curriculum, major, minor, concentration, or certificate: Elementary Education

Existing course prefix and #: ED 4500 Proposed course prefix and #: same Credit hours: 6

Existing course title: Pre-internship in the Elementary School

Proposed course title: same

Existing course prerequisite & co-requisite(s): LS 3790, ED 4010, ED 4300, ED 4070, and MATH 3520; with a grade of "CB" or better in all prerequisites. Any/all of these may be taken concurrently.

Proposed course prerequisite(s) LS 3790 and ED 4010 and ED 4300 and ED 4070, and MATH 3520; with a grade of "B" or better in all prerequisites. Any/all of these may be taken concurrently.

If there are multiple prerequisites, connect with "and" or "or". To remove prerequisites, enter "none."

Proposed course co-requisite(s) None

If there are multiple corequisites, they are always joined by "and."

Proposed course prerequisite(s) that can also be taken concurrently: LS 3790 and ED 4010 and ED 4300 and ED 4070, and MATH 3520; with a grade of "B" or better in all prerequisites. Any/all of these may be taken concurrently.

Is there a minimum grade for the prerequisites or corequisites? B

The default grades are D for undergraduates and C for graduates.

Major/minor or classification restrictions include:

ART EDUCATION (AREJ)

Early Childhood Prof Educ (ECEN)

EARLY CHILDHOOD & ELEM EDUC (EEEN)

ELEMENTARY GROUP MINORS (EGEJ)

Elementary Language Arts (ELEN)

ENGLISH:ELEMENTARY EDUCATION (ENEN)

Elementary Professional Educ (EPEJ)

ELEMENTARY PROFESSIONAL EDUC (EPEN)

ELEMENTARY SOCIAL STUDIES (ESEN)

FRENCH:ELEMENTARY EDUCATION (FHEN)

GERMAN:ELEMENTARY EDUCATION (GREN)

INTEGRATED CREATIVE ARTS (ICEN)

Elementary Integrated Science (ISEN)

MUSIC: ELEMENTARY EDUCATION (MSEJ)

Physical Ed:Teacher/Coach (PDEJ)

PHYSICAL ED: ELEMENTARY (PEEJ)

Major/minor or classification restrictions include cont:

PHYSICAL ED: ELEMENTARY (PEEN)
 SPEC ED: VISUALLY IMP, ELEM (SBEJ)
 SPEC ED: LRNG DIS & COGN IMP, EL (SCEJ)
 SPEC ED: LRNG DIS & EMOT IMP, EL (SEEJ)
 SCIENCE & MATHEMATICS TEACHING (SMEN)
 SPEC ED: PHYS & OTH HLTH IMP, EL (SOEJ)
 GROUP SOCIAL STUDIES (SOEN)
 SPEECH PATHOLOGY & AUDIOLOGY (SPEJ)
 SPANISH: ELEMENTARY EDUCATION (SPEN)

For 5000 level prerequisites & corequisites: Do these apply to: (circle one) undergraduates graduates both

Specifications for University Schedule of Classes:

a. Course title (maximum of 30 spaces): Pre-internship in the Elementary School

b. Multi-topic course: ☒ No ☐ Yes


c. Repeatable for credit: ☒ No ☐ Yes

d. Mandatory credit/no credit: ☒ No ☐ Yes

e. Type of class and contact hours per week (check type and indicate hours as appropriate)

1. ☐ Lecture 3. ☐ Lecture/lab/discussion 5. ☐ Independent study
 2. ☐ Lab or discussion 4. ☐ Seminar or ☐ studio
 6. ☒ Supervision or practicum (14 hrs practicum, 2 hrs seminar and selected required workshop experiences)

CIP Code (Registrar's use only):

Chair/Director		Date	10/10/17
Chair, College Curriculum Committee		Date	
Dean	Date:	Graduate Dean:	Date
Curriculum Manager: Return to dean <input type="checkbox"/> Date	Forward to:		Date
Chair, COGE/ PEB / FS President			Date
FOR PROPOSALS REQUIRING GSC/USC REVIEW:			
* <input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	Chair, GSC/USC		Date
* <input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	Provost		Date

1. Explain briefly and clearly the proposed improvement.
We are proposing to make the following changes to ED 4500:
 - 1) Increase the credit hours from 3 to 6.
 - 2) Change the course from pass/fail to graded.
 - 3) Revise the course description and syllabus.

2. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.)

Currently, students who are admitted to the Elementary Education Program of study are required to complete a 6 credit hour pre-internship. When the pre-internship was conceived eight years ago, the decision was made to create a new course (ED4500 Pre-internship in Elementary Education--3 credit hours) and combine it with an existing course (ED 3710 Elementary Classroom Organization and Management—3 credit hours). Students enrolled in the pre-internship are required to be enrolled in both courses, for a total of 6 credit hours. They are required to participate in a day long pre-intern orientation, pre-intern in an elementary classroom for two full days a week, participate in a pre-intern seminar for 2 hours each week, and participate in additional pre-intern workshops as they are developed. Currently the two courses are taught as a single course (see attached sample Pre-internship in Elementary Education course syllabus).

Given that the two courses are taught as a single course and given that ED3710 has not been updated for over 10 years, we are proposing that we delete ED 3710 and at the same time increase the credit hours for ED4500 from 3 credit hours to 6 credit hours as well as modify the course description to more accurately convey the content of the course as it is currently taught. This change allows us to more clearly articulate what the reality of the pre-internship is, e.g. it is not 2 courses; rather, it is 1 course

3. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.

This change has no effect on other departments or programs of study other than to make our program description clearer.

4. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

This change makes our department's Elementary Education program more clearly defined, particularly one of the main clinical (school-based) courses the students participate in.

5. Effects on enrolled students: Are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

We do not anticipate any effect on enrolled students, other than making the pre-internship expectations even clearer.

6. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

We anticipate that 20-25 students who are seeking elementary certification will be enrolled.

7. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

There is no effect on resources.

8. General education criteria. For a general education course, indicate how this course will meet the criteria for the area or proficiency. (See the General Education Policy for descriptions of each area and proficiency and the criteria. Attach

additional pages as necessary. Attach a syllabus if (a) proposing a new course, (b) requesting certification for baccalaureate-level writing, or (c) requesting re-approval of an existing course.) **NA**

9. List the learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program. The current outcomes, as listed in the sample syllabus are:

The pre-interns are assessed with the INTASC (Interstate Teacher Assessment and Support Consortium) Standards, as listed below:

Standard #1 Learner Development—The pre-intern demonstrates that they understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and that the pre-intern designs and implements developmentally appropriate and challenging learning experiences.

Standard #2 Learning Differences—The pre-intern demonstrates they have understanding of individual differences, diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3 Learning Environments—The pre-intern creates environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4 Content Knowledge—The pre-intern understands the central concepts, tools of inquiry, and structures of the discipline(s), and they plan to teach and create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5 Application of Content—The pre-intern understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6 Assessment—The pre-intern understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide both the pre-intern teacher's and learner's decision making.

Standard #7 Planning for Instruction—The pre-intern knows how to plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy.

Standard #8 Instructional Strategies—The pre-intern understands & uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas & their connections, & to build skills to apply knowledge in meaningful ways.

Successful students will:

- Demonstrate professional attitudes and behavior.
- Demonstrate the ability to develop and implement standards-based plans in language arts, mathematics, science and social studies which include substantive integration of the allied arts, PE as well as health and nutrition.
- Demonstrate the ability to build thoughtful and supportive relationships with children, fellow professionals and other staff members in the school.
- Demonstrate the ability to lead, manage and organize a classroom for effective instruction and community building
- Demonstrate the ability to reflect and to self-evaluate.
- Demonstrate the ability to and improve practice through reflection and self-evaluation and the evaluation and direction of both the pre-intern mentor teacher and coordinator.

In addition to the outcomes listed above, see the attached Planning for Instruction Rubric designed to assess the pre-intern major assignment (the design and implementation of 8 lesson plans). Also see the attached Pre=internship Final Evaluation.

10. Describe how this curriculum change is a response to assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities. **This is not a curriculum change associated with assessment outcomes. This is a curriculum change to create a more clearly defined curriculum and set of outcomes that are associated with a single course of study.**
11. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section. **No effect. This course is only taken at WMU in TLES. Students are not allowed to transfer this particular course from another university.**

See Attachments:

1. Current and Proposed Course Descriptions
2. Proposed Baseline Pre-internship Syllabus
3. Planning for Instruction (PFI) Evaluation Form
4. Final Pre-intern Evaluation Form

ED 4500 Current and Proposed Catalog Copy

Note: Underlining is new language to be added. Strikethroughs are for language to be deleted.

Current Catalog Copy —ED 4500 Pre-internship in the Elementary School in the 2017-18 Undergraduate Catalog

ED 4500 Pre-Internship in Elementary Education This capstone course, required of all students in the Elementary Professional Education minor, will afford students classroom teaching and observation experiences on a regular basis. In addition to the required pre-internship of two half-days per week, students will meet in a seminar with their faculty supervisor. May repeat course one time only. Graded on a credit/no credit (pass/fail) basis. Restricted to majors/minors in education. Prerequisites: LS 3790, ED 4010, ED 4300, ED 4070, and MATH 3520; with a grade of "CB" or better in all prerequisites. Any/all of these may be taken concurrently. Corequisite: ED 3710 3 hours

Proposed Catalog Copy—ED4500 Pre-internship in the Elementary School for the 2018-19 Undergraduate Catalog

ED 4500 Pre-Internship in Elementary Education This capstone course, required of all students in the Elementary Professional Education minor, will afford students classroom teaching and observation experiences on a regular basis. Teacher candidates will have the opportunity to both observe and engage in classroom leadership experiences; to study and implement effective classroom organizational approaches that respond to student need; to design, implement, and evaluate curriculum in the four core subject areas (language arts, mathematics, science and social studies); to both observe and engage in a variety of experiences where they effectively respond to students from diverse cultural backgrounds and accommodate students with special needs; to work with the mentor teacher to develop and keep effective records and to engage in problem-solving that comes with daily classroom situations that arise. In addition to the required pre-internship of two half-days full days per week, students will meet in a seminar with their ~~faculty supervisor~~ pre-intern coordinator 2 hours each week and will participate in pre-internship workshops on selected Fridays. Program requires a grade of "CB" or better. May repeat course one time only. ~~Graded on a credit/no credit (pass/fail) basis.~~ Restricted to majors/minors in education. Prerequisites: LS 3790, ED 4010, ED 4300, ED 4070, and MATH 3520; with a grade of "CB" or better in all prerequisites. Any/all of these may be taken concurrently. ~~Corequisite: ED 3710 3 hours~~ 6 hours

Current Catalog Copy for ED4500 on p. 397

ED 4500 - Pre-Internship in Elementary Education Credits: 3 hours

Proposed Catalog Copy for ED4500

ED 4500 - Pre-Internship in Elementary Education Credits: ~~3 hours~~ 6 hours

Current Catalog Copy for ED4500 on p. 401

ED 4500 - Pre-Internship in Elementary Education Credits: 3 hours

Proposed Catalog Copy for ED4500

ED 4500 - Pre-Internship in Elementary Education Credits: ~~3 hours~~ 6 hours

Current Catalog Copy for ED4500 on p. 403

ED 4500 - Pre-Internship in Elementary Education 3 hours

Proposed Catalog Copy for ED4500

ED 4500 - Pre-Internship in Elementary Education ~~3 hours~~ 6 hours

Current Baseline Pre-internship Syllabus

ED4500 *Pre-internship in Elementary Education* Syllabus

Professor: Professor's Name Office: Professor's Office Phone: Professors Phone # Office Hours: E-mail: CRN: Credits: 6 hours	Seminar, Classroom & Workshop Meeting Times Dates Pre-interns in the classroom 2 full days a week Dates pre-interns gather for 2 hours in seminar Dates of Selected Friday Workshops
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Required Materials

- Course Pack (provided for you digitally)
- Selected readings will be posted electronically or paper copies will be provided

Course Descriptions/Rationale

Your pre-internship is a professional experience. It is designed to assist you in your preparation for your internship and your career as a professional teacher. The focus of the pre-internship is comprehensive—how to present yourself as a professional in terms of your appearance, the language you use, and the choices you make about how you spend your time in the classroom and school and in preparation for being in the classroom. It is an experience about leading, organizing and managing a classroom. It is about building relationships with children and fellow professionals, planning for instruction and implementing those plans. It is also about evaluating yourself, assessing the learning of your students and re-teaching what your students have not understood.

ED 4500 Pre-Internship in Elementary Education This capstone course, required of all students in the Elementary Professional Education minor, will afford students classroom teaching and observation experiences on a regular basis. Teacher candidates will have the opportunity to both observe and engage in classroom leadership experiences; to study and implement effective classroom organizational approaches that respond to student need; to design, implement, and evaluate curriculum in the four core subject areas (language arts, mathematics, science and social studies); to both observe and engage in a variety of experiences where they effectively respond to students from diverse cultural backgrounds and accommodate students with special needs; to work with the mentor teacher to develop and keep effective records and to engage in problem-solving that comes with daily classroom situations that arise. In addition to the required pre-internship of two full days per week, students will meet in a seminar with their pre-intern coordinator 2 hours each week and will participate in pre-internships on selected Fridays. May repeat course one time only. Restricted to majors/minors in education. Prerequisites: LS 3790, ED 4010, ED 4300, ED 4070, and MATH 3520; with a grade of "CB" or better in all prerequisites. Any/all of these may be taken concurrently. 6 hours

Course Objectives/Outcomes

The pre-intern will be assessed with the INTASC (Interstate Teacher Assessment and Support Consortium) Standards, as listed below:

Standard #1 Learner Development—The pre-intern demonstrates that they understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and that the pre-intern designs and implements developmentally appropriate and challenging learning experiences.

Standard #2 Learning Differences—The pre-intern demonstrates they have understanding of individual differences, diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3 Learning Environments—The pre-intern creates environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4 Content Knowledge—The pre-intern understands the central concepts, tools of inquiry, and structures of the discipline(s), and they plan to teach and create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5 Application of Content—The pre-intern understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6 Assessment—The pre-intern understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide both the pre-intern teacher's and learner's decision making.

Standard #7 Planning for Instruction—The pre-intern knows how to plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy.

Standard #8 Instructional Strategies—The pre-intern understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Successful students will:

- Demonstrate professional attitudes and behavior.
- Demonstrate the ability to develop and implement standards-based plans in language arts, mathematics, science and social studies which include substantive integration of the allied arts, PE as well as health and nutrition.
- Demonstrate the ability to build thoughtful and supportive relationships with children, fellow professionals and other staff members in the school.
- Demonstrate the ability to lead, manage and organize a classroom for effective instruction and community building.
- Demonstrate the ability to reflect and to self-evaluate.
- Demonstrate the ability to and improve practice through reflection and self-evaluation and the evaluation and direction of both the pre-intern mentor teacher and coordinator.

Instructional Methods and Activities

Reading

Designing 8 lessons

Reflective Journaling
Classroom observations
Class Study

Teaching 8 lessons
Self-observation for the 8 lessons you teach
Tk20 Uploads, narratives and evaluations

Course Requirements

1. Professionalism—Attendance, Punctuality, Participation and Preparedness (20pts.)
2. Class Study (10pts.)
3. Lesson Design, Implementation and Self-observation (30pts.)
4. Readings & Journaling (20pts.)
5. Midterm and Final Self-reflective Evaluations (20pts.)

Professionalism—Attendance, Punctuality, Participation and Preparedness (20 pts.)

(Note: Final points will be arrived at during your exit interview—you will self-assess and I will assess and the mean score will be your final points for this element of your grade)

- **Professionalism.** I expect you to participate in your pre-internship as a professional. This includes how you dress (modest, clean and neat), the language you use (clear, articulate and no colorful language) and how you prepare for and relate to the children and adults your school.
- **Attendance.** You should aim to not miss any of your pre-internship days. If you do become ill and are unable to be in the classroom, you are to call or e-mail your mentor teacher FIRST (make a plan with your mentor teacher about the best way to communicate with her/him if you are not able to be at school. because of illness. After you have contacted your mentor teacher, you should e-mail me about your absence. You are only allowed to miss 1 pre-internship day. If you miss more than 1 pre-internship day, you will be required to make up the days you miss.
- **Punctuality.** I expect you to be on time each participation day AND to notify your mentor if you will be late.
- **Participation.** I expect you to fully engage in the classroom you are assigned to pre-intern in. You should be vigilant in your observations, your offers to assist your mentor teacher, and the design and implementation of your lessons. I also expect that you will actively engage in our pre-intern seminar and come fully prepared each time.
- **Preparedness.** Your preparedness (every assignment, every lesson, all lesson materials and all other assignments should be handed in on time or early), and your full engagement with your mentor teacher and the children in her/his classroom.

Class Study (10 pts.)

- Page 40 of the course pack is a Class Study form. You will be required to complete the form in detail and then prepare a reflection about the diversity of the children in your classroom. This gives you an opportunity to observe and think about each child in your classroom and some of the elements in their lives that influence their communication, learning and classroom experience. The reflection

should be about 250 words (1 page double-spaced) in length, but it can be longer if that is what works best for you.

- As you are working on your Class Study AND once you have completed your class study, you should share it with your mentor teacher, get her feedback about the accuracy of your observations, make corrections or additions as needed. Once you have your final copy ready, submit it to me on e-learning.
- Be certain to pay attention to content, substance and mechanics as you complete the class study and your reflection about your findings.

Lesson Design, Implementation and Self-observation (30 pts.)

- **Lesson Design.** You are required to develop 8 lesson plans, 2 in each core subject area, and each of the 8 is to include substantive integration from the allied arts, PE and/or health/nutrition. Your plans should be developed using the template that has been designed for the pre-internship. Your lessons should be developed in concert with the curriculum of your classroom teacher. You are required to submit your lesson plans a full week prior to the date you are scheduled to teach. Your plans should be submitted to your mentor teacher and to me. We will review them and will discuss any changes you need to make prior to teaching the lesson. You should then revise and upload your lesson plans to **Tk20** along with comments about the lessons. Remember to **SAVE on Tk20**
 - **Lesson Plan Due Dates for Review by**
 - I will complete an evaluation of your lesson plans on **Tk20** for you to review and to improve your planning as necessary.
 - You are also required to identify 4 other lessons that you have created outside of your pre-internship. You need to upload these 4 additional lessons to **Tk20**. You should also provide comments about these 4 lessons on Tk20.
- **Lesson Implementation.** You are required to teach all 8 lessons.
 - **Lesson Teaching Due Dates for Review by**
 - Your mentor teacher and I will complete lesson observations on **Tk20**. Your mentor teacher will complete observations of all 8 lessons. I will complete an observation of two or more of your lessons on **Tk20**, depending on those I am available to observe in person.
- **Self-observation.** You are to complete a self-observation rubric about your teaching performance and your plans for improving for each of the 8 lessons. The self-observation rubric should be filled out on **Tk20**.
 - **Lesson Self-observations Due Dates for Review by**
 - Self-observations are to be completed on **Tk20**
Be certain to pay attention to content, substance and mechanics as you prepare your lesson plans and your self-observations.

Readings & Journaling (20 pts.)

- Periodically I will provide some **readings** for you to review and reflect about for seminar. The expectation is that you will read carefully and come to seminar with your thoughts and questions about the readings. I may ask you to prepare a journal entry about the readings. This will vary, but you will always have advance word.
- After each participation day, you are to prepare a **journal** entry that describes your observations and experiences for that day. I encourage you to raise questions, to make thoughtful notations for future interactions with children and about your plans for teaching as a result of your experiences and observations.
- Each journal entry should be approximately 1 page, double spaced, 12pt font, 1 inch margins. Journal entries should be submitted to E-learning. Be certain to pay attention to content, substance and mechanics as you prepare your journals.
- Journals are due the day after you teach. Submit on e-learning.

Midterm and Final Evaluations and Self-reflective Evaluations (20 pts.) Due

You are required to complete a midterm and final self-reflective evaluation. These forms are available online through the Office of Field Placement website. The expectation is that you will complete the evaluations thoughtfully and will provide details about your teaching and learning in each of the standard areas outlined in the evaluation.

- We will review the evaluation forms in seminar, discuss the meaning of each section, and address any questions you have. I will be grading you on substance, content and mechanics.
- When you complete your Midterm and Final Self-reflective Evaluations, you should hand a copy to your mentor teacher AND then hand a copy to me. We will each review your Self-reflective Evaluations and sign off OR there are instances when we will need to meet to discuss what you have shared to clarify any areas we are unclear about, you will revise your self-reflections, and then resubmit them for our final review and signature.
- Midterm and Final Self-reflective Evaluations are to be completed on Tk20
- The Midterm and Final Evaluations will be completed by your mentor teacher on Tk20. Both documents will be reviewed and signed by both your mentor teacher and your pre-intern coordinator.

Grading

The course grade will be based on evidence that you have read all the assigned readings,

Each of the preceding requirements will be graded separately, and the graduate student's overall grade will then be determined by giving the following weights to the various requirements:

20pts.	Attendance, Punctuality, Participation, & Preparedness
10pts.	Class Study
30pts.	Lesson Planning, Implementation, Observation and Self-observation
20pts.	Readings and Journaling

20pts. Midterm and Final Evaluations and Self-reflective Evaluations

Course grades will be assigned according to the following scale:

A = 94% or above=A	B = 89%- 84%=B	C = 74%- 79%=C	D = 674%- 69%=D
BA = 90%- 93%=BA	CB = 80%- 83%=CB	DC = 73%- 70%=DC	E = bBelow 64%=E

Note also: According to university policy, incompletes will be given only when health or other unavoidable problems make it impossible for you to complete all of your assignments before the end of the semester. You must be passing the courses to receive an incomplete.

Student Needs and Concerns

Student Rights—University Ombuds Person

If you are concerned about the way that you are treated in any of your courses, the violation of your rights as a student, and or the way you are evaluated on your learning, you can contact the University Ombud's office to discuss the matter and to seek representation and/or arbitration. (387-5300)

Students with Special Needs. Any student with a documented disability (physical, learning, psychiatric, vision, hearing, etc.) or other special needs who needs to arrange reasonable

Student Needs and Concerns--Students with Special Needs cont.

accommodations must contact the professor and the appropriate Disabilities Services office (387-4411 or 387-2116) at the beginning of the semester.

Academic Integrity. You are responsible for making yourself aware of and understanding the policies and procedures in the Undergraduate (pp. 274-276) [Graduate (pp. 25-27)] Catalog that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery multiple submission, plagiarism, complicity and computer misuse. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with me if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

COE Diversity Statement. The College of Education maintains a strong and sustained commitment to the diverse and unique nature of all learners and high expectations for their ability to learn and apply their learning in meaningful ways.

Human Rights Statement. It is a fundamental policy of Western Michigan University not to discriminate on the basis of sex, sexual orientation, color, race, age, religion, national origin, height, weight, marital status, or handicap in its educational programs, admissions, employment, promotions, salaries, and social activities. Through its example and teaching, Western strives to foster in its students, faculty, and staff respect for basic human rights. In its external relationships, the University is supportive of those activities that seek constructive change in the development of human rights in this country and abroad.

Western Michigan University Student Code: Appendix D: President's Statement on Racial and Ethnic Harmony. Western Michigan University is firmly committed to the principles of racial equality and nondiscrimination. On its campus, students, faculty, and staff of many races and ethnic backgrounds live and work closely together day by day. This racial and ethnic mix brings richness and diversity to the cultural, intellectual, and personal dimensions of campus life. The University benefits from this diversity and seeks to enhance it.

All members of the University are expected to contribute to an atmosphere of racial and ethnic harmony on campus, displaying tolerance for cultural differences and courtesy and civility in discourse with students, faculty, and staff to diverse backgrounds and origins. In this environment there is no room for derogatory comments of a racial nature, be they in the form of slurs, posters, songs, jokes, graffiti, or the like.

Most members of the campus community need not be reminded of the institutional position in this regard. The very few who need the admonition must realize that the University will take the strongest possible action, including dismissal, against those who through racist acts bring discord to this campus.

Course Agenda & Assignment Outline/Due Dates

This is a draft of what I have planned. Modifications may be made.

Week/Date	Class Agenda	Upcoming Class Assignments and Due Dates
Week 1 Friday	1:30-3 Seminar 1 <ul style="list-style-type: none"> Review the syllabus Question/Answer Session 	Make Plans to be professional in every way for your pre-internship—dress, notebook and pen/pencil, well-rested, well fed, keen, alert, observant and responsive.
Week 2 Classroom Day 1 Wednesday	<ul style="list-style-type: none"> Full Day in classroom NO Seminar 	Tuesday Complete Journal 1 and submit to E-learning. <ul style="list-style-type: none"> Journal Topics: 1) Describe and draw the set-up of the classroom, the number of children, demographics of the classroom that you can observe, your mentor teacher's agenda for the day, and any other key observations that you find informative. 2) Reflect about your role in the classroom today and your influence among the children 3) Arrange a meeting with your mentor teacher to discuss the 8 lesson plans you will need to design and teach and the class study you will need to complete. Report in your journal when your meeting with your mentor teacher will be.
Week 3 Classroom Day 2 Monday	<ul style="list-style-type: none"> Full Day in classroom 	Tuesday, Complete Journal 2 and submit to E-learning. <ul style="list-style-type: none"> Journal Topics: 1) Describe the literacy block that you observed on Monday. 2) What were the key pedagogical choices that your mentor teacher made to help the children stay focused? 3) What questions do you have about the literacy block curriculum and pedagogy? 4) Do you have concerns or additional observations to make? 5) Report on your meeting with your mentor teacher and what you decided about when and what your first lesson will be.

Classroom Day 3 Wednesday	8-2— Classroom Time 2-3:30 Seminar 2 in Library <ul style="list-style-type: none"> • Presentation & Discussion— What is at the root of classroom leadership and management? • Class Study— Update • Lesson Planning Update • Concerns • Next Seminar 3:30-4 Classroom Time	Thursday, Complete Journal 3 and submit to E-learning. <ul style="list-style-type: none"> • Journal Topics: 1) Open journal— Share what you have observed, found new and what is on your mind. 2) Share any concerns or questions you have.
Week/Date	Class Agenda	Upcoming Class Assignments and Due Dates
Week 4 Classroom Day 4 Monday	<ul style="list-style-type: none"> • Full Day in classroom 	Tuesday, Complete Journal 4 and submit to E-learning. <ul style="list-style-type: none"> • Journal Topics: 1) Describe the especially effective leadership and management approaches your mentor teacher uses in her classroom and the ways in which the students respond. 2) Share any concerns or questions you have.

Week/Date	• Class Agenda	Upcoming Class Assignments and Due Dates
Classroom Day 5 Wednesday	<ul style="list-style-type: none"> • 8-2— Classroom Time • • 2-2:30— Seminar 3 in Library • Seminar Business: Class Study Due date has been moved to February 23 • Presentation & Discussion— The Elements of Classroom Dialogue • Lesson Planning Update • Concerns • Next Seminar <p>3:30-4 Classroom Time</p>	<p>Thursday, Complete Journal 5 and submit to E-learning.</p> <ul style="list-style-type: none"> • Journal Topics: 1) Examine the discussions you have observed in your classroom. 2) Open journal—Share what you have observed, found new and what is on your mind. 3) Share any concerns or questions you have.
Week/Date	• Class Agenda	Upcoming Class Assignments and Due Dates
Week 5 Classroom Day 6 Monday	<ul style="list-style-type: none"> • Full Day in Classroom 	<p>Tuesday, Complete Journal 6 and submit to E-learning</p> <ul style="list-style-type: none"> • Journal Topics: 1) Examine classroom discussion processes in your classroom 2) Share other observations, questions & concerns
Classroom Day 7 Wednesday	<ul style="list-style-type: none"> • 8-2 Classroom Time • 2-3:30 Seminar in library • Updates and Scheduling 	<p>Thursday, Complete Journal 7 and submit to E-learning.</p> <ul style="list-style-type: none"> • Topics: 1) Examine your lesson planning, the ways you are strong in this area and the ways you might improve. 2) Open journal—Share

	<ul style="list-style-type: none"> • Presentation & Discussion—Lesson Planning • Lesson Planning Update • Concerns • Next Seminar • 3:30-4 Classroom Time 	<p>what you have observed, found new and what is on your mind. 3) Share any concerns or questions you have.</p> <p>Lesson Plan 1 Draft 1—Should be submitted by this date or earlier for my review</p>
Workshop 1	<ul style="list-style-type: none"> • Agenda 	Friday Information about workshop
Week 6 Classroom Day 8 Monday	<ul style="list-style-type: none"> • Full Day in Classroom 	<p>Tuesday, Complete Journal 8 and submit to E-learning</p> <ul style="list-style-type: none"> • Topics: 1) Open Journal focused on your key observations 2) Share questions & concerns <p>Lesson Plan 1 Draft 2—Should be submitted by this date or earlier for my review</p>
Week/Date	Class Agenda	Upcoming Class Assignments and Due Dates
Classroom Day 9 Wednesday	<ul style="list-style-type: none"> • Full Day in Classroom NO Seminar 	<p>Thursday, Complete Journal 9 and submit to E-learning</p> <ul style="list-style-type: none"> • Topics: 1) Open journal—Share what you have observed, found new and what is on your mind for Day 9. 2) Share any concerns or questions you have. <p>Lesson Plan 2 Draft 1—Should be submitted by this date or earlier for my review</p>
Week 7 Classroom Day 10 Monday	<ul style="list-style-type: none"> • Full Day in Classroom • 	<p>Tuesday, Complete Journal 10 and submit to E-learning</p> <ul style="list-style-type: none"> • Topics: 1) Examine key experiences from Day 10 2) Share other observations, questions & concerns <p>Lesson Plan 2 Draft 2—Should be submitted by this date or earlier for my</p>

		review
Week/Date	Class Agenda	Upcoming Class Assignments and Due Dates
Classroom Day 11 Wednesday	<ul style="list-style-type: none"> • 8-2 Classroom Time • 2-3:30 Seminar in library • Presentation & Discussion—Pedagogy: Cooperative Learning • Lesson Planning Update • Concerns • Next Seminar • 3:30-4 Classroom Time 	<p>Thursday, Complete Journal 11 and submit to E-learning</p> <ul style="list-style-type: none"> • Topics: 1) Examine the use of cooperative learning in your classroom 2) Share other key observations, questions & concerns <p>Submit Class Study to E-learning</p>
Week 8 Classroom Day 12 Monday February 27	<ul style="list-style-type: none"> • Full Day in Classroom 	<p>Tuesday, Complete Journal 12 and submit to E-learning</p> <ul style="list-style-type: none"> • Topics: 1) Examine classroom discussion processes in your classroom 2) Share other observations, questions & concerns <p>Lesson Plan 3 Draft 1—Should be submitted by this date or earlier for my review</p>
Classroom Day 13 Wednesday	<ul style="list-style-type: none"> • 8-2 Classroom Time • 2-3:30 Seminar in library • Presentation & Discussion—Pedagogy: Demo. and Modeling • Lesson Planning Update • Concerns 	<p>Thursday, Complete Journal 13 and submit to E-learning</p> <ul style="list-style-type: none"> • Topics: 1) Examine the use of demonstration and modeling in your classroom 2) Share other key observations, questions & concerns <p>Lesson Plan 3 Draft 2—Should be submitted by this date or earlier for my review</p> <p>Lesson Plan 4—Draft 1—Should e</p>

	<ul style="list-style-type: none"> • Next Seminar 	submitted by this date or earlier for my review
Monday, WMU Spring Break	<ul style="list-style-type: none"> • No Classroom Time 	Tuesday, No New Assignments
Wednesday, WMU Spring Break	<ul style="list-style-type: none"> • No Classroom Time • No Seminar 	Thursday, No New Assignments
Week 9 Classroom Day 14 Monday	<ul style="list-style-type: none"> • Full Day in Classroom 	Tuesday, Complete Journal 14 and submit to E-learning <ul style="list-style-type: none"> • Topics: 1) Open Journal—Examine key experiences in the classroom on Day 14. 2) Share other observations, questions and concerns.
Week/Date	<ul style="list-style-type: none"> • Class Agenda 	Upcoming Class Assignments and Due Dates
Classroom Day 15 Wednesday	<ul style="list-style-type: none"> • 8-2 Classroom Time • 2-3:30 Seminar in library • Presentation & Revisiting Curriculum Design & Lesson Planning • Concerns • Next Seminar 	Thursday, Complete Journal 15 and submit to E-learning <ul style="list-style-type: none"> • Topics: 1) Reexamine your lesson planning habits—strengths and areas for improvement 2) Share other key observations, questions & concerns <p>Lesson Plan 4 Draft 2—Should be submitted by this date or earlier for my review</p> <p>Lesson Plan 5—Draft 1—Should be submitted by this date or earlier for my review</p>
Week 10 Classroom Day 16 Monday	<ul style="list-style-type: none"> • Full Day in Classroom 	Tuesday, Complete Journal 16 and submit to E-learning <ul style="list-style-type: none"> • Topics: 1) Open Journal—Examine key experiences in the classroom on Day 16. 2) Share other observations, questions and concerns. <p>Note— Your Midterm Self-reflective Evaluation is due on</p>

Classroom Day 17 Wednesday	<ul style="list-style-type: none"> • 8-2 Classroom time • 2-3:30 Seminar in library • Concerns • Setting up observations • Classroom Organization—the physical environment • Classroom Discussion cont. • Next Seminar • 	<p>Thursday, Complete Journal 17 and submit to E-learning</p> <ul style="list-style-type: none"> • Topics: 1) Take the time to consider how you would redesign the physical configuration of the classroom you are pre-interning in if it were your classroom. What would you keep? What would you change? Why? 2) Share other observations, experiences, questions and concerns. <p>Lesson Plan 5—Draft 2—Should be submitted by this date or earlier Lesson Plan 6—Draft 1—Should be submitted by this date or earlier for my review Note: Your self-observations for Lesson Plans 1-4 should have been submitted by this date or earlier</p>
Week 11 Classroom Day 18 Monday	<ul style="list-style-type: none"> • 8-2 Classroom time • 2-3:30 Seminar in library • *Seminar Business • *Setting up observations • *Continued discussion on building classroom community 	<p>Tuesday, Complete Journal 18 and submit to E-learning.</p> <ul style="list-style-type: none"> • Topics: 1) Open Journal—Examine key experiences in the classroom on Day 18 2) Share other observations, experiences, questions and concerns.
Week/Date	Class Agenda	Upcoming Class Assignments and Due Dates
Classroom Day 19 Wednesday	Full Day in Classroom and with Parent Conferences	<p>Thursday, Complete Journal 19 and submit to E-learning.</p> <ul style="list-style-type: none"> • Topics: 1) Examine your relationships with the students in your classroom, i.e. How are they strong? How did you build those strong relationships? How do they need to improve? How could you improve those relationships? 2) Share other observations,

		<p>experiences, questions and concerns. Lesson Plan 6—Draft 2 is due by this date. Lesson Plan 7—Draft 1 is due by this date.</p>
<p>NO Classroom Monday, - Friday,</p>	<p>District Spring Break</p>	<p>Use this week to get caught up if you need to.</p>
<p>Week 12 Classroom Day 20 Monday</p>	<ul style="list-style-type: none"> • Full Day in Classroom 	<p>Tuesday, Complete Journal 20 and submit to E-learning</p> <ul style="list-style-type: none"> • Topics: 1) Explain what your definitions of punishment & reward are. 2) Are punishment and/or reward used in your classroom? If punishment and/or reward are used? What are your observations related to the kinds of punishment and/or reward and the impact they have on the children.
<p>Classroom Day 21 Wednesday</p>	<ul style="list-style-type: none"> • 8-2 Classroom time • 2-3:30 Seminar in library • Concerns • Setting up observations • Classroom Organization & Management—the relationships you build • Discussion of management 	<p>Thursday, Complete Journal 21 and submit to E-learning.</p> <ul style="list-style-type: none"> • Topics: 1) Explain what your definition of coercion is. 2) Is coercion used in your classroom? If coercion is used, what are your observations related to the kinds of coercion and the impact it has on the children. Lesson Plan 7—Draft 2 is due by this date. Lesson Plan 8—Draft 1 is due by this date.

	continued-- coercion <ul style="list-style-type: none"> • Next Seminar 	
Week/Date	<ul style="list-style-type: none"> • Class Agenda 	Upcoming Class Assignments and Due Dates
Week 13 Classroom Day 22 Monday	<ul style="list-style-type: none"> • Full Day in Classroom 	Tuesday, Complete Journal 22 and submit to E-learning. <ul style="list-style-type: none"> • Topics: 1) Open Journal—Examine key experiences in the classroom on Day 22 2) Share other observations, experiences, questions and concerns.
LAST DAY Classroom Day 23 Wed	Full Day in Classroom	Thursday, Complete Journal 23 and submit to E-learning. <ol style="list-style-type: none"> 1) Explain what your definitions of community and community building are. 2) Is community building used in your classroom? If community building is used, what are your observations related to the kinds of community building and the impact it has on the children. Lesson Plan 8—Draft 2 is due by this date.
Week 14 Mon thru Thurs	<ul style="list-style-type: none"> • Exit Interview—Scheduled individually 	Thursday, Final Self-reflective Evaluation is due.

Planning for Instruction (PFI) Evaluation Form
 (This document is completed on Tk20 as of Spring, 2017)

Elementary Pre-intern Planning for Instruction (PFI) Rubric—(Aligned with INTASC Standards)

Pre-intern Name _____ Evaluator _____

Lesson Plan # _____ Lesson Plan Title _____

Evaluation Key—Lesson Plan Element is: P= Proficient E=Emerging U=Undeveloped N= No Application

LESSON PLAN ELEMENTS	P	E	U	N
The Learner and Learning				
Standard #1 Learner Development —The pre-intern lesson plan demonstrates that they understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and that the pre-intern designs and implements developmentally appropriate and challenging learning experiences.				
1(a) Lesson plan indicated that the pre-intern would regularly assess individual & group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, & physical) and scaffolds the next level of development.				
1(b) Lesson plan includes the creation of developmentally appropriate instruction that responds to individual learners' strengths, interests, & needs and enables learners to advance in their learning.				
1(c) Lesson plan includes collaboration with others (such as families, communities, colleagues, and other professionals) to promote learner growth and development.				
Standard #1—Comments on Lesson Plan:				
Standard #2 Learning Differences —The lesson plan demonstrates that the pre-intern has understanding of individual differences, diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	P	E	U	N
2(a) Lesson plan is designed and adapted so as to deliver instruction to address each student's diverse learning strengths and needs and created opportunities for students to demonstrate their learning in different ways.				
2(b) Lesson plan makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.				
2(c) Lesson plan is designed for instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.				
2(d) In the lesson plan design, the pre-intern brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.				
2(e) Lesson plan incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.				
2(f) Lesson plan is designed to access resources, supports, and specialized assistance and services to meet particular learning differences or needs.				
Standard #2—Comments on Lesson Plan:				

Standard #3 Learning Environments —The lesson plan is structured to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	P	E	U	N
3(b) Lesson plan is designed to develop learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.				
3(c) Lesson plan is designed to promote collaboration with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.				
3(d) Lesson plan is designed to manage the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.				
3(e) Lesson plan is structured to use a variety of methods to engage learners in evaluating the learning environment and to include collaboration with learners in order to make appropriate adjustments in the plan according to learner need.				
3(f) Lesson plan is written in a way that demonstrates respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.				
3(g) When appropriate, the lesson plan promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally				
3(h) Lesson plan intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.				
Standard #3—Comments on Lesson Plan:				
Content				
Standard #4 Content Knowledge —The lesson plan design demonstrates that the pre-intern understands the central concepts, tools of inquiry, and structures of the discipline(s), and they plan to teach and create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	P	E	U	N
4(a) Lesson plan effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.				
4(b) Lesson plan is designed to engage students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.				
4(c) Lesson plan is structured to engage learners in applying methods of inquiry & standards of evidence used in the discipline.				
4(d) The lesson plan is designed to stimulate learner reflection on prior content knowledge, link new concepts to familiar concepts, and make connections to learners' experiences.				
4(e) The lesson plan illustrates that the pre-intern recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.				
4(f) The lesson plan illustrates that the pre-intern understands how to evaluate and modify instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for learners.				
4(g) When appropriate, the lesson plan includes supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.				
4(h) The lesson plan includes opportunities for students to learn, practice, and master academic language in their content.				
4(i) The lesson plan illustrates that the pre-intern understands how to access school and/or district-based resources to evaluate the learner's content knowledge in their primary language.				
Standard #4—Comments on Lesson Plan:				
Standard #5 Application of Content —The lesson plan design demonstrates that the pre-intern understands				

how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.				
5(a) Lesson plan is designed to implement a project that guides learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).				
5(b) Lesson plan is constructed to engage learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).				
5(c) Lesson plan is designed to facilitate learners' use of current tools and resources to maximize content learning in varied contexts.				
5(d) Lesson plan is constructed to engage learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.				
5(e) Lesson plan is designed to develop learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.				
5(f) Lesson plan is constructed to engage learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.				
5(g) Lesson plan is designed to facilitate learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.				
5(h) Lesson plan is designed to develop and implement supports for learner literacy development across content areas.				
Standard #5—Comments on Lesson Plan:				
Instructional Practice				
Standard #6 Assessment —The lesson plan illustrates that the pre-intern understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide both the pre-intern teacher's and learner's decision making.	<u>P</u>	<u>E</u>	<u>U</u>	<u>N</u>
6(a) Lesson plan is designed to balance the use of formative and summative assessment as appropriate to support, verify, and document learning.				
6(b) Lesson plan is designed with assessments that match learning objectives with assessment methods and minimized sources of bias that can distort assessment results.				
6(e) Lesson plan is constructed to engage learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.				
6(f) Lesson plan is designed for the pre-intern to model and structure processes that guide learners in examining their own thinking and learning as well as the performance of others.				
6(h) Lesson plan provides for the pre-intern to prepare all learners for the demands of particular assessment formats and to make appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.				
Standard #6—Comments on Lesson Plan				
\\				
Standard #7 Planning for Instruction —The lesson plan demonstrates that the pre-intern knows how to plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy.	<u>P</u>	<u>E</u>	<u>U</u>	<u>N</u>

7(a) Lesson plan is designed with learning experiences that are appropriate for meeting curriculum goals and content standards, and are relevant to learners.				
7(b) Lesson plan is designed to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.				
7(c) Lesson plan is constructed with appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.				
Standard #7—Comments on Lesson Plan:				
Standard #8 Instructional Strategies —The lesson plan illustrates that the pre-intern understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	<u>P</u>	<u>E</u>	<u>U</u>	<u>N</u>
8(a) Lesson plan includes appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.				
8(b) Lesson plan provides for the pre-intern to continuously monitor student learning, engage learners in assessing their progress, and adjust instruction in response to student learning needs.				
8(c) Lesson plan is designed for the pre-intern to collaborate with learners to design and implement relevant learning experiences, identify their strengths, and access additional resources, such as those of family and community, to develop their areas of interest.				
8(d) Lesson plan is designed for the pre-intern to vary their role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.				
8(e) Lesson plan provides for multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.				
8(f) Lesson plan is designed to engage all learners in developing higher order questioning skills and metacognitive processes.				
8(g) Lesson plan is constructed to engage learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.				
8(h) Lesson plan is designed for the pre-intern to use a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.				
8(i) Lesson plan is constructed for the pre-intern to ask questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).				
Standard #8—Comments on Lesson Plan:				
ADDITIONAL COMMENTS				

Final Pre-intern Evaluation Form
(This document is completed on Tk20 as of Spring, 2017)

College of Education and Human Development



WESTERN MICHIGAN UNIVERSITY

PREPARING REFLECTIVE PRACTITIONERS FINAL EVALUATION REPORT OF PRE-INTERN TEACHING(ED 3710/4500)

Name of Pre-intern Teacher	WIN	Date
School Name/District	Grades/Subjects Taught	
Mentor/Cooperating Teacher	WMU Instructor	

This assessment is based on the 10 standards of effective practice for teachers as adopted by the Michigan Department of Education (MI-InTASC), with the addition of a category related to communication and a separate section for professional dispositions. Under the Family Educational Rights & Privacy Act, the student has the right of inspection and review of this document.

Directions: For each of the items below, check the box for the rating of the pre-intern teacher, using the definitions below to guide your rating. Use comments or examples to describe performance and explain scale selections. Comments may address individual items or the standard as a whole.

Proficient: The pre-intern teacher has the knowledge and ability to perform this task with limited or no guidance.

Emerging: The pre-intern teacher has basic knowledge of this concept, and would need guidance to complete the task.

Undeveloped: The pre-intern teacher lacks basic knowledge of this concept and would need significant guidance to perform the task.

Unobserved: The pre-intern teacher has not had an opportunity to display proficiency in this area during the field experience.

Standard #1 — Learner Development	Proficient	Emerging	Undeveloped	Unobserved
The pre-intern teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A) Designs developmentally appropriate instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B) Implements developmentally appropriate instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Comments:</i>				

Standard #2 — Learning Differences	Proficient	Emerging	Undeveloped	Unot
The pre-intern teacher uses his/her understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to meet high standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A) Adapts instruction for individual needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B) Inquires about students as individuals with diverse personal and family backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C) Exhibits fairness in supporting all students to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Comments:				

Standard #3 — Learning Environments	Proficient	Emerging	Undeveloped	Unot
The pre-intern teacher works with others to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A) Fosters a safe and respectful environment that promotes learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B) Organizes time and resources to actively engage students in learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C) Manages classroom activity and behavior effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D) Proactively intervenes to redirect student misbehaviors whenever possible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Comments:				

Standard #4 — Content Knowledge	Proficient	Emerging	Undeveloped	Unol
The pre-intern teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) she/he teaches and creates learning experiences that make the discipline accessible and meaningful for learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A) Demonstrates knowledge of subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B) Creates meaningful learning experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C) Understands the central concepts, tools of inquiry, and structures of <i>mathematics</i> .				
D) Understands the central concepts, tools of inquiry, and structures of <i>literacy and language arts</i> .				
E) Understands the central concepts, tools of inquiry, and structures of <i>social studies</i> .				
F) Understands the central concepts, tools of inquiry, and structures of <i>science</i> .				
<i>Comments:</i>				

Standard #5 — Applications of Content	Proficient	Emerging	Undeveloped	Unol
The pre-intern teacher connects and applies the central concepts, tools of inquiry, and structures of the discipline(s) she/he teaches and creates learning experiences that make the discipline accessible and meaningful for learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A) Connects content knowledge to relevant issues in students' lives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B) Engages students in higher level thinking skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C) Connects and applies the central concepts, tools of inquiry, and structures of <i>mathematics</i> .				
D) Connects and applies the central concepts, tools of inquiry, and structures of <i>literacy and language arts</i> .				
E) Connects and applies the central concepts, tools of inquiry, and structures of <i>social studies</i> .				
F) Connects and applies the central concepts, tools of inquiry, and structures of <i>science</i> .				
<i>Comments:</i>				

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Standard #6 — Assessment	Proficient	Emerging	Undeveloped	Unot
The pre-intern teacher understands and uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, and inform ongoing planning and instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A) Integrates formal and informal assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B) Communicates timely and useful descriptive feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C) Aligns assessments with objectives and standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C) Exhibits fairness in grading practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
E) Uses a variety of formative and summative assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Comments:				

Standard #7 — Planning for Instruction	Proficient	Emerging	Undeveloped	Unot
The pre-intern teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A) Connects lesson goals with school curriculum and state standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B) Uses assessment data to inform planning for instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Comments:				

Standard #8 — Instructional Strategies	Proficient	Emerging	Undeveloped	Unot
The pre-intern teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to access and appropriately apply information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A) Varies instructional strategies to engage learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B) Uses technology appropriately to enhance instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C) Differentiates instruction to meet learner needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D) Paces lessons to allow learners to integrate their new learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Comments:</i>				

Standard #9 — Professional Learning and Ethical Practice	Proficient	Emerging	Undeveloped	Unot
The pre-intern teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A) Seeks and accepts feedback to improve teaching effectiveness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B) Uses self-reflection to improve teaching effectiveness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C) Demonstrates commitment to the profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Comments:</i>				

Standard #10 — Leadership and Collaboration	Proficient	Emerging	Undeveloped	Unot
The pre-intern teacher seeks appropriate leadership roles and collaborates with students, families, colleagues, other professionals, and community members to share responsibility for student growth and development, learning, and well-being.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A) Works effectively with school personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B) Works effectively with parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Comments:</i>				

Communication	Proficient	Emerging	Undeveloped	Unot
The pre-intern teacher uses effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A) Uses accurate and effective written communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B) Uses accurate and effective oral communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C) Uses effective non-verbal communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Comments:</i>				

Professional Dispositions	Proficient	Emerging	Undeveloped	Unot
A) Exhibits initiative and enthusiasm for teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B) Commits time and energy to the continuing process of learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C) Strives for quality and completeness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D) Is consistently prepared and organized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
E) Demonstrates punctuality and responsibility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
F) Dresses and is groomed appropriately for the setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
G) Evidences honesty and integrity in actions and decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
H) Respects and upholds ethical behavior and maintains confidentiality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

I) Willingly and appropriately adjusts schedules and routines when needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
J) Listens and respects other points of view.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments:

*Pre-Intern Teacher's Signature

Mentor Teacher's Signature

Instructor's Signature

Date

**The Pre-intern Teacher's signature is required to attest to the fact that this evaluation has been reviewed with her/him. The signature does not imply agreement or disagreement with the evaluation ratings assigned.*