Mentor Handbook: Table of Contents

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Section 1: The Cluster Site

The conceptual framework, the teacher as reflective practitioner, that underlines teacher preparation at Western Michigan University relies on the relational connections among the pre-service teacher and his/her experiences, the classroom mentors, the children, the school community, and society as a whole ~ basically, the “world” as we know it. The Cluster Site, the Intern’s host school for the final field experience of his/her undergraduate program, is the place where these relational elements are experienced and articulated as the Intern Teacher journeys from undergraduate student to classroom teacher.

Within this section, you’ll find explanatory information for all those involved in helping guide the Interns on their journey ~ for the mentors, the mentor coaches, and the university coordinators: a description of the cluster site, an explanation of the conceptual framework for teacher preparation at Western Michigan University, a list of dispositions for Professional educators, and the specific program goals of the Internship experience itself.
The Cluster Site Concept

Western Michigan University has developed partnerships with schools and school districts as part of the design of their teacher education program in the College of Education and Human Development. While site-based management of each site is encouraged, the major goal in each Cluster Site is for Interns (student teachers) to use reflective processes as they interact with Mentors (cooperating teachers) and University Coordinators (student teacher supervisors) in order to create conditions in which responsible and deliberate teacher/learning can occur for all participants.

A Cluster Site is a school serving diverse student populations in which a group of Interns – typically numbering 5 to 12 – is placed to participate full time in studying, practicing, and reflecting about teaching under the guidance of Mentor teachers. The Cluster Site provides a setting for the Intern to experience the diversity and challenges faced by the professional teacher today. Stakeholders in the school district (school board members, administrators, professional and support staffs, students, parents, and community members) are partners with the University and are encouraged to participate in their district’s collaboration with the College of Education and Human Development.

There are many benefits to the program for both the University and the Cluster Sites. Partnerships naturally open doors for collaboration among personnel in the schools and at the University and for the sharing of knowledge about research, curriculum, and practice. University and public school personnel contribute to university and district program development and implementation. Opportunities exist to develop collegial relationships with school and University personnel and to collaborate on school and teacher education restructuring. District and University personnel also have opportunities to co-teach courses, present at conferences, and write articles for professional publication.

During the course of the internship, the Mentor and Intern become a team that co-teaches in the classroom. The co-teaching process evolves over time. At the start of the internship, the Mentor takes the lead in providing the major planning design and materials, guiding the Intern to understand why that particular design and those particular materials are appropriate for the students who are in their classroom. Together they co-teach on a daily basis.

As the Intern becomes acclimated to the individual students in the classroom, the daily classroom routines and procedures, and the culture of the Cluster Site, s/he takes on more and more responsibility for designing and selecting materials for the co-teaching. This process necessitates that the Mentor and Intern plan and reflect together on a regular basis. They become a team of teachers discovering best practices for the effective learning that all students are expected to achieve.

By the end of the internship, the Intern demonstrates the ability to be the primary guide of the planning, designing, and materials selection. Throughout the process, the Intern demonstrates the progressive ability to integrate designing, communicating, monitoring, and reflecting as part of the teaching/learning process.
Dispositions for Professional Educators

Reflection

Reflection is defined as “the mental process of trying to structure or restructure an experience, a problem, or existing knowledge or insights” (Korthagen, 2001, p. 58). It is also viewed as a mental process meant to increase understanding and provide direction for improvement, whose outcomes can be influenced by both personal and contextual variables (York-Barr, Sommers, Ghere, & Montie, 2001). The reflection that takes into consideration social, ethical, and moral perspectives has the potential to affect community and produce long-lasting changes.

Reflective Practice

Reflective practice has been widely researched, starting with John Dewey in 1938, who introduced the idea of reflective thought, described as an active consideration of any belief in the light of the prior knowledge and future objectives (Dewey, as cited in Korthagen, 2001). Schon (1983, 1987) distinguished between reflection-in-action and reflection-on-action. Reflection-in-action involves experimentation and constructing of a new theory of the unique case in the present moment. Reflection-on-action takes place after the action itself and involves inquiry into the personal theories that lie at the basis of one’s actions, with the ultimate goal of changing future actions.

As an outgrowth of Schon’s research, Killion and Todnem (as cited in Reagan, Case, & Brubacher, 2000) distinguish among three types of reflection: reflection-on-action, reflection-in-action, and reflection-for action. The first type, reflection-on-action takes place after an event, while reflection-in-action refers to reflection in the midst of practice. The third type, reflection-for-action, serves to guide future action. Reagan, Case, and Brubacher (2000) provide a similar interpretation, indicating that reflective practice involves what the teacher does before entering the classroom (e.g., preparation), while in the classroom, and after leaving the classroom.

Reflective practice is “an inquiry approach to teaching that involves a personal commitment to continuous learning and improvement” (York-Barr et al., 2001, p. 3). It implies “a deliberate pause to assume an open perspective, to allow for higher-level thinking processes” (York-Barr et al., 2001, p. 6). These higher-thinking processes allow for a careful examination of personal beliefs, goals, and practices, meant to deepen understanding and lead to actions that improve student learning. The deliberate pause assumes “a purposeful slowing down of life to find time for reflection” in which a psychological space gets created to allow for an open perspective to be held (p. 6). An open perspective means living mindfully in the present moment and being open to other points of view. This open attitude fosters the emergence of new understandings and more effective responses. Reflection also involves the presence of higher-level thinking processes, such as inquiry, metacognition, analysis, integration, and synthesis. The focus of reflection usually involves an examination of personal beliefs, goals, and practices. Personal beliefs significantly influence our ways of thinking and acting. Goals indicate desired outcomes and intentions, which through the process of reflection can be easily
adjusted, creating room for more realistic ones. Practice refers to one’s repertoire of skills, dispositions, and abilities in specific areas. A desirable outcome of reflection is deeper understandings and insights, which constitutes the foundation for new forms of action. The new understanding and insights need to translate into outward behavioral changes, otherwise they will not produce differences in students’ lives.

Sparks-Langer and Colton (as cited in Reagan, Case, & Brubacher, 2000), identify three elements of reflective practice: the cognitive element (which refers to the knowledge that teachers need to have in order to make good decisions in their teaching-related activities), the critical element (concerned with the moral and ethical aspects of practice in education), and the narrative element (which stems from teachers’ accounts of their own experiences in classrooms).

Grounded in constructivist learning theory, reflective practice seeks to identify, evaluate, and change the beliefs and assumptions that guide and influence our actions (Osterman & Kottkamp, 2004). Reflective practice places a main focus on learning, by actively involving the learner and learner’s experiences in the construction of knowledge, providing opportunities for exploration and articulation of own ideas, personal beliefs, knowledge, and experience (thus its emphasis on experiential learning), ongoing analysis of personal theory-in-use, and designing activities that are collaborative in nature. Reflective practice was also conceptualized as both a professional development strategy and problem-solving strategy (Osterman et al., 2004). As problem-solving strategy, reflective practice involves individuals working together to critically examine their own practice to resolve critical issues. The power of reflective practice is greater when observations, assumptions, and interpretations are shared openly in a collegial setting.

Korthagen (2001) conceptualizes reflective practice as a professional development strategy and makes a clear distinction between action, learning, and reflection, indicating that learning improves the quality of the action, and action exposes systems’ failure, thus creating learning needs. This process is also known as the spiral of professional development, which represents the process of action, learning from that action, and improving on the action which will further reveal new areas of learning needs.

The Reflective Educator/Practitioner

A reflective educator is one who is committed to improvement in practice; assumes responsibility for his/her own learning; demonstrates awareness of self, others, and the surrounding context; develops the thinking skills for effective inquiry; and takes actions that align with new understandings (York-Barr et. al., 2001). Reflection can be developed at four levels: individual, partner, small group or team, and school wide. The reflective practice spiral starts at the individual level (as one develops his/her individual reflection capacities), which can influence the reflection that occurs with partners and in small groups of which the individual is a member. As group reflection develops and expands, it has the potential to spread throughout the school (York-Barr et. al., 2001).

Korthagen and Wubbels (2001) identify the following characteristics and attributes of reflective teachers:

1. Reflective teachers are capable of consciously structuring situations and problems, and consider it important to do so.
2. Reflective teachers use standard questions when structuring experiences.
3. Reflective teachers can easily answer the question of what they want to learn
4. Reflective teachers can adequately describe and analyze their own functioning in the interpersonal relationships with others.

The capacity of being reflective also appears to correlate with specific personal attributes. Korthagen et al. (2001) describe these correlates:

1. Reflective teachers have better interpersonal relationships with students than with other teachers.
2. Reflective teachers develop a high degree of job satisfaction.
3. Reflective teachers also consider it important for their students to learn by investigating and structuring things themselves.
4. Reflective student teachers have, earlier in their lives, been encouraged to structure their experiences, problems, and so on.
5. Reflective teachers have strong feelings of personal security and self-efficacy as teachers.
6. Student teachers with teaching experience who have a high degree of self-efficacy focus in their reflections about their teaching on the students. When they have a low sense of self-esteem they focus on the self.
7. Reflective teachers appear to talk or write relatively easily about their experiences.

DeMulder and Rigsby (2003) researched the transformative effects of a professional development program focused on reflective practice on K-12 teachers. The following characteristics were attributed to participation in this program:

1. Ability to see children and classrooms through new lenses and perspectives.
2. Newfound professional voice, judgment, and power
3. Greater knowledge of and sense of self.
4. Improved writing style and ability to communicate.
5. Improved teaching practices and changed educational philosophy:
   a. Teaching/helping students to consider moral issues, to be open to new ideas and different views, to collaborate with others, and to connect material to their own lives
   b. Becoming a moral professional (more caring, trusting, willing to take risks, and gain courage)
   c. Stronger relationships with students (more attuned, more aware of learning styles)
   d. Giving students choices
   e. Developing interest in theory and research
   f. Developing reflective practice
   g. Modeling lifelong learning
   h. Listening to others
   i. Building community
   j. Behaving as a learner (admitting and learning from mistakes)
   k. Increased teaching effectiveness
l. Renewed enthusiasm and determination
m. Increased interaction with parents
n. Measure success by students’ learning
o. Improving student’s learning
p. Focusing on continuous improvement
q. Improved thinking and organizational skills
6. Improved professional and personal relationships
r. appreciation/understanding of other teachers’ investments
s. strengthen ties with colleagues
t. mentor other teachers
u. inspire younger colleagues
v. willingness to seek help
7. Role model and advocate for others

Reflective Strategies

The reflective practitioner engages in a variety of activities with narrative character, meant to provide a richer understanding of the experience and facilitate further learning and inquiry. Some of the narratives may be developed orally or in writing and may be structured or unstructured. Of these narratives, the most widely used are journals, critical incidents, portfolios, the left-hand column (as a means of uncovering assumptions), questioning, and personal inventories (Osterman et al., 2004). Besides these self-evaluative strategies, reflective practitioners involve in assessment of student learning, through the use of tests, observations, rubrics, project-based activities, oral presentations, and student portfolios. In addition, reflective practitioner also takes into consideration the organizational conditions that support learning, through a careful assessment of the resources, and the district/school/classroom’s culture climate and policies (Osterman et al., 2004).

Connections between the WMU model of reflective practice and state of Michigan standards

The idea of reflective practice is congruent with and fits well within the expectations of the state for Michigan educators. More specifically, the involvement in reflective practices is conducive to achievement of the expectations stated in the standards for Michigan educators.

Reflective practitioners seek to continuously meet the state requirements for their profession; however, some of the state requirements and expectations for Michigan educators are deeply ingrained in the personal practice and philosophy of the reflective educator.
References


Preparing the Reflective Practitioner at Western Michigan University

Western Michigan University’s teacher education programs strive to prepare practitioners who demonstrate a deep understanding of, commitment to, and skill in reflective practice in schools. Such practice is predicated on a commitment to respect and affirm diversity, promote success for all students in schools, and respond to the multifaceted issues facing children and communities in a global context.

The Reflective Practitioner model for WMU’s teacher education programs demonstrates several overlapping concerns for teachers: Learner, Context, and Content. Each of these areas of concern for teachers may be examined independently, but the reflective practitioner seeks the intersection of the three when planning and implementing instruction. Reflective practitioners build their understandings upon a foundation of interactive experiences with students, with the relevant literature, with action research, with community service, and with classes and seminars.

Reflective practitioners are, themselves, learners. They acknowledge their own continual learning and seek to model lifelong learning for their students. Intern Teachers are asked to explore their own learning styles and behaviors and to critically examine how their experiences may affect their future teaching. Intern Teachers participate in thoughtful discussions about diverse learners and their needs. Informed by developmental theories and supported by guided clinical experiences, they work to construct understandings about learners and the processes of learning.

Intern Teachers study the complexity of learning and the role of motivation, metacognition, and individual differences in professional education courses, and the theory is then reflected on in the context of the clinical field experience. Content knowledge, too, seen as both fluid and multidimensional, is an essential component of WMU’s teacher education programs. Pre-service teachers engage in inquiry about the structures and principles that organize academic disciplines through coursework in those disciplines and through WMU’s general education program. Experiences and courses in professional education further the inquiry about content as students seek approaches to transforming content knowledge for diverse learners. Once in the field, pre-service teachers are encouraged to demonstrate their pedagogical content knowledge, which involves the ability to communicate, represent, and structure inquiry.

Context, too, is vital to the reflective practitioner. Field experiences allow pre-service teachers to develop understandings about the variety of contexts in which learning occurs. Coursework and seminars challenge candidates to examine historical, economic, cultural, social, and ideological influences on education and schooling. Candidates are encouraged to question current practices while understanding the conditions under which those practices were developed. The disposition to inquire is supported through writing assignments, seminar discussions, and classroom experiences.

Finally, field experiences and professional education coursework engage candidates in examinations of the climate of accountability and its impact on curriculum, professional development, student motivation, and assessment. PK-12 practitioners assist faculty and pre-service teachers in understanding the contextual influences that guide, encourage, and even restrict teacher decision-making. Candidates explore the interaction between standards-based curricula and constructivist teaching and learning.
Ultimately, then, the combination of course work, advocacy, and field experiences coalesce to form the guiding principles upon which the reflective practitioner relies: C.L.A.S.S.

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<th><strong>Principles:</strong></th>
<th><strong>Actions:</strong></th>
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<tr>
<td>Child/Student Advocacy</td>
<td>Teachers serve as advocates for all children</td>
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<td>Literacy</td>
<td>Teachers develop and promote abilities and skills necessary for effective perceiving, reflecting, and communicating.</td>
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<tr>
<td>Activism</td>
<td>Teachers actively engage in social and political changes that improve their schools, their profession, and their society.</td>
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<td><strong>Self-Development</strong></td>
<td>Teachers model learning as a life-long practice.</td>
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<td>Socially-Grounded Learning</td>
<td>Teachers support cooperative, diverse classroom communities to ensure that student learning occurs naturally in formal and informal social contexts.</td>
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**Dispositions for Professional Educators**

*“Enabling Dispositions”*

These must be demonstrated prior to beginning the internship. Students will be evaluated during classes and field experiences. If any instructor has a concern about a student’s understanding or demonstration of any of these dispositions, the student will be referred to a Professional Standards Committee at the department or college level.

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<th><strong>PERSONAL QUALITIES</strong></th>
<th><strong>PROFESSIONAL QUALITIES</strong></th>
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<td>• Consistent Punctuality</td>
<td>• Commitment to professional growth</td>
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<tr>
<td>• Consistent Dependability</td>
<td>• Willingness to work in partnership</td>
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<td>• Honesty with colleagues</td>
<td>• Demonstrated commitment to diversity</td>
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<td>• Fairness</td>
<td>• Values intellectual inquiry</td>
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<td>• Tolerance of diverse views</td>
<td>• Demonstrated social and moral responsibility</td>
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<td>• Professional Appearance</td>
<td>• Demonstrated self-reflection</td>
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<td>• Professional judgment</td>
<td>• Demonstrated genuine caring for other people</td>
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<td>• Personal initiative</td>
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<td>• High Expectations for professional performance</td>
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“Professional Dispositions”
These dispositions must be demonstrated during the internship experience and will be evaluated by the mentor teacher and by the teacher education candidate.

Understands the central concepts, tools of inquiry, & structures of the discipline(s).
1. The Candidate demonstrates recognition that subject matter knowledge is not a fixed body of facts but is complex and ever evolving. S/he keeps abreast of new ideas and understandings in the field.
2. The Candidate demonstrates appreciation of multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower.
3. The Candidate demonstrates enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life.
4. The Candidate demonstrated commitment to continuous learning and engages in professional discourse about subject matter knowledge and student’s learning of the discipline.

Understands how children learn and develop.
5. The Candidate demonstrates appreciation of individual variation within each area of development, shows respect for the diverse talents of all learners, and demonstrates commitment to help them develop self-confidence and competence.
6. The Candidate demonstrates a disposition to use students’ strengths as a basis for growth, and their errors as an opportunity for learning.

Understands how students differ in their approaches to learning.
7. The Candidate demonstrates a belief that all students can learn at high levels and persists in helping all students achieve success.
8. The Candidate demonstrates an appreciation and value of human diversity, shows respect for students’ varied talents and perspectives, and demonstrates commitment to the pursuit of “individually configured excellence.”
9. The Candidate demonstrates respect for students as individuals with differing personal and family backgrounds and various skills, talents, and interests.
10. The Candidate demonstrates sensitivity to community and cultural norms.
11. The Candidate makes students feel valued for potential as people, and helps them learn to value each other.

Understands and uses a variety of instructional strategies.
12. The Candidate demonstrates that s/he values the development of students’ critical thinking, independent problem solving, and performance capabilities.
13. The Candidate demonstrates that s/he values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.

Understands individual and group motivation and behavior.
14. The Candidate takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as a whole.

15. The Candidate demonstrates an understanding of how participation supports commitment, and demonstrates commitment to the expression and use of democratic values in the classroom.

16. The Candidate demonstrates that s/he values the role of students in promoting each other’s learning and recognizes the importance of peer relationships in establishing a climate of learning.

17. The Candidate demonstrates recognition of the value of intrinsic motivation to students’ lifelong growth and learning.

18. The Candidate demonstrates commitment to the continuous development of individual students’ abilities and shows consideration of how different motivational strategies are likely to encourage this development for each student.

Uses knowledge of effective verbal, nonverbal, and media communication techniques.


20. The Candidate demonstrates that s/he values many ways in which people seek to communicate and encourages many modes of communication in the classroom.

21. The Candidate is a thoughtful and responsive listener.

22. The Candidate demonstrates an appreciation of the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all students in the class.

Plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

23. The Candidate demonstrates that s/he values both long term and short term planning.

24. The Candidate demonstrates a belief that plans must always be open to adjustment and revision based on student needs and changing circumstances.

25. The Candidate demonstrates that s/he values planning as a collegial activity.

Understands and uses formal and informal assessment strategies.

26. The Candidate demonstrates that s/he values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.

27. The Candidate demonstrates a commitment to using assessment to identify student strengths and promote student growth rather than to deny students access to learning opportunities.

Is a reflective practitioner.
28. The Candidate demonstrates that s/he values critical thinking and self-directed learning as habits of mind.

29. The Candidate demonstrates a commitment to reflection, assessment, and learning as an ongoing process.

30. The Candidate demonstrates a willingness to give and receive help.

31. The Candidate demonstrates a commitment to seek out, develop, and continually refine practices that address the individual needs of students.

32. The Candidate demonstrates recognition of his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.

**Fosters relationships with school colleagues, parents, and agencies.**

33. The Candidate demonstrates that s/he values and appreciates the importance of all aspects of a student’s experience.

34. The Candidate demonstrates concern about all aspects of a student’s well being (cognitive, emotional, social, and physical), and is alert to signs of difficulties.

35. The Candidate demonstrates willingness to consult with other adults regarding the education and well being of his/her students.

36. The Candidate demonstrates respect for the privacy of students and confidentiality of information.

37. The Candidate demonstrates willingness to work with other professionals to improve the overall learning environment for students.
Section 2: In Partnership With Your Intern

The information in this section is uniquely geared to Mentor teachers and their relationships with their interns. It provides definitions and role descriptions/responsibilities; a conversation on effective mentoring and the process for inducting Intern Teachers ~ along with a checklist for doing so!; strategies for Mentors, such as modeling, planning, observing, reflecting, and listening; and many supporting materials to make the journey easier for you both. The section ends with “Some Practical Strategies for Struggling Interns.”
MENTOR TEACHER

Definition and Description

A Mentor Teacher is an experienced teacher who guides the practice of an individual Intern Teacher, or an Intern pair, and who participates regularly in studying and reflecting about his/her role with other mentor teachers and a University cluster coordinator. Highly effective and influential mentor teachers are

1) Respected by students, parents, and professional colleagues;
2) Participants in local, regional, state and/or national professional organizations and/or community service groups;
3) Lifelong learners;
4) Knowledgeable about subject matter, developmental learning, and instructional strategies with a repertoire of skills for applying their knowledge in classroom teaching;
5) Experienced in working positively with adults;
6) Sensitive to the viewpoints and the diversity in thinking of other colleagues;
7) Active, open, and critical listeners;
8) Competent communicators;
9) Competent in using appropriate social and public relations skills; and
10) Accessible and approachable for team work, planning, and problem-solving.

This profile does not suggest that mentor teachers possess every characteristic listed. Instead this profile suggests characteristics that mentor teachers are beginning to model and work toward developing. Mentor teachers should have a minimum of three years of successful teaching experience.

Responsibilities of the Mentor Teacher

Being a Mentor Teacher involves work beyond the demands of being a classroom teacher. However, we assume that the mentor teacher will benefit from having another prepared adult in the classroom with whom s/he will co-teach. We also assume that the mentor teacher will involve other professional staff in the building to help provide support and information for the intern. The role of a mentor teacher includes the following:

1) Co-teaching on a daily basis
2) Assisting Intern teachers in continuing to build a philosophical and pedagogical foundation;
3) Guiding Intern teachers to apply newer conceptions of learning;
4) Creating a supportive environment in which to practice instructional strategies without fear of failing;
5) Modeling and involving Intern teachers in the practice of reflective self-assessment;
6) Facilitating the independence of Intern teachers in planning, teaching, and self-evaluation;
7) Involving Intern teachers in collaborative team efforts;
8) Observing Interns on a regular basis and providing them feedback regarding their teaching;
9) Assessing and evaluating the growth and progress of Intern teachers; and

10) Collaborating with the cluster coordinator and Mentor Coach by attending and participating in weekly Mentor Seminars.

The Intern Teacher

An Intern Teacher is a University student who is assigned full time for one semester to a school and who is preparing to be a teacher by studying and practicing under the guidance of a Mentor teacher. Being an Intern teacher is a very demanding personal, professional, intellectual, and emotional experience. Students come to the situation with varied stages of readiness for meeting expectations of the program and will different talents and degrees of prior knowledge and experiences. Some know intuitively what to do and some will require more guidance. Listed below are suggested areas where Intern teachers my need assistance:

1) Exhibiting basic acts of professionalism regarding confidentiality and procedures for following proper channels in communications and problem-solving;

2) Applying instructional strategies in the classroom;

3) Using technological equipment and instructional materials;

4) Asking questions or seeking assistance from the Mentor Teacher or other personnel;

5) Communicating concerns about their abilities and potential to carry out expectations;

6) Reflecting about practice and requesting feedback from the Mentor teacher;

7) Dealing with feeling overwhelmed;

8) Pacing themselves;

9) Setting realistic goals and expectations for themselves; and

10) Moving through phases of developmental growth.
EFFECTIVE MENTORING AND THE PROCESS FOR INDUCTING INTERN TEACHERS

The reflective and effective mentor takes a constructivist perspective and sees mentoring as a complex interaction among the new teacher's past experiences, personal purposes, and subject matter requirements. New teachers should be active participants rather than passive recipients during the learning process. In metaphoric terms, interns are not just vessels into which the mentor pours knowledge. Instead, new teachers are builders of knowledge about teaching/learning who actively construct the meaning of their teaching on the foundation of both their past experiences and their personal purposes.

In the past, student teachers were expected to grow and learn by gradually increasing their procedural and teaching responsibilities across time. However, increased knowledge about teaching/learning and the recognition that teaching is a complex and integrative process has led educators to begin thinking about learning to teach in a less linear fashion. Accordingly, mentor teachers and intern teachers are encouraged to utilize the following interactive cycle of teaching practice in making decisions about the progression of responsibilities for intern experiences.

CYCLE OF TEACHING PRACTICES

As in the oriental concept of the Yin and Yang, the dimensions of the Cycle of Teaching Practices are intertwined and interactive. Each is a necessary part of the others. No one dimension stands alone.

The main goals of intern teachers' experiences are to raise conceptual understanding about teaching and learning and to expand abilities for instructing students. A program which intersperses observations throughout the entire field experience with opportunities to reflect on those observations in dialogue with other interns, mentors, University coordinators, and other educational professionals enhances the overall experience. While a primary focus should be to tailor the experiences specific to the needs of the intern teacher, there are some general phases outlined below that should be implemented. It is important to strike a balance with the type and duration of the activities assigned to the intern teachers. It is crucial that the mentor teacher assess the complexity of the activities and schedule them according to the readiness of the intern teacher.

GRADUAL INDUCTION: Being an intern teacher is a very demanding personal and emotional experience. It is challenging for students who come to the situation with varied stages of readiness for meeting expectations of the school staff, students, and college support personnel. Therefore, it is recommended that the mentor teacher guide the intern teacher through a gradual series of experiences building on demonstrated abilities and readiness for implementing the Cycle of Teaching Practices.
These responsibilities may be introduced separately. Eventually, the intern teacher should effectively demonstrate them simultaneously:

**Designing:** Preparing for how students will be organized to accomplish outcomes and what rules and procedures will govern movement, interaction, and access to subject-area resources and materials.

**Communicating:** Informing students about the way communication will occur and reinforcing the message through modeling, explanations, practice, and feedback.

**Monitoring:** Surveying events and student interactions to make sure the learning processes are working and changing, as they are jointly negotiated and constructed by students and teacher to better achieve the outcomes.

**Reflecting:** Analyzing teaching practices using critical problem-solving strategies for making deliberate decisions about future teaching.

Guiding the intern through these experiences should be carried out with a supportive and encouraging, yet nudging, approach to facilitating the intern teacher's practice.

**SUSTAINED TEACHING:** During the course of the internship, the mentor teacher and intern teacher become a team that co-teaches in the classroom. The co-teaching process evolves over time.

At the start of the internship, the mentor teacher takes the lead in providing the major planning design and materials, guiding the intern teacher to understand why that particular design and those particular materials are appropriate for the particular students who are in their classroom. Together they co-teach on a daily basis.

As the intern teacher becomes acclimated to the individual students in the classroom, the daily classroom routines and procedures, and the culture of the cluster site, s/he takes on more and more responsibility for designing and selecting materials for the co-teaching. This process necessitates that the mentor teacher and intern teacher plan and reflect together on a regular basis. They become a team of teachers discovering best practices for the effective learning that all students are expected to achieve.

By the end of the internship, the intern teacher should demonstrate the ability to be primary guide of the planning design and materials selection. Throughout the process, the intern teacher should demonstrate the progressive ability to integrate designing, communicating, monitoring, and reflecting as part of co-teaching.

During the last week, or week and a half, of the internship, the mentor teacher should gradually reestablish the co-teaching lead in anticipation of the intern teacher’s departure.

**WIDE OBSERVATION:** Following some successful acclimation to the classroom and experiences with the Cycle of Teaching Practices, intern teachers should observe other professionals in the school and participate in a variety of professional experiences throughout the school system and in the community. These opportunities might include district/building school improvement and curriculum development, study committee meetings, school board meetings, team planning and collegial collaboration sessions. When possible, an invitation to attend state and regional conferences and professional-development events is welcome.

**JOB SEARCH:** The mentor teacher can be an important guide to the intern teacher in her/his job search process. Intern teachers complete compilation and organization of their career portfolios as part of their internship. The mentor teacher might encourage the building principal to give the intern teacher a mock interview for practice. Intern teachers participate during one of their seminar meetings in learning about
the search process, resume writing, and interview techniques directed by the WMU College of Education and Human Development’s Career and Student Employment Services representative. The mentor teacher can be a helpful advocate of best professional practice as the job search process progresses.

RESPONSIBILITIES FOR INDUCTING INTERN TEACHERS: A CHECKLIST

Interns enter their field experience with various levels of readiness for the demanding world of teaching. Mentor teachers will need to assess the readiness of the interns and gradually guide them through a full and rich experience. These opportunities must be planned, organized, and facilitated by the mentor teachers. Some of these opportunities should be initiated at various points in the semester experience. Recommendations for facilitation include the following:

At the beginning . . .

- Provide time for the intern. Plan a schedule for regular dialogue and questions.
- Discuss the goals and outcomes of the Intern Program.
- Give the intern teacher a tour of the building and make introductions to all staff and other persons working in the building.
- Introduce the intern teacher to the students in the classroom.
- Prepare the students and parents with information about intern teachers and the roles to be carried out in the classroom. Intern Teachers may write a Letter of Introduction to parents to facilitate this.
- Allow the intern teacher to carry out tasks immediately that are found in the Cycle of Teaching Practices and involve her/him in actual teaching experiences in areas where s/he is confident.
- Review the annual instructional and curriculum plan.
- Explain health and safety procedures, such as fire and tornado drills, administration of medicines, treatment of injuries, etc.
- Provide the intern teacher with copies of staff and student handbooks, contracts, and building and district rules, regulations, and policies.
- Provide the intern teacher with a lesson plan book and explain its use. Allow her/him practice in using the school's system for documenting.
- Schedule observation opportunities and participation experiences in settings other than the assigned classroom.
- Provide regular oral and written feedback to the Intern Teacher.
- Provide copies of teacher's and students' textbooks and other instructional materials to use during the intern experience.

1 See “Sample Schedule For Intern Teacher 16-Week Internship Experience”
Create work space in the classroom especially designated for the intern teacher.

Explain the student cumulative record (CA 60) and allow the intern teacher opportunities to review the files of students.

Give the intern teacher copies of report cards and other forms used to document student performance. Describe the ways that they may contribute to the student-assessment process.

Expect the intern teacher’s full participation in all faculty meetings and other appropriate activities or events and inform her/him of times/locations.

Invite the intern teacher to participate in social events in the school and district when appropriate.

As the semester proceeds . . .

Collaborate with the intern teacher to set the focus for observations and dialogue about her/his teaching practices.

Gradually guide the intern teacher to be more and more responsible for designing the teaching/learning process and engaging students in learning.

Provide frequent and ongoing feedback and guidance in developing self-analysis skills through reflection. Encourage and support the use of a variety of media support materials. The intern teacher will be developing a portfolio and might need to video tape lessons, also.

Share suggestions and ideas and encourage creative thinking to support the development of instructional practices.

Continue to model and guide the planning process, using team planning as the focus.

Whenever appropriate, suggest ways to organize and manage all of the instructional material and information items being collected and used.

Direct and assist the intern teacher to collect and save documentation of teaching events to be displayed in the career portfolio (i.e., photographs; slides; personal notes from students, parents, mentor, and principal).

Describe in detail the parent/teacher/student conference procedure and explain to the intern teacher the expected role they should perform. Consider allowing the intern teacher opportunities to take lead roles in one or two conferences (given student and parent consent).

Provide information on the special education program, referral, evaluation, and IEPC processes. Set up an opportunity for the intern teacher to observe an IEPC meeting (if possible).

Assure opportunities for practice by the intern teacher of the integration of the Cycle of Teaching Practices as part of the co-teaching process.

Review with the Intern Teacher mid-term Self-Reflective and Mentor Progress Reports. Working with the University Coordinator, guide the Intern Teacher through the development and execution

See “Mentor’s Weekly Progress Report of Intern” at the end of this section as possible means of facilitating this.
of a Plan for Improvement if necessary. (See Guidelines for Plan for Improvement and examples in Section 3.)

Near the ending . . .

- Provide opportunities for the intern teacher to acquire information and/or experiences that will help in seeking a teaching position. (Suggestions for the refinement of the career portfolio and practice interviewing would be valuable.)

- Gradually disengage the intern teacher from the lead responsibility in the classroom to allow more time for her/him to participate in other activities. This brings the mentor teacher back into the classroom and prepares for a smooth transition when the intern teacher leaves the classroom.

- Invite the intern teacher to return for visits to the school and classroom following the internship. This will provide an opportunity for her/him to see the broad-range progress that occurs over a longer period.

- Share Final Evaluation Report with Intern Teacher.
STRATEGIES FOR MENTOR TEACHERS

MODELING

Perhaps the most memorable contribution the mentor teacher can make for an intern teacher is modeling and verbally expressing reasons for modeled actions. Mentor teachers are on stage at all times. They represent a series of images of professional behavior that intern teachers examine at close range. Often this examination happens without the awareness of either the mentor or the intern teacher--it is done unconsciously. The intern teacher should be continuously studying the mentor teacher in action. When in the classroom, the intern teacher should be observing or teaching with the mentor teacher. Material preparation, lesson planning, checking papers, and journal writing are to be done outside of instructional time. The intern teacher forms impressions about the mentor teacher as a professional role model that can be emulated later. At some level, all of the behaviors of the mentor teacher are observed:

- In the classroom--their movements, their directions, their syntax, and their questions and their responses to the students;
- On the school grounds, in the hallways, lunchroom--the ways they monitor, their techniques to resolve disputes, their negotiations in developing relationships;
- Professional behavior--their attitudes, degrees of participation, leadership, interaction with others in the school; and
- Collegial relationships--communication strategies used with co-workers and in teamwork on school-related activities.

PLANNING

The intern teacher usually has concerns about the ability to handle the content of a lesson. Of even greater concern is whether the students' interest can be maintained and a rapport developed. The mentor teacher can assist in lowering the level of concern for the intern by assisting in developing a quality lesson plan with suggestions for flexibility and adjustment.

SUGGESTED LESSON PLAN FORMAT

The lesson plan should be comprehensive enough to allow the mentor teacher to evaluate it and for the intern teacher to use it with a degree of confidence. As of Fall, 2006, all College of Education and Human Development elementary education pre-interns will be required to use the ITIP form found in the back of this section. (Clarification and supporting materials can be found in Section 3.) Because of this requirement, The Office of Field Placement strongly suggests the adoption of this format at all cluster sites. Regardless of format, however, all lesson plans ought to have at least the following components:

**Purpose, objective, and outcome:** These should be stated clearly. The students should be made aware of these and how they link and integrate with past and future lessons.

**Materials:** Texts, materials, and resources should be identified and available for use.
**Instructional strategies and procedures:** These are determined by student needs, interests, and learning styles. The intern teacher should be encouraged to include a variety of strategies in the lessons and apply "best practices" for student achievement.

**Assessment and evaluation:** A variety of assessment strategies should be identified that closely match the expected outcomes for the students.

**Reflection:** The intern teacher should plan to reflect on the lesson and students' performances in order to think about adjustments in planning for future lessons.

The planning process should be a shared activity by the mentor teacher and the intern teacher. The mentor teacher should critically examine the plans with the intern teacher, raising questions and guiding the intern teacher as appropriate. The goal is to guide the intern teacher toward becoming thoughtful, reflective, and analytical when planning for teaching.

This attention to detailed lesson planning is important to the beginning intern teacher. It is imperative that the intern teacher see strategies modeled for planning that fit the real world of teaching with several preparations and many students to consider individually.

Quality planning is a major element to successful teaching and learning. Planning must include not only what the intern teacher intends to do with the students, but also should emphasize how actively to involve students in the process. In addition, the plans should include expected outcomes for students, as well as how those outcomes will be evaluated.

**SUGGESTIONS TO FACILITATE THE PLANNING PROCESS**

**Provide support materials to build the intern teacher's confidence:** The intern teacher should have an early opportunity to review and read texts, curriculum guides, units, and lessons that are part of the school district's program.

**Help the intern teacher construct a working knowledge of the students:** The intern teacher should review records, determine interests and needs of the students, and determine content knowledge of students in order to make decisions about lesson planning.

**Help the intern teacher integrate the content and her/his knowledge about students:** The intern teacher should practice developing a planning process that includes appropriate content, suitable activities, and assessment procedures.

**THE OBSERVATION CYCLE**

**PRE-PLANNING**

The mentor teacher and the intern teacher should discuss what they will teach (content areas and specific learning activities) considering long-range and short-term goals and student outcomes. The mentor teacher can help the intern teacher choose topics that relate to the school district's curriculum plan. Lessons taught should coincide with the long-range plan and must always include a detailed, approved lesson plan. An intern teacher is not allowed to teach without a pre-planned and reviewed lesson plan.
PRE-CONFERENCING

- Review the plans and have the intern teacher identify the focus of the observation.

- Are there clear and appropriate personal (intern teacher) objectives and knowledge based on student needs?

- Have the most appropriate teaching strategies been chosen?

- Are there clearly defined procedures (e.g., motivation, clear directions, questions, materials, roles of participants, closure, cleanup, and assessment)?

- Does the intern teacher have the needed resources and materials?
OBSERVATION SUGGESTIONS

In order for intern teachers to profit from this experience, early observation by the mentor teacher is important to help them achieve the intern teaching outcomes. Suggested foci for observations (in addition to attainment of the objectives for the lesson and meeting the Western Michigan University intern teaching outcomes) might include the following:

- Oral language
- Body language
- Circulation of the intern teacher in the classroom and visual survey of the entire environment
- Proximity and interaction with students
- Voice quality and intonation
- Timing-pacing
- Appropriate arrangement of students
- Transitions
- Appropriate techniques for student engagement
- Appropriate questioning strategies
- Use of wait time
- Active involvement of all students (overt or covert)

POST-CONFERENCING

Sharing perceptions about the lesson is essential to the intern teacher's growth. Encouraging the intern teacher to reflect and self assess is essential:

- "How did it connect with yesterday's lesson?"
- "What worked?"
- "What did not work?"
- "Why?"
- "What comes next?"

All intern teachers need to have their strengths and successes recognized before constructive criticism is effective. It is expected that the intern teacher will sometimes provide written analyses of lessons taught as an assignment in the journal. The mentor teacher should take time to practice reflective thinking about the lesson with the intern teacher. This will help the intern teacher develop the habit of reflective and self-analysis behaviors.
REFLECTION

One way of viewing reflection is as a process for analyzing teaching practices using critical problem-solving strategies for making deliberate decisions about future teaching.

REFLECTIVE DIALOGUE

The mentor teacher and intern teacher will confer frequently throughout the time the intern teacher is involved in the internship. The quality of these interactions will be dependent upon the communication skills applied by the mentor and ultimately the intern teacher. The mentor teacher can best serve the intern teacher for life-long benefit if the impromptu and formal conferences are substantive and directly deal with central matters of teaching, not peripheral matters or generalizations that are subjective in nature. The main objective is to give the intern teacher the tools for becoming a critical analyst of teaching by using thinking-aloud reasoning strategies, for example, while developing improved instructional strategies.

Productive reflective sessions have these essential elements:

- The mentor teacher and the intern teacher have prepared the necessary materials and environment for the dialogue. Time, place, and subject matter are important.
- The dialogue should begin on a positive note. It can deal with sensitive issues in a caring and nurturing atmosphere.
- The mentor teacher will need to model and display effective human-relations skills and should recognize the intern teacher's feelings and provide support to allow the intern teacher to grow from the experience.
- The dialogue should focus on one or two elements. (Too many issues can be frustrating for the intern teacher and confound the potential for positive change.)
- Closure to the reflective dialogue conference should focus on the future and a plan of action.

A guiding principle for the mentor teacher is to avoid doing all of the talking. The mentor teacher should encourage a mutual interchange of thoughts and points to be explored. The mentor teacher should engage in listening strategies as well, to allow for diagnosis of the intern teacher's development.

ELEMENTS OF REFLECTIVE THINKING

Cognition: The cognitive element of reflection is centered on the way teachers apply knowledge areas, such as those listed below, in the planning and decision-making process:

- Knowledge of content or subject;
- Methods and connection to theory;
- Existing curriculum;
- Learner styles;
- Instructional contexts; and
- Educational purpose, outcomes, and strategies.
Critical Thinking: The critical-thinking element defines how teachers describe, analyze, and make inferences about the learning environment and how that affects their principles and premises for translating theory into practice. Critical thinking might include

- spotting an educational problem;
- reacting to that situation by comparing and contrasting it to prior knowledge and experience;
- exploring the possible implications and consequences of potential solutions to the problem; and
- studying the planned and unplanned outcomes and assessing the results, both positive and negative.

Narrative Inquiry: The narrative-inquiry element of reflection includes an in-depth study of the interpretation and inference of the meanings given to the educational experience. The participants attempt to gain more insight into the experience through construction and reconstruction of the narration and its connection to the central purpose.

Questions that Prompt Reflection (Canning, 1991)

The mentor teacher can stimulate reflective thinking by using questions such as the ones below:

- Can you tell me more about that?
- What do you think causes that to happen?
- What examples can you think of that support that idea?
- Does this situation remind you of anything else?
- What would it look like if it happened another way?
- Do you see a connection between this situation and others from your experience?
- Can you describe another way to approach that?
- What would you like to have happen?
- How could you facilitate that?

Affirmations That Support Reflection (Canning, 1991)

The reflective process requires that the mentor teacher model and exhibit interpersonal skills and convey a sincere care for the intern teacher’s feelings while nurturing her/his self-assessment and growth.

Affirmations that could be used by the mentor teacher in the reflective dialogue process include those listed below:

- You will find a way that works for you when you are ready.
You can change that if you choose to do so.

You will grow and develop at your own pace.

You have knowledge of what it is that you need and will take charge of asking for help.

You are capable of exploring and experimenting. I am here to assist and support you in your efforts.

You have the ability to learn from your discovery of what doesn’t work.

It’s appropriate to feel those feelings. That I a sign that you are sensitive to your needs.

Your needs and reflections are important.

I like talking with you about this. It’s my favorite topic of interest. It helps me to talk about this. I can learn from this dialogue as much as you can.

EFFECTIVE LISTENING SKILLS

Modeling and utilizing effective listening skills may be the most important and critical element in the reflective dialogue process. In Frank W. Freshour's (1987) article on "Listening Effectively," the hallmarks of good listeners are listed and defined. According to Freshour, good listeners look for and recognize the speaker's central purposes if:

- the speaker creates an atmosphere for a trusting and friendly relationship;

- the listener listens in a non-judgmental way that allows the speaker an opportunity to explain his/her feelings;

- the speaker shares information such as news and facts about a specific situation—the listener must collect information from the message and be ready to analyze, evaluate, and react to it;

- the speaker wins over the listener to a position—the listener must attend, analyze, and evaluate as the speaker presents; and

- the speaker and listener create an arena for relaxing and non-critical responses to what the speaker has to present.

**Good listeners** establish their own objectives in order to keep up with the dialogue. One effective objective is to take responsibility for half of the communications, since it is common knowledge that more listeners fail than speakers in the overall communication process.

**Good listeners** use constructive eye contact in their listening behavior. They know that eye contact should be used during 40-70% of the conversation, but that 100% would be considered to be intimidating. They also know that in some cultures, eye contact is considered to be disrespectful to the speaker.
**Good listeners** provide feedback in the form of a nod of the head, facial expressions, and body language that lets the speaker know that they are attentive.

**Good listeners** focus on grasping the main idea or message and keeping track of the details.

**Good listeners** manage to control their emotions, especially anger or passion that could interfere with hearing the message as intended.

**Good listeners** intermittently ask appropriate questions to seek clarity and to stay focused. Sometimes they restate a part of the message in their own words and ask the speaker to conclude if the message is being received.

In order to keep their minds from wandering, **good listeners** utilize five basic approaches: visualizing, analyzing, summarizing, recording notes, and anticipating.

**Visualizing** is when the listener places him/herself in the same boat as the speaker and attempts to see the situation from the speaker's perception.

**Analyzing** is simultaneously asking questions about the message such as: Is this fact or fiction? Is it making sense using logic as a means for support? Does there seem to be bias, opinion, or a grudge implicit in the message?

**Summarizing** is taking the main idea, reviewing the details, and asking questions to clarify.

**Note taking** is a strategy to use in order to review particular points and key in on terms used by the speaker. (A danger in this tactic is to lose some of the message and its nuance, while recording.)

**Anticipating** what the speaker is going to say or in what direction the message is headed allows for repetition if the listener is correct and, if incorrect, enables the listener to compare and contrast ideas.

**Listening** is never as simple as it appears to be. It requires concentration, uninterrupted time and space, and sincerity on the part of the listener.

**A FINAL LIST: KEY ELEMENTS OF THE INTERN/MENTOR RELATIONSHIP**

- Make good communication a priority, being sure to really listen to the intern.
- Create the feeling of mutual respect.
- Use journal writing as a communication strategy.
- Give lots of feedback ~ positive and negative, formal and informal.
- Be positive.
- Be patient.
- Be flexible.
- Make time for fun and socialization.
- Take action to create the atmosphere you want.
- Set planning time together with some connection daily.
Provide a clear and thoughtful orientation, with roles and expectations spelled out for interns and mentors, as well as a tentative timeline.

Be honest in identifying what is and isn’t working.

Use humor often.

Provide room for interns to take risks.

Establish trust.

Include interns in everything.

Act professionally.

Make sure the mentor’s expectations are appropriate for beginning educators.

Treat interns as individuals.

Let intern know you don’t have all the answers.

Insure that the intern upholds mentor’s classroom expectations.

Maintain high expectations.
TERMS AND CONDITIONS OF SUBSTITUTE TEACHING FOR CURRENT INTERNS

During the semester of Internship, WMU students engaged in intern\(^3\) teaching may serve as substitute teachers under the following conditions:

- The intern teacher must be registered with and approved by the district, ISD, or sponsoring agency as a substitute teacher.

- When serving as a substitute teacher, the intern teacher shall be paid at the prevailing per-day rate for substitute teachers.

- The intern teacher may only substitute for his/her mentor teacher.

- The intern teacher may serve as the substitute for his/her mentor teacher when he/she is away from the classroom due to illness, personal business, or professional development, which has been deemed inappropriate or cost prohibitive for intern attendance. An intern teacher will not be used as a paid substitute teacher when his/her mentor is absent from the classroom for the purpose of promoting the intern teaching program.

- The intern teacher may only substitute after midterm (date to be established and published by the Office of Field Placements) and if his/her mentor teacher recommends that he/she be employed as the substitute teacher.

- The intern teacher may substitute for his/her mentor teacher no more than five days from mid-term to the end of the semester unless further days are approved by the Office of Field Placements in advance.

- WMU may, in its sole discretion, decide that an Intern Teacher is not an appropriate candidate to substitute teach and may direct a district and/or ISD not to utilize a given Intern Teacher as a substitute teacher.

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\(^3\) Intern is defined as a student enrolled in a capstone field experience (ED 4100, 4700, 4710, 4750; HPER 4100, 4750; CTE 4100, 4750; SPED 4740) who, upon successful completion of the experience, will be eligible for recommendation to the State of Michigan as a candidate for initial teacher certification and/or recipient of an endorsement to an existing certificate. Intern is also used synonymously with student teacher.
SAMPLE SCHEDULE FOR INTERN TEACHER
16-WEEK INTERNSHIP EXPERIENCE

Please remember that this is only an example. Your situation will determine your actual schedule.

PRIOR TO INTERN TEACHING

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
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<tbody>
<tr>
<td>Interview with Mentor Teacher</td>
<td>Determine whether this is a good “match” and set up additional times to meet</td>
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<tr>
<td>Observations of Mentor Teacher</td>
<td>Intern observing mentor’s teaching style and developing understandings of curriculum &amp; students</td>
</tr>
<tr>
<td>Conferences and Discussions Between Intern &amp; Mentor</td>
<td>Be sure to discuss expectations and any concerns, classroom organization &amp; management, grading procedures, possible units the intern will teach, school rules &amp; procedures. Make necessary introductions (clerical staff, other teachers)</td>
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</table>

INTERN AND MENTOR TASKS DURING THE BEGINNING PHASE (WEEKS 1 & 2)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
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<tbody>
<tr>
<td>Attendance procedures</td>
<td>Taking attendance will help the intern learn student names, become familiar with the school procedures, and provide an opportunity to immediately engage in classroom activities.</td>
</tr>
<tr>
<td>Small group work</td>
<td>From the first day, interns can work with students who have been absent to review material, help monitor small group activities &amp; labs, and assist students with special needs</td>
</tr>
<tr>
<td>Co-teaching</td>
<td>In the early phases, the mentor will do the majority of the planning and the intern will assist. Gradually, the intern will take on the major responsibility for planning and teaching with the assistance of the mentor.</td>
</tr>
<tr>
<td>Goals for the Initial Phase</td>
<td>Orientation to the school and the class, learning names and routines, preparing future lessons, developing a higher degree of comfort in the setting, grading papers and tests using the mentor’s rubric (to help orient the intern to the curriculum and the students)</td>
</tr>
<tr>
<td>Observations</td>
<td>Including the Mentor, some beginning teachers, expert teachers, special education resource rooms, various academic disciplines and grade levels (Note: Set specific goals to guide the observations)</td>
</tr>
<tr>
<td>Planning for the experience</td>
<td>Opportunities for student interaction (with and without mentor teacher), set schedules for the intern’s units &amp; classes, add responsibilities as appropriate.</td>
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THE “SUSTAINED TEACHING” PHASE (WEEKS 3-14)

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
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<tbody>
<tr>
<td>Intern Responsibilities</td>
<td>Specific classes and units become the responsibility of the intern with greater emphasis placed on the intern’s role in planning, implementing, and assessing instruction. The intern prepares a midterm self-reflective evaluation and shares it with the mentor.</td>
</tr>
<tr>
<td>Mentor Responsibilities</td>
<td>The mentor provides support and feedback for the intern through frequent formal and informal observations of the intern’s teaching. The mentor continues to co-teach with the intern, with a reduced responsibility for the planning and implementation of lessons. The mentor maintains records of the intern’s performance, prepares the midterm evaluation and shares it with the intern and university coordinator. The intern will teach classes while the mentor attends mentor meetings and consults as needed with the university coordinator. A difficult but necessary task for the mentor is to balance supervision of the intern supervision with allowing the intern to develop autonomy in the classroom.</td>
</tr>
<tr>
<td>University Coordinator Responsibilities</td>
<td>The coordinator should provide feedback to both interns and mentors, assess the intern’s teaching and planning skills, collect and read the intern and mentor midterm evaluations, assist the intern and mentor in problem-solving, and address emerging internship issues within mentor meetings and intern seminars.</td>
</tr>
<tr>
<td>Other School Personnel</td>
<td>Administrators, school counselors, teachers and other professionals in the building will continue to serve as models for the intern, and may observe the intern’s teaching and interaction with students as appropriate.</td>
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**CONCLUDING PHASE (WEEKS 15 & 16)**

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
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<tbody>
<tr>
<td>Intern</td>
<td>The intern will continue focused observations of other teachers and levels, and may schedule interviews with building administrator (if desired). The intern should complete projects and units with students, maintain clear records of assessments made during intensive teaching phase and share those records with the mentor. The final self-reflective evaluation must be written and shared with mentor according to the schedule set up by the university coordinator. The intern must read and sign mentor’s final evaluation.</td>
</tr>
<tr>
<td>Mentor</td>
<td>The mentor will resume major responsibility for planning, implementing and assessing instruction by easing the intern out of major teaching responsibilities for some classes. The mentor may assist in arranging focused observations to address the intern’s strengths and weaknesses. The final evaluation should be written and shared with the intern and the university coordinator.</td>
</tr>
<tr>
<td>University Coordinator</td>
<td>Final evaluations should be collected, read, and signed by the coordinator by the deadline established by the Office of Field Placements. The coordinator should verify that all forms have been signed prior to submitting the forms to the Office of Field Placements. Coordinators will assist the intern and mentor in making a smooth transition to the intern’s final days of the experience. The coordinator should seek feedback from mentor and intern about the internship program and should share that information with the Office of Field Placements.</td>
</tr>
<tr>
<td>Other Reminders</td>
<td>Grades are determined by the university coordinator after consultation with the mentor. All parties should remember that interns frequently feel “ready to go” a few weeks before the internship is completed. Some tact may be required in helping the intern understand the important tasks of this phase of internship. Evaluation forms must be signed by all parties with original copies of the evaluations submitted to the Office of Field Placements. Both interns and mentors should retain copies of the evaluations for their own files.</td>
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</table>
**Mentor’s Weekly Progress Report of Intern**

Intern: ___________________ School: ___________________ Week #: __________

<table>
<thead>
<tr>
<th>Professional Competence</th>
<th>Proficient 3</th>
<th>Sufficient 2</th>
<th>Insufficient 1</th>
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<tbody>
<tr>
<td>Demonstrates current knowledge of subject area</td>
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<tr>
<td>Selects relevant and accurate information</td>
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<tr>
<td>Answers questions correctly</td>
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**Planning Skills**

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<tr>
<td>Develops units of instruction that reflect sequential progression</td>
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<tr>
<td>Prepares/uses</td>
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<tr>
<td>Prepares lessons based on theoretically supported sequence of instruction</td>
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<tr>
<td>Plans management (transitions, equipment, media, materials, movement)</td>
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<tr>
<td>Devises/uses student assessment plan based on daily objectives</td>
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**Selection of Content**

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<tr>
<td>Selects content for instruction on developmental needs of learner</td>
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<tr>
<td>Focuses on critical concepts, skills, and issues within allotted time</td>
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<tr>
<td>Accommodates for individual differences among learners</td>
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**Teaching Practice**

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<tr>
<td>Present sequential instruction</td>
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<td>Gives clear demonstrations and directions</td>
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<td>Provides purposeful practice and involvement</td>
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<td>Uses a variety of media to present information</td>
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<td>Asks questions appropriate for learners’ skill level</td>
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<td>Uses appropriate language during instruction</td>
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<td>Monitors student progress</td>
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<td>Gives frequent/appropriate reinforcement/correction</td>
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<td>Demonstrates effective management skills</td>
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**Professional Development**

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<tr>
<td>Takes responsibility for professional assignments</td>
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<td>Dresses and acts responsibly</td>
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**Self-Assessment Skills**

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<td>Identifies strategies to improve performance</td>
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<td>Is receptive to constructive criticism and suggestions</td>
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**Comments:**

**Progress:**

**Needs:**

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<tr>
<th>Days Absent</th>
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<th>Mentor Teacher</th>
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Section 3: In Partnership With Others

Aside from the relationship with an Intern Teacher, Mentors connect with the University Coordinator, other Mentors, and the Mentor Coach frequently throughout a semester. This section, then, is primarily divided by these relationships, although this is obviously for writing purposes only ~ one may have times when everyone is together, as in mentor seminar, and the relational lines simply can’t be drawn; and other times when one goes days without interaction with anyone other than one’s intern!

The University Coordinator provides the connection between the host school and its mentors and Interns and Western Michigan University’s College of Education and Human Development. He/She will help Interns fulfill and Mentors understand university requirements ~ both assignments and evaluations! ~ as well as coordinating schedules, refereeing events and obstacles, and working with the Mentor Coach to promote the Mentors’ professional development in seminar. Within this section, you’ll find a description of his/her duties and responsibilities; a sample of the University’s base-line syllabus for Intern Seminar; information on both iWebfolio and the Impact on Student Learning assignments; copies of all the evaluation forms; and information on Plans for Improvement.

The Mentor Coach plays a crucial role at the host school. He/She is the on-site coordinator and communicator among the mentors in the school, all the interns, the Principal, and the University coordinator. In this section, you’ll find a description of his/her duties and responsibilities, as well as information on the process for identifying, recruiting, and maintaining good mentors.

And finally in this section is a word about Mentors relating to each other in Mentor seminar. The driving force behind and energy for the Interns’ journey to classroom teacher comes from this group ~ you support each other, you help to run interference for problems that arise, you re-center each others’ purposes and growth as mentors. Commitment of time and energy to this community gathering is essential for all involved, yet getting started can be difficult. What you’ll find in this section are merely ideas for conversations that can begin ~ or be continued and re-focused ~ in Mentor seminar.
THE UNIVERSITY CLUSTER COORDINATOR

Definition and Description

The University Cluster Coordinator is a university faculty member whose primary responsibilities include not only coordination of all seminars, requirements, and personnel involved at the site, but also facilitation of the relationships and relationship building among the Interns, the Mentors, the Mentor Coaches, and the University personnel involved in the program. The development and support of reflective practitioners involves both a high degree of personal interconnectedness and openness of communication; hence, the quality of professional field experiences is directly related to the preparation, experience, and expertise of the cluster coordinators delivering the services. They should have the knowledge and interpersonal skills for guiding intern teachers and for working collaboratively and effectively with members of the cluster site as a liaison in the partnership. According to the Association of Teacher Educators (1986), qualities for cluster coordinators include the following:

1) Successful teaching experience at elementary or secondary and/or college or university levels;
2) Successful experience as a coordinator or leader in education programs;
3) Experience with and knowledge of teacher education curricula;
4) Demonstrated competence in establishing and maintaining effective relationship in varied settings and organization structures;
5) Demonstrated competence in human relations, including the ability to work effectively with others and to be receptive to new ideas;
6) A knowledge of current educational research as it relates to teaching and learning in elementary and secondary schools, professional experiences, and teacher education; and
7) The ability to contribute to the body of knowledge on professional experiences by participating in research activities and sharing the results of research through publications and presentations at state, regional, and national meetings.

Not everyone will possess all of these traits at one time, but the effective coordinator will display a self-interest in further development of these types of behavior.

Responsibilities of the University Cluster Coordinator

The cluster coordinator is a person designated by the University to serve as a liaison working with personnel at the cluster site. The cluster coordinator works cooperatively with a mentor coach to facilitate opportunities for mentors to define their roles and to explore effective strategies for mentoring. These weekly Mentor Seminar meetings are expected to begin either the 3rd or 4th week of the semester and continue through the end of the semester, with breaks in meetings occurring only if both the Cluster Coordinator and the Mentor Coach will be absent, parent-teacher conferences are taking place, or a school-wide event is scheduled during the normal seminar time. In addition, the cluster coordinator is responsible for guiding the practice of the intern teachers through regularly scheduled weekly seminars that help interns interpret their experiences and provide opportunities for sharing ideas. Again, it is expected that seminar will meet unless the Coordinator is absent, parent-teacher conferences are taking place, or a school-wide event is scheduled during the normal seminar time. However, Coordinators do have the latitude to substitute a weekly site-based seminar for another event at another site.

The following list represents additional responsibilities for the cluster coordinator:
1) Work as a team member with the mentor coach(es) to plan, implement, and participate in preparation sessions for mentor teachers. The sessions will include discussions regarding the roles of mentor coach and cluster coordinator, especially with new mentors, and provide information about mentoring and coaching. Mentor teachers should be included in formulating ideas about how to meet the needs of interns;

2) Participate as a member of the School/University Partnership Team (SUPT ~ the representative body from all cluster sites) in the College of Education and Human Development and communicate with other University and school-district personnel to refine, implement, and evaluate the internship program;

3) Contribute to the establishment and dissemination of policies necessary for administering the internship program;

4) Participate with the cluster site’s mentor coach and principal in specifying criteria for selecting mentors;

5) Notify Interns in writing of specific school and mentor placement and starting date, as well as providing them with the completed syllabus listing policies and requirements for the Intern Seminar;

6) Plan and implement orientation for new Interns and farewell for exiting interns;

7) Coordinate the professional experiences of the Intern teachers in the internship through collaborative efforts with the school’s administration and mentor teachers;

8) Maintain appropriate records and data on the progress of the Intern teachers; prepare plans of assistance for Interns, when necessary, in collaboration with the mentor teacher;

9) Complete a minimum of one formal observation before mid-term and another after mid-term;

10) Participate with the mentor coach in planning ways to enhance the mentors’ and the mentor coach’s skills

11) Schedule Teacher Certification and Career Development staff to meet with their Interns;

12) Assist Interns and Mentors with evaluations, collect and turn in self-reflective and Mentor Mid-term and Final evaluations.

13) Turn in final grades for both Intern teaching and seminar. Grades will be recorded on the designated University website.

14) Provide written plans of assistance for Interns who have received “focused attention needed” marks on their mid-terms. Coordinators will collaborate with the interns, mentor teacher and, if appropriate, the building mentor coach, in writing a plan of assistance and in conducting follow-up observations and meetings. Plans of Assistance must be forwarded to the WMU Office of Field Placement.
Additional (Optional) Responsibilities

1) Participate in the annual Teacher Fair
2) Write Reference letters, when appropriate, upon request of their Interns
3) Act as a Telephone Reference
4) Do informal “drop in” observations
5) See samples of Intern Lesson Plans
6) Familiarize Interns with relevant community services, i.e., K/RESA
7) Provide a mock Interview experience during the semester
8) Provide speakers to deal with issues relating to special needs students

Note: In cluster sites where there is not mentor coach, responsibilities of the mentor coach will be absorbed by the cluster coordinator.
Impact on Student Learning Assignment (ISL)

Please select one unit or series of lessons taught during your internship and respond to the following questions:

Name of the class or grade level_____________________________________

Topic of the unit or lessons_________________________________________

*Pre-Assessment:*
How did you determine the students’ prior knowledge about this topic or unit?

How did the results of this pre-assessment impact your subsequent planning for the lessons or unit?

*Instruction:*
Either attach a copy of a lesson plan from this unit –OR—briefly describe the instructional strategies and processes you used in teaching the unit or lesson:

Describe how you adapted your lessons for learners with special needs:

*Post-Assessment:*
How did you assess student learning at the conclusion of the unit?

*Reflection:*
How many of your students reached the level of performance you expected at the end of instruction?

What might you do differently to increase the number of students who reached the expected level of performance?

How have your expectations of student performance changed as a result of this lesson?
The Plan for Improvement Guidelines

I. Intention of the Plan for Improvement

- The Plan for Improvement is intended to provide detailed written guidance and a clear timeline for improvement for those interns who are struggling in one or more standard areas. This written guidance is necessary in our effort to provide ample opportunity and advocacy for those interns to bring their professional practice to a passing level in all seven standard areas.

II. Effective Use

A. Timing

- Put in place sooner than later
- If the intern is on a full semester assignment and is struggling, you should have a Plan for Improvement filled out no later than midterm.
- If the intern is on an eight week assignment and is struggling, you should have a Plan for Improvement filled out no later than the fourth week.

B. Level of Detail

- The Plan for Improvement should be specific. It should address each of the areas that the mentor and coordinator are concerned about. It should be aligned with the standards of the midterm and final evaluations. It should be a specific, clear description of each of the changes the intern must make.
- The Plan for Improvement should stipulate the length of time the intern has to address each of the changes and to demonstrate that they are clearly progressing toward expectations in each area you have identified.

C. The Process for Preparing and Sharing the Plan for Improvement

- Either the mentor or the coordinator can call for a Plan for Improvement.
- The two professionals should meet to identify what areas the intern needs to address and the specifics for the changes that must be made.
- At this time the Office of Field Placements should be notified that a Plan for Improvement will be prepared that week.
- Either the mentor or the coordinator should then prepare the Plan For Improvement on the official university document which is available below.
- The mentor and the coordinator should meet to review the Plan for Improvement to make certain it addresses each area of change they have agreed on.
- The mentor and the coordinator should then meet with the intern to review the Plan for Improvement. The intern should be given ample opportunity to ask questions, to express concerns. If the intern makes suggestions for change in the Plan for Improvement that both the mentor and the coordinator determine are legitimate, then the Plan for Improvement should be changed. Once the Plan For Plan for Improvement is finalized and reviewed, then each of the three parties should sign the document.
- At this time, a copy of the signed Plan for Improvement should be delivered, mailed, and/or faxed to The Office of Field Placements for our records.
- At the appointed time, the three parties should gather to review the intern’s progress on the Plan for Improvement.
- If the intern is not Emerging in each area identified on the Plan For Improvement by the appointed time, the intern should discontinue her/his internship.
• At this time The Office of Field Placement should be notified so that we can schedule an interview with the intern to determine the best course of action to follow now that their internship has been discontinued.

D. Essential Follow-up for the Plan for Improvement
• When a Plan for Improvement is put into place, it is essential that the coordinator and the mentor formally observe the intern on a weekly basis to determine that s/he is progressing toward expectations in each area that has been identified.
• These weekly formal observations should be kept on file and used as documentation for intern progress and/or internship discontinuation.
• If the internship is discontinued, The Office of Field Placements expects that copies of each formal observation, along with other supporting documents will be provided to offer the necessary evidence for the discontinuation of the internship.

E. Questions or Concerns About Procedure With the Plan for Improvement
• Contact the Director of the Office of Field Placements to discuss your questions/concerns.
INTERN TEACHER PLAN FOR IMPROVEMENT
(To be developed by the Mentor/Cooperating Teacher in cooperation with the Intern Teacher and the University Coordinator)

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<th>Name of Intern Teacher</th>
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<th>School Name/District</th>
<th>Grades/Subjects Taught</th>
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<th>Mentor/Cooperating Teacher</th>
<th>University Coordinator</th>
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In order to receive credit for the internship (4700 and/or 4710; 4740; 4750, an Intern Teacher must achieve a rating in excess of ‘UNDEVELOPED’ on each indicator. This Plan for Improvement documents and addresses those indicators which have currently been assessed as ‘UNDEVELOPED.’ Successful completion of the following will be cooperatively determined by the Intern Teacher, Mentor/Cooperating Teacher(s), University Coordinator, and the Director of Field Placements. (Attachments may be made to this document but must be dated and signed by the Intern Teacher, Mentor/Cooperating Teacher, and the University Coordinator.)

* Intern Teacher’s Signature  Mentor/Cooperating Teacher’s Signature  University Coordinator’s Signature  Date

* The Intern Teacher’s signature is required to attest to the fact that this Plan for Improvement has been reviewed with her/him; it does not imply agreement or disagreement with its contents.

8/04
College of Education and Human Development
Preparing Reflective Practitioners

**INTERN TEACHER PLAN FOR IMPROVEMENT**
(To be developed by the Mentor/Cooperating Teacher in cooperation with the Intern Teacher and the University Coordinator)

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<th>School Name:</th>
<th>Grades/Subjects Taught:</th>
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<tr>
<td>District:</td>
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| Mentor/Cooperating Teacher: | University Coordinator: |

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The following Plan of Improvement is in place until the mid-term evaluation, at which time this plan will be reviewed. The purpose of this plan is to ensure progress toward program standards, as found on the mid-term and final evaluations. Improvement in four areas is sought; initiative in teaching, initiative in working with students, initiative with regards to professional growth. In addition, we are looking for good intuition and judgment before and during teaching, as well as improved organization. Specifically, we expect to see the following:

**Initiative in Planning**

- Take active role in co-planning for a designated course (Honors 9, 3rd block). By October 10, assume lead responsibility for planning in this course. Detailed written plans will be required once lead responsibility for planning is in place. These plans must include clear outcome statements, plans for ongoing assessments and transitions, as well as intended use of time. Written plans should be completed 24 hours in advance.

- To build confidence, daily plan (and teach) a lesson segment for any hour of the day. Again, written plans are required 24 hours in advance of them being taught.

**Initiative in Teaching**

- Determine together when it’s appropriate to lead teach from plans for Honors 9. Target date: October 17

- To build confidence, teach daily, any hour. At the conclusion of each day, prepare a written reflection that is sent electronically to _________. These reflections should address 3 key areas: 1) What went well? 2) What needs to improve? 3) What will you do to improve?

- Maintain active role in grading and lesson preparation, i.e., photocopying, picking up the room, attendance.

**Initiative with Students**

- Take an active role as a co-teacher, assisting _______ and students, and managing student behavior as needed. To develop confidence, avoid or minimize: losing your train of thought during a lesson; making repeated mistakes with grammar or vocabulary; being tentative in your response to students; playing with your hair. Rather, continue to move freely around the room,
interacting with students and making eye contact with them. Call on students by their first names. Keep your bangs out of your eyes.

- Create daily opportunities for 1:1 or small group work. Reflect on these experiences in your daily journal.

**Initiative regarding Professional Growth**

- Actively participate in weekly meetings with ___________ and ___________ to review progress toward program standards, revising this plan as needed. _________________ should take an active role in these meeting, which are scheduled for 8:30 am, Thursday mornings.

- Email a daily reflection to ___________ and ___________, (see above for details)

- Observe in other classrooms twice a week (T, TH, 1st block)

- Study/Review the planning process.

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*The Intern Teacher’s signature is required to attest to the fact that this Plan for Improvement has been reviewed with her/him; it does not imply agreement or disagreement with its contents.*
College of Education and Human Development
PREPARING REFLECTIVE PRACTITIONERS

INTERN TEACHER PLAN FOR IMPROVEMENT
(To be developed by the Mentor/Cooperating Teacher in cooperation with the Intern Teacher and the University Coordinator)

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In order to successfully complete her internship, _______________ must show substantial improvement in the area of Professional Conduct. This will be done by completing the following:

- Missing no more time at school. This includes arriving on time in the morning and remaining the entire day.
- Attending all staff meetings and professional development sessions as required.
- Making up time already missed by continuing in the classroom on December 12, 13, 14, & 15.
- Not leaving the classroom/students without permission on the mentor and returning in a timely fashion.
- Postponing the oral surgeon appointment until after the semester is completed.
- Showing consistent involvement in the lives of the students in her classroom.

If any more time is missed at school, _______________ will have to meet with the Office of Field Placements for resolution of the situation.

As a result of her unsatisfactory portions of her evaluation, __________ will no be eligible to substitute in her mentor’s classroom.

* Intern Teacher’s Signature  Mentor/Cooperating Teacher’s Signature  University Coordinator’s Signature  Date

* The Intern Teacher’s signature is required to attest to the fact that this Plan for Improvement has been reviewed with her/him; it does not imply agreement or disagreement with its contents.
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(To be developed by the Mentor/Cooperating Teacher in cooperation with the Intern Teacher and the University Coordinator)

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- Has not had materials ready prior to teaching
- Has not used the art vocabulary in his teaching so that students will learn art concepts and terms.
- Has not developed consistent language to guide students in their organization of classroom materials and procedures.
- Has difficulty staying with the set schedule for his classes and making time for clean-up.
- Has been argumentative and combative when talking with his mentor and mentor coach.

Has been informed that the above listed behaviors are unacceptable. In order to demonstrate that he understands and is able to make the necessary changes to his behaviors, _________ must:

- Will make a detailed list of materials that are needed for each day in his plan book. His mentor will review this daily. If items are missing, she will add them. It is then _________’s responsibility to have all materials ready for teaching.

- Will incorporate vocabulary used primarily in art into his lessons. These should be evidenced in his lesson plans. He will use consistent terms when referring to classroom materials and procedures.

- Will post a schedule in his classroom and follow it as he teaches throughout the day. He will use a timer to signal to himself and the students when their work time is over and clean-up should begin.
• Will be responsible for scheduling and organizing a videotape of himself teaching at least twice a week. He will review the tape with his mentor and use it to strengthen his classroom management and teaching practices.

• Will conduct himself in a professional manner when communicating with all individuals.

On __________________, (student’s name), his mentor, and the coordinator will meet to assess the progress he has made in each areas. Failure to meet the requirements of this Plan of Assistance will result in a failing grade for the internship.

*Intern Teacher’s Signature     Mentor/Cooperating Teacher’s Signature     University Coordinator’s Signature     Date

* The Intern Teacher’s signature is required to attest to the fact that this Plan for Improvement had been reviewed with her/him; it does not imply agreement or disagreement with its contents.
**College of Education and Human Development**

**PREPARING REFLECTIVE PRACTITIONERS**

**INTERN TEACHER PLAN FOR IMPROVEMENT**

(To be developed by the Mentor/Cooperating Teacher in cooperation with the Intern Teacher and the University Coordinator)

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This Plan of Improvement is based on classroom observations by ____________ (mentor teacher), ____________ (University Coordinator), and ____________. Since beginning the internship at ____________ on September 12, concerns in the following areas have been identified: Lesson Planning; Lesson Delivery; Interpersonal Communication; Professional Growth/Self Reflection. Due to the seriousness of these concerns, we are asking ____________ to meet the following expectations in order to successfully continue in this placement. A full review of progress on this plan is scheduled for Friday, October ____.

**Skill in Lesson Planning/Designing**

**Specific Concerns:** Effective instruction rests on careful planning. Effective lesson plans reflect the big ideas of the content, which are the basis of clearly articulated student outcomes, as well as an understanding of the students you are teaching. These lessons have clear openings and closings, with a plan for transitioning between activities. Further, thoughtful lessons include plans for assessing students’ developing understanding toward stated outcomes. These assessments take a variety of forms: formal and informal, formative and summative. Finally, plans reflect a variety of instructional strategies appropriate for the content taught, including the appropriate use of instructional technology.

In order for ____________ to have greater responsibility in teaching, he needs to consistently demonstrate beginning skill in instructional planning, specifically in regard to items named above. _______________ will not be given greater responsibility until he has demonstrated beginning mastery of this critical skill.

**Expectation:**

1. **Prepare written lesson plans for US History** as though you are the lead teacher. Lessons should be done 48 hours in advance of teaching so that adequate time is allowed for revision. These written plans must include the lesson components identified above (big ideas of the content, clear outcomes, procedures including openings, closings & transitions, multiple forms of ongoing assessment). In order to ensure that these lessons reflect the big ideas of the content, we are asking that teacher reference materials be cited in the written plans. We will also be looking for the use of varied instructional strategies and the use of instructional technology.

2. **Review/Study the instructional planning process with a focus on student assessment.** Record what you learn in your interactive journal for de-briefing.
Lesson Delivery and Interpersonal Communication

Specific Concerns: Effective instruction goes beyond knowing subject matter. It fundamentally rests on knowing how to teach that subject matter well. Doing so requires continual dialogue between teacher and student. Are students’ developing in their understanding of the big ideas, and how do you know? Further, effective teachers have strong interpersonal skills that enable effective communication in large and small groups. In order for _______ to have greater responsibility for teaching, he must consistently demonstrate beginning skill in both connecting students to the content and establishing rapport with students.

Expectations:

1. **Teach a lesson segment daily** in 3rd hour, drawing on the combination of your own planning and _____ example during 2nd hour. In delivering these lessons, pay specific attention to the following aspects of your teaching; a) continual dialogue with students to “check for understanding”; b) the use of higher-order questioning during lecture/discussion; c) the use of visual organizers (e.g. board work) to enable students’ learning; d) facial expressions, eye contact, vocal tone and pacing.
2. **Videotape each lesson segment and prepare a written reflection** at the end of each day, which is sent electronically to ______ and ______. Consider the points outlined above, asking yourself: What is going well and why? What can still improve and how?
3. **Observe other teachers daily during 4th hour.** ______ will arrange these observations with the guidance of __________. Pay close attention to how observed teachers manage student behavior, particularly off-task and disruptive behavior. Keep these notes in your interactive journal for debriefing.

Additional Expectations:

* Read student autobiographies ASAP.
* When observing ________ 2nd hour, sit at the back of the room taking notes in preparation for teaching 3rd hour. Keep these notes in your interactive journal for debriefing.
* During the day, seek opportunities to work with students individually or in small groups.
* Continue to maintain shared responsibility for grading, record-keeping, and classroom organization, noting that grading is generally done during planning hour, before or after school.

Professional Growth and Self-Reflection

Specific Concerns: Effective teachers are open to constructive feedback, always seeking continued professional growth and development. Further, effective teachers are able to reflect on their teaching and students learning; they are able to distinguish between what is working and what is not. ______ needs to demonstrate beginning skill as a reflective practitioner, as well as a willingness to accept responsibility for his development as a teacher. Disparaging comments about his students and/or his mentor teacher will be grounds for immediate dismissal from this placement.

Expectations:

1) **Successfully complete the tasks as outlined above**, seeking help and clarification where needed.
2) **Actively seek feedback and support** from his mentor teacher and university coordinator, as well as other colleagues in the building.
3) **Schedule an interview with** __________, Dean of Students, to discuss qualities of effective beginning teachers, as well as the desired beliefs and responsibilities of professional educators. Record what you learned in your interactive journal for debriefing.
4) **A weekly progress meeting** will be held on upcoming Wednesdays at 1:00 (10/12, 10/19). We will use the final evaluation rubric, based on the 7 program standards to guide the discussion. __________ should take an active role in these meetings.

While it is ______________ responsibility to address these concerns and work toward stated expectations, we offer our full assistance as considered appropriate and helpful.

*Intern Teacher’s Signature/ Mentor/Cooperating Teacher’s Signature/ University Coordinator’s Signature/ Date*

* The Intern Teacher’s signature is required to attest to the fact that this Plan for Improvement had been reviewed with her/him; it does not imply agreement or disagreement with its contents.
MENTOR COACH

Definition and Description

A Mentor Coach is an experienced teacher at a cluster site, designated by the University, who participates in intensive mentor teacher preparation at the University and who coordinates and facilitates the work at the cluster site with other mentors and with the University cluster Coordinator. An effective mentor coach must perform the role of a mentor and a coach simultaneously, creating a shared sense of purpose and responsibility among the mentor teachers and possessing interpersonal skills conducive to creating comfortable team relationships. Qualities that assist the mentor coach in promoting an effective coaching relationship (Neubert and Bratton, 1987) include being

Knowledgeable about teaching and learning;

Credible with demonstrated success in the classroom;

Supportive with honest praise and constructive feedback;

Facilitative by recommending, encouraging, and assisting;

Effective as a communicator; and

Accessible to other mentor teachers for consultations.

As with the Cluster Coordinators, not everyone will possess all of these traits at one time, but the effective Mentor Coach will display a self-interest in further development of these types of behaviors.

Responsibilities of the Mentor Coach

1. Plan, implement, and participate in Mentor Teacher Orientation Sessions and regular seminars to provide information about mentoring and to solicit questions and ideas from mentor teachers about their roles as mentors. This may be carried out in a collaborative or teaming relationship with the cluster coordinator. (At cluster sites where no mentor coach is assigned, the cluster coordinator absorbs these responsibilities.)

2. Participate on the School/University Partnership Team and maintain ongoing communication with other University and school district personnel;

3. Study and evaluate the cluster program in order to suggest programmatic adjustments based on carefully documented information;

4. Complete necessary paperwork assigned by the Coordinator of Field Placements and Director of Teacher Education as it relates to working with University interns in the cluster site;

5. Model a sense of commitment to the cluster program;

6. Model the actions of self-analytical behavior through reflective thinking practices in working with the mentor teachers;

7. Use appropriate questioning and listening skills in guiding the mentor teachers to use similar strategies when working with the intern teachers;
8. Demonstrate the benefits of reflective thinking, collaboration, and group problem-solving;

9. Attend Intern seminars as time permits; and

10. Support the development of all Interns in Collaboration with the Cluster Coordinator and Mentor Teachers
Ideas For Mentor Seminar

The cluster site mentors begin meeting in seminar the 3rd or 4th week of each semester ~ or as soon as possible after the site’s Interns are ready to handle their classrooms for extended lengths of time. At the beginning, seminar need only meet for 30 minutes, but the time needs to gradually increase until mentors are meeting for at least one hour every week. At seminar, mentors find the space to problem solve, to discuss upcoming events and how they will impact the Interns, and yes, to relax. Much can be accomplished during this time, but if it is ultimately to meet the needs of the cluster site, all must dedicate their time and energy to the group’s holistic professional development in issues beyond the immediacy of the day-to-day that can envelope all of us. Included here are three ideas for beginning the conversation of Mentor Seminar. They are ideas only, for obviously, each group of mentors will determine the direction of their own professional development.
ITIP Lesson Plan Format for Pre-Interns and Interns

Date:

Intern/Pre-Intern Teachers:
Mentor Teacher:

Lesson Title:

Michigan Curriculum Framework Benchmarks:

Introduction
- Management strategy for getting students’ attention.
- Anticipatory Set: (Describe how you will tap prior knowledge, motivate student interest, set the context for the lesson.)
- Learning Objectives: State what you want the students to learn/be able to do as a result of your instruction. Follow the standard format: Conditions for learning, measurable verb from Bloom’s Taxonomy, and the desired standard for performance (what does an A look like?).

Materials
- List all the materials that both you and the students will use/need for this lesson.

Development
- Management strategy for transitioning students to activity.
- Input: describe what you will be teaching—what information you are imparting and how you are presenting it.
- Describe how you will engage students in learning.
- Model: Describe what you will do to model the skills/concepts you are teaching.
- Check for understanding: What questions will you pose to determine whether students understand what you’re teaching? How will you elicit responses?
- Management strategy for keeping students’ attention/getting students refocused.

Guided Practice
- Describe how you will guide students in their practice of the skill/concept that you are teaching.
- Management strategy for transitioning students
- Management strategy for student behaviors.

Independent Practice
- Describe what you will have students work on independent of your help.

Closure
- Describe how you will draw the lesson to a close and involve the students in review of the material.
- Describe how you might tie this lesson to future activities.

Assessment
- Describe potential means you will use to assess the learning objectives for this lesson.

Accommodations For Students With Special Needs
- Describe two specific ways you might adapt this lesson for students with special needs.
SOME BASIC LESSON PRESENTATION ELEMENTS

- The Madeline Hunter Direct Instruction Model
- The Madeline Hunter Elements of Effective Instruction
- Decontextualization for transfer and general application

AN OUTLINE OF DIRECT INSTRUCTION

1. objectives
2. standards
3. anticipatory set
4. teaching
   - input
   - modeling
   - check for understanding
5. guided practice/monitoring
6. closure
7. independent practice

[The above outlines what is generally referred to at the Madeline Hunter Method; it is only a small part of her "method." An explanation of the meaning of the terms follows here and a fuller development of the Hunter Method follows this section.]

1. Before the lesson is prepared, the teacher should have a clear idea of what the teaching objectives are. What, specifically, should the student be able to do, understand, care about as a result of the teaching. informal. Bloom's Taxonomy of Educational Objectives which is shown below, gives an idea of the terms used in an instructional objective. See Robert Mager [library catalog] on behavioral objectives if writing specificity is required.

2. The teacher needs to know what standards of performance are to be expected and when pupils will be held accountable for what is expected. The pupils should be informed about the standards of performance. Standards: an explanation of the type of lesson to be presented, procedures to be followed, and behavioral expectations related to it, what the students are expected to do, what knowledge or skills are to be demonstrated and in what manner.

3. Anticipatory set or Set Induction: sometimes called a "hook" to grab the student's attention: actions and statements by the teacher to relate the experiences of the students to the objectives of the lesson. To put students into a receptive frame of mind.
   - to focus student attention on the lesson.
   - to create an organizing framework for the ideas, principles, or information that is to follow (c.f., the teaching strategy called "advance organizers").
   - to extend the understanding and the application of abstract ideas through the use of example or analogy...used any time a different activity or new concept is to be introduced.
4. **Teaching/presentation:** includes Input, Modeling, and Checking for Understanding.

1. **Input:** The teacher provides the information needed for students to gain the knowledge or skill through lecture, film, tape, video, pictures, etc.

2. **Modeling:** Once the material has been presented, the teacher uses it to show students examples of what is expected as an end product of their work. The critical aspects are explained through labeling, categorizing, comparing, etc. Students are taken to the application level (problem-solving, comparison, summarizing, etc.)

3. **Checking for Understanding:** Determination of whether students have "got it" before proceeding. It is essential that students practice *doing it right* so the teacher must know that students understand before proceeding to practice. If there is any doubt that the class has not understood, the concept/skill should be retaught before practice begins.

4. **Questioning strategies:** asking questions that go beyond mere recall to probe for the higher levels of understanding...to ensure memory network binding and transfer. *Bloom's Taxonomy of Educational Objectives* provides a structure for questioning that is hierarchical and cumulative. [See the end of this section for a summary of the Taxonomy of Educational Objectives.] It provides guidance to the teacher in structuring questions at the level of proximal development, i.e., a level at which the pupil is prepared to cope. Questions progress from the lowest to the highest of the six levels of the cognitive domain of the Taxonomy of Educational Objectives: knowledge, comprehension, application, analysis, synthesis, and evaluation. [LINK PENDING See section following this outline for an exposition of the cognitive, affective, and psychomotor domains of educational objectives.]

[For questioning strategies, such as Wait Time (allowing all pupils the time necessary to process and develop a response to a question before placing the question with a specific pupil) see GESA materials. GESA/TESA provide a practical model for questioning.]

5. **Guided practice:** An opportunity for each student to demonstrate grasp of new learning by working through an activity or exercise under the teacher's direct supervision. The teacher moves around the room to determine the level of mastery and to provide individual remediation as needed. [Fred Jones"praise, prompt, and leave" is suggested as a strategy to be used in guided practice.]

6. **Closure:** Those actions or statements by a teacher that are designed to bring a lesson presentation to an appropriate conclusion. Used to help students bring things together in their own minds, to make sense out of what has just been taught. "Any questions? No. OK, let's move on" is not closure. Closure is used:
   - to cue students to the fact that they have arrived at an important point in the lesson or the end of a lesson,
   - to help organize student learning,
   - to help form a coherent picture, to consolidate, eliminate confusion and frustration, etc.,
   - to reinforce the major points to be learned...to help establish the network of thought relationships that provide a number of possibilities for cues for retrieval. Closure is the act of reviewing and clarifying the key points of a lesson, tying them together into a coherent whole, and ensuring their utility in application by securing them in the student's conceptual network.

7. **Independent practice:** Once pupils have mastered the content or skill, it is time to provide for reinforcement practice. It is provided on a repeating schedule so that the learning is not forgotten.
It may be homework or group or individual work in class. It can be utilized as an element in a subsequent project. It should provide for decontextualization: enough different contexts so that the skill/concept may be applied to any relevant situation...not only the context in which it was originally learned. The failure to do this is responsible for most student failure to be able to apply something learned.

**Summary:** You told them what you were going to tell them with set, you tell them with presentation, you demonstrate what you want them to do with modeling, you see if they understand what you've told them with checking for understanding, and you tell them what you've told them by tying it all together with closure. [For a detailed treatment of this topic, see Cooper et al, *Classroom Teaching Skills*, 4th ed., D.C. Heath &Co., Lexington, Ky.]

The Madeline Hunter "seven step lesson plan." The basic lesson plan outline given above contains the so-called "Hunter direct instruction lesson plan elements:" 1) objectives, 2) standards, 3) anticipatory set, 4) teaching [input, modeling, and check for understanding], 5) guided practice, 6) closure, and 7) independent practice. If you count input, modeling, and check for understanding as three steps, there are nine elements...not the seven in the usual title.

Madeline Hunter did not create a seven step lesson plan model. She suggested various elements that might be considered in planning for effective instruction. In practice, these elements were compiled by others as the "Seven Step Lesson Plan, "taught through teacher in-service, and used as a check list of items that must be contained in each lesson.

This application is contrary to Dr. Hunter's intent and its misuse is largely responsible for objections to "direct instruction" and to Madeline Hunter's system of clinical supervision. Used as Dr. Hunter's intent and its misuse is largely responsible for objections to "direct instruction" and to Madeline Hunter's system of clinical supervision. Used as Dr. Hunter intended, the steps make a useful structure for development of many lesson plans...including non-behavioral ones. Not all elements belong in every lesson although they will occur in a typical unit plan composed of several lessons.

[Those who have an evaluator who uses the elements as a check list and records a fault for each element missing from a lesson are referred to Patricia Wolfe, "What the 'Seven-Step Lesson Plan' Isn't," *Educational Leadership*, pp. 70-71, Feb., 1987.]

For a further explanation of direct instruction and a similar lesson plan model, see Joyce and Weil, *Models of Teaching,"Mastery Learning and Direct Instruction."* [P. 325, ff. in the third edition.]

Note that the term "mastery learning" may mean different things to different people. With Benjamin Bloom, *Mastery Learning* is a plan for ensuring that all children learn material before proceeding to the next step.
ELEMENTS OF EFFECTIVE INSTRUCTION
"The Madeline Hunter model"

SUMMARY

Teaching to an objective
[lesson objective--not a "step." See below for how to write a behavioral objective]

1. Objectives
2. Set [hook]
3. Standards/expectations
4. Teaching
   o Input
   o Modeling/demo
   o Direction giving [see below]
   o Checking for understanding
5. Guided Practice
6. Closure
7. Independent Practice

Behavioral Objective format:
Students will demonstrate their [knowledge, understanding, skill, etc.] of/to [concept, skill, etc.] by [activity performed to meet the lesson objective] according to [standard].
Example: Each student will demonstrate achievement of the skill of addition of whole numbers by adding columns of figures with paper and pencil accurately nine out of ten times individually in class.

Four step instructional process

1. Watch how I do it [modeling]
2. You help me do it (or we do it together) [together]
3. I'll watch you do it or praise, prompt and leave [guided practice]
4. You do it alone [independent practice].

Motivation "TRICKS"

1. Feeling Tone
2. Reward [extrinsic/intrinsic]
3. Interest
4. Level of Concern
   o accountability
   o time to produce
   o visibility
   o predictability
5. Knowledge of results
6. Success

Ways of monitoring
1. Oral individual
2. Oral together
3. Visual answers, e.g., "thumbs"
4. Written
5. Task Performance
6. Group sampling

**Questioning Guidelines**

1. Place signal [get their attention], then ask question
2. Ask question before designating the person to answer
3. Do not repeat nor rephrase the student's response. May ask for agreement by class or for others to respond. [GESA suggests that you should explain why the answer is good, however.]
4. Ask question then wait for 50% of hands [or "bright eyes," knowing looks]
5. Never ask a question of a student who you know cannot answer.
6. If the student is confused or can't answer, calmly repeat the same question or give a direct clue.

**Retention, Reinforcement**

1. Meaning/understanding (the most effective way to learn)
2. Degree of original learning. Learn it well the first time. [And don't practice it wrong!]
3. Feeling tone. [positive or negative will work but negative has some undesirable side effects.]
4. Transfer [emphasize similarities for positive transfer and differences where there might be an incorrect transfer.] [See Bloom's **Taxonomy of Educational Objectives** for levels of learning. Transfer implies all of the higher levels. See Barak Rosenshine re. decontextualizing following this summary of the "Hunter Model"--which is essential for effective transfer of knowledge and skills to the real world.]
5. Schedule of Practice. [Mass the practice at first, then create a regular follow-up schedule.

**Creating Directions**

1. Break down into parts/steps.
2. Give only three at a time, one if the behavior is new.
3. Delay giving instructions until just before the activity.
4. Give directions in the correct sequence.
5. Plan dignified help for those who don't tune in. [no put-downs]
6. Give directions visually as well as orally (Visual representation of the task) [cf. Fred Jones' VIP]

**Giving Directions**

- Give the planned directions [creation above].
- Check the students' understanding ["Any questions?" does not check understanding.
- Have a student model the behavior. [i.e., on the board or orally.]
- If needed, remediate and recheck. [It is essential that students **do not practice error.**]

The Madeline Hunter "Seven Step" lesson design may be used for more than just direct instruction in the behavioral mode. It can be used as a shell for any instructional lesson or unit.

One use in an inquiry mode suggested by Dr. Hunter appeared in *Educational Leadership*, December-January 1990-91, pp. 79-80. "**Anticipatory set and objective:** Let's review the procedure in making
slides because today you'll be making your own slides to be used in developing a hypothesis to explain_______ and support your conclusions....**Objective:** Today your group will work with magnets to see how many generalizations you can develop and support....**Input:** Remember what you've learned about modifying only one variable at a time, observing results carefully and checking whether or not the data support your hypothesis. Your information today will be derived from your own observations while you experiment with these materials.... (Input can come from observation, experimentation, computers, films, videos, books, etc., not just from teachers.)  **Modeling:** Observe what I do, and be ready to state whether my conclusions are valid or invalid, and why....  **Checking for understanding:** Look at your data to determine and be ready to state which could be used either to support or refute your hypothesis....  **Guided or monitored practice:** I'll be circulating among your lab groups. Signal me if you have questions or need assistance....  **Independent practice:** Identify a question that you have about__________. Then design and conduct an experiment (alone/ group) that would answer your question...."

Not each of the "seven steps" need be in every lesson nor should every lesson be based on the seven steps; however, the seven steps make a good check list of elements in planning a lesson. The instructional purpose and the best way to involve the learner are the guides for what to choose in planning a lesson.

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**DECONTEXTUALIZING LEARNING**

Decontextualization for transfer and general application

Barak Rosenshine, in a presentation to the Association for Supervision and Curriculum Development, Spring 1990, reported on recent research on direct instruction. **Direct instruction** (as addressed by Rosenshine) applies to skills, not to the teaching of content.

Most of the research on teaching effectiveness has been on the teaching of well-structured skills: how to add, how to focus a microscope. His new work addresses research on how effective teachers teach less-structured skills: how to summarize, how to take notes, how to ask appropriate questions, etc. Other continua that are similar/parallel to well structured-less structured are: explicit-implicit, algorithm-heuristic, and concrete-abstract.

The strategies he has recently reported provide scaffolds for learning the less-structured skills. They:

- Regulate the difficulty [escalate after learner gets it]
- Anticipate difficult areas [then provide lots of support]
- Model: talk out loud about the process you are going through.
- Provide procedural facilitators [procedural facilitators are to content as advance organizers are to process]
- Provide appropriate student practice in varied contexts.

All of these apply to the teaching of well-structured skills as well but they are specifically indicated for the teaching of less structured skills: things for which discrete procedural steps are hard to identify. They are less relevant to the teaching of content because prior/background knowledge is key to the teaching of content.

Learning takes place in the **zone of proximal development [ZPD]** where the student's development is advanced enough for the pupil to learn but will need help to get there.
A scaffold[outline, model, visual instruction plan (VIP), diagram, or figure that provides an image to hang ideas on] makes it easier for the learner to "get it" in developmental skills subjects where background knowledge is not key and so is not applicable for non-progressive content like social studies or literature. ZPD is not critical for most content in English or social studies but is more so in science or math. [Note: writing an essay, at least in the initial learning stages, is a less-structured skill that has steps that can be taught, e.g., start with an attention-grabber, then a topic sentence, then a statement followed by supporting information, then another statement with support, then a third statement with support, then a summary statement tying the three statements to the topic.]

Most things in math and science, especially skills, are taught in a context. For transfer to broader applicability it is necessary to decontextualize the learning. One way to do this is in guided practice by giving attention to decontextualizing the skill by providing lots of varied practice and spaced practice. [Ed.note: And to have students manipulate the ideas/skills, e.g., "Have you ever seen something like this down town?" or "How many ways can you think of to use this concept/skill?" or "Can you explain how you arrived at that answer" (metacognition).]

[Ed. note: It is likely that decontextualization of learning is the most important and least practiced function of teaching for latter application. The lack of transfer of knowledge/skills to "real life" is likely the main reason why graduates do so poorly on state-wide and national tests [even when they "know" the answers: the questions aren't asked in the context in which they were learned. It is important that we present and re-represent the material to be learned in as many different ways/contexts as we can...and at the higher levels of Bloom's Taxonomy of Educational Objectives.]
(This “oldie” can be used to assist interns who may struggle with planning and organizing instruction. It is NOT a model for all teachers, all subjects, all days!)

*The Seven-Step Approach of Madeline Hunter*


1. **Anticipatory Set:**

   An activity designed to:
   1. Focus student attention
   2. Provide brief practice of previously achieved and related learnings and/or
   3. Develop a readiness for the instruction to follow.

4. **The Objective and Its Purpose:**

   “Informs the student what he will be able to do by the end of instruction and why the accomplishment is important, useful, and relevant to present and future life situations.”

3. **Instructional Input:**

   What information does the student need to accomplish the objective and what means will be used to present that information?

4. **Modeling:**

   Show examples of the finished product and point out the important elements.

5. **Checking for Understanding:**

   This may be done by: (a) sampling
   (b) signaled response
   (c) individual private responses

6. **Guided Practice:**

   The student works individually, but the teacher circulates among students to provide feedback and remediation.

7. **Independent Practice:**

   The student “practices” the new skill without the teacher to help develop fluency (often assigned as homework).
Lesson Flow Chart

ITIP

1. Anticipatory Set – recalls students’ prior knowledge and focuses them on learning.

2. Objective/Purpose – lets students know what they are learning, how they will learn it and why.

3. Input – information, responses, activities, questions.

4. Modeling – visual input or concrete examples of the process or product of learning.

5. Checking for Understanding – monitoring the students to ensure that they understand.

6. Guided Practice – gives students opportunity to try the new learning under direct teacher supervision.

7. Closure – give students opportunity to summarize the learning.

8. Independent Practice – allows students to practice new learning independently to develop fluency.
LESSON PLAN TOPIC

TITLE

AUTHOR:

GRADE:

STATE OR DISTRICT STANDARDS

OBJECTIVES

ASSESSMENT (formative and summative)

MATERIALS:

PROCEDURES:

Anticipatory Set

Vocabulary

Activities

Provision for special needs:

CLOSURE

References:

Reflection:
Washington Writers’ Academy  
Kalamazoo Public Schools  
In Partnership With  
The Department of Teaching, Learning, and Educational Studies  
The College of Education and Human Development  
Western Michigan University  

Program Guidelines  
(September 6, 2006)  

Part I: Washington Writers’ Academy: A Learning Community  

You are about to being an exciting, exhausting, and exhilarating experience, your pre-intern and intern teaching experiences. In this set of guidelines, you will gain insights into our expectations of you as a pre-intern and intern.

It is important that every pre-intern and intern understand that Washington Writers’ Academy is a community of professional staff. In 1999, Washington joined with the Department of Teaching, Learning, and Leadership and the College of Education and Human Development at Western Michigan University to shape a partnership. As a community, all personnel at Washington participate in preparing every pre-intern and intern.

The entire faculty and staff are participating in your preparation in one way or another. We encourage you to become well acquainted with the entire community: as part of this we feel it is important that you become well acquainted with the mission statement, objectives, and motto of Washington Writers’ Academy. Becoming a part of this community and familiarizing yourself with our mission, objectives, and motto will help you to have an experience here with us where you develop your teaching expertise thoughtfully.

Washington Writers’ Academy Mission Statement  
**The mission of Washington Writers’ Academy, as a family-oriented cornerstone of our community, is to ensure that all students, in becoming lifelong learners, will achieve academic excellence, thrive in a diverse community, and have opportunities to explore their unique talents through dynamic, multiage, interactive learning, centered on integrating writing and technology throughout the curriculum, uniting a caring and exemplary staff with parents and community members in a safe and orderly environment.**

Objective:  
100% of our students will meet or exceed the district’s standards and benchmarks for writing.  
100% of our students will read at or above grade level by the end of third grade.  
100% of our students will meet or exceed performance standards as measured by the district, state, and national standardized tests.  
100% of our students will meet or exceed the goals specified in their individual achievement plans.

Motto  
Writing A Journey Through the Imagination  

As mentors, pre-interns, and interns at Washington Writers’ Academy it is critical that we develop and maintain some consistency in our expectations and standards of performance. To this end, the mentors at Washington have designed a set of guidelines to provide each of us with a common frame of reference. These guidelines are written in addition to the policies and guidelines set forth in the intern and mentor handbooks. The mentors, pre-interns, and interns should discuss these guidelines at the
beginning of each semester as plans are developed and as the pre-interns and interns are observed and evaluated.

**Part II: Definitions**

The following definitions will help create a common understanding of the terms we use for each of the roles in internship program:

**Pre-intern Teaching**

The pre-intern teaching semester is a part time professional laboratory and clinical experience (16 hours per week). You will begin the semester observing and assisting students one-on-one as your mentor teacher directs you. After a few weeks of acclimating yourself to the classroom routines and developing beginning relationships with the students, you will begin to teach small groups of students in addition to observing and assisting students one-on-one. Toward the middle of the semester you will begin to have the opportunity to teach both small groups and the entire class. It is an opportunity for you to apply your knowledge of teaching and learning in an urban setting to the ways you organize and lead the students with whom you work as well as the lesson plans you design and implement.

**Intern Teaching**

The intern teaching semester is also a professional laboratory and clinical experience. This, however, is the semester where you will focus your attention on teaching and learning in the urban classroom full time. You will assume an increasing degree of responsibility in one of our classrooms under the supervision of a qualified classroom teacher and a university coordinator. As an intern teacher, you will be able to apply your knowledge of educational theory and research in terms of human growth and development, the impact of urban poverty on teaching and learning, classroom organization and leadership, and the development and implementation of curricula that respond to the needs of your students. This experience will allow you to further prepare yourself personally and professionally to assume your role as a practicing teacher.

**Mentor Teacher**

A teacher who guides the practice of pre-intern teachers and/or intern teachers, provides guidance and feedback to the pre-intern and/or intern about lessons they prepare, observes and evaluates the teaching of the pre-intern and/or intern, and participates regularly in studying and reflection about her/his role with other mentor teachers and a university cluster site coordinator.

**Mentor Coach**

A tenured teacher at a cluster site who participates in intensive mentor teacher preparation at the university and who coordinates and facilitates the work at the cluster site with other mentors and with the university cluster site coordinator. The mentor coach is the person who will assist you with your problems or concerns when the university coordinator is not in the building. Your mentor coach is Tam Fleckenstein.

**Pre-intern Coordinator**

A university faculty member who has the responsibility to teach the pre-intern seminar that focuses on the content of Education 369, 371, and 402 as well as a body of literature about urban poverty and urban school teaching and learning. In addition, the faculty member provides guidance and feedback to the pre-interns as they prepare lessons and then observes and evaluates the pre-interns as they teach those lessons in small and whole groups of elementary students.

**Cluster Cite Coordinator**

A university faculty member who has overall responsibility for the coordination of a cluster site and who collaborates with the pre-intern coordinator, mentor coaches, mentors, and other school and university personnel.
Principal

The principal is the professional administrator at the school where you are assigned. The principal will support the preparation of teachers by defining school-wide expectations (e.g., sharing teacher handbooks, discussing attendance at after-school meetings, and/or night functions, discussing arrival/dismissal times, procedures for absenteeism, and policy regarding parent-teacher conferences) and explaining school-wide policies and student behavior expectations (e.g., discipline policies for students).

The principal at Washington Writers’ Academy is Mr. John Klein. If you have questions and/or concerns he is always willing to set an appointment to assist you. He will be present and visible during every school day; however, he will have limited involvement in your pre-professional activities while you are at Washington, given the enormity of his responsibility to direct the affairs of the school as a whole.

Part III: Guidelines for Professional Conduct

You are about to make an important transition from your life as a college student to your life as a professional educator. You are responsible for the continuation of your own learning as well as providing learning opportunities for your students.

In addition to the specific guidelines furnished by your program coordinator (See your semester syllabus), these general guidelines will assist you in assuming your roles and duties while you are at Washington:

1) Inform yourself of school policies generally found in the teacher handbook and/or policy manual used at Washington. In addition, every school has its own unwritten customs and culture (Washington is no exception); observe and reflect carefully to learn about them.

2) Use moderation and good taste in dress, cosmetics, personal habits, speech, and personal relations with students and faculty. During the last few years, modesty has become an issue among pre-intern teachers. Please make certain that you wear clothes that cover your back, stomach, chest, and legs to the knee whether you are sitting or standing, or whether you have your arms at your sides or raised above your head.

3) Be forthright and honest in all of your dealings. Admit mistakes and work to mediate for them if needed.

4) Be open-minded in communicating (listening, talking, and observing) with your mentor teacher and with other members of the staff — and remember to be open in communicating with the children, too!

5) Be courteous and helpful to all staff, teachers, and students.

6) As part of your responsibility, you are expected to attend classes and seminars that are part of the pre-internship and internship. Please remember that the seminar is not an optional class; you are expected to join us, prepared for that day’s discussion. You are expected to arrive on time at school and other professional activities.

7) If you are ill and cannot attend school or class, contact the appropriate people. If you must miss school, contact your mentor teacher immediately. If you must miss seminar, contact your coordinator. If you are unable to participate in professional activities for any other reason, you must obtain prior approval from your mentor teacher and your coordinator. You are allowed 3 excused absences during the semester. Excused absences include absences due to illness, the illness of a dependent family member, and other personal reasons that are approved by your mentor teacher and your coordinator.
8) If you are going to be late, contact the appropriate people. If you are going to be late to school, contact your mentor teacher immediately. If you are going to be late to seminar, contact your coordinator.

9) In case of inclement weather, listen to the radio or TV for information about your school. Please be aware that if you are a pre-intern, you will adhere to WMU’s schedule for spring break and holidays. If you are an intern, you will adhere to Washington’s schedule for spring break, holidays, and make-up days. This means that if you are an intern, you will NOT take the university’s spring break or winter recess. If schools have make-up days scheduled you must be present for those professional obligations.

10) Part-time employment is difficult, particularly during your intern teaching experience. You will be treated as a professional, and you will need to be well prepared everyday to assume your professional responsibilities. If you are currently working to support yourself, please share this information with your mentor and coordinator.

11) Substitute teaching **is allowed** for pre-intern teachers in any school that offers them the opportunity. However, for reasons of professional courtesy and consistency, please do not substitute in your Washington classroom if you are working with an Intern. Substitute teaching is NOT allowed for intern teachers until after the midterm. If the intern teacher receives a strong midterm evaluation from her/his mentor and is recommended by the mentor teacher, the cluster cite coordinator, and the principal, the intern teacher may substitute in the classroom to which s/he is assigned as an intern teacher. Interns may substitute as much as they wish after the successful conclusion of their internship. Discuss the procedures for getting registered to substitute teach with your mentor teacher.

12) Both the pre-internship and the internship usually involves several phases. You will consult with your mentor teacher and coordinator to determine how and when you will assume your responsibilities within your assignment. If you are a pre-intern, you will generally have an orientation phase of 1-3 weeks, a shared-responsibility phase of 9-12 weeks, and a winding down phase of 1 week. If you continue as an intern with the same mentor teacher, you will start with a shared-responsibility phase of 3-4 weeks, moved to a major responsibility phase for 10-11 weeks, which will include 1-2 lead weeks where you have full responsibility for all planning and leadership in the classroom, and conclude with a winding down phase of 1 week. If you continue as an intern with a different mentor teacher, you will start with an orientation phase of 1-2 weeks, move to a shared responsibility phase of 2-3 weeks, then into a major responsibility phase of 9-11 weeks, and conclude with a winding down phase of 1 week. These phases are very flexible and should reflect the needs of our school setting, the needs of the students in your classroom, and your readiness to assume additional responsibility. The state requires a minimum number of hours of practice teaching for licensing purposes. WMU’s program requirements meet the number of hours the state requires.

13) During both Fall and Spring semesters, the children in your classroom will undergo some form of Standardized testing. It is extremely important that you adhere to the professional conduct guidelines outlined here so that the integrity of the testing situation is maintained.

- Do not read **any** part of the test to any child. This includes pronouncing or restating words.
- No non-verbal signals may be given to any child. This includes shaking yes or no with the head and pointing.
- Do not clarify instructions for any child.
- Interns/Pre-interns are not allowed to administer any part of the exam.
- Phrases that can be offered include the following: “Do your best job.” “I can't help you.” “Think about it.”
14) **Behavior Process**: Washington Writers’ Academy has set out very clearly the process all teachers are to go through when behavior issues arise. Your mentor can best help you learn and understand this process; however, what follows is a general guideline to get you started:

- See “Raise Responsibility Info” regarding dealing with behavior in the classroom. Once a child has gone through the steps send to the office **with a referral**!!! Attach essays and classroom referrals to the office referral.
- Severe infractions (i.e. Fighting) result in immediate referrals
- Office Referrals are dealt with on a case by case basis depending on frequency and severity of behavior
- Repeated behaviors are treated differently than first offense behaviors
- Consequences received when a child is sent to the office
  - Student is talked with by staff and problem with solution is discussed
  - Make-up time/lunch detention/after school
  - Phone calls (most referrals receive a phone call)
  - Home visit
  - Loss of privilege
  - Inclusion of support services/counseling, when possible/necessary
  - Restitution
  - Orange notes home
  - Suspension in school/out of school
- Office Referrals are dealt with on a case by case basis depending on frequency and severity of behavior
- When a child has been processed in the office and returned to class, the referral is placed in the teacher’s mailbox with action taken recorded
  - If the SAME behavior continues, call the office to have the child removed
  - If the same child exhibits a different behavior, begin the steps of the behavior plan again
- Ongoing behavior problems with the same child should also be referred to the school team. This requires filling out a Team request for the student.
- Teacher or intern may consult with school psychologist to get ideas for behavior interventions.
- Suspension: When a child is suspended they may not return until a re-entry conference has been completed. This involves the parent or guardian. If a teacher wants to be involved in the conference, they need to let the office know.
- Behavior team meets weekly for one hour to review SWIS data and develop plans for students with severe behavior issues.
- Make sure you are aware of any behavior plans for students in your classroom. Behavior plans are clearly written to describe steps in discipline for each child. Any teacher that is in contact with the child has a copy of the plan (i.e. Special’s teachers).
- If a child refuses to leave the room, contact the office (ext. 200, 210).
• Often to defuse a situation, make office phone calls as discreet as possible.

As a professional in another's classroom, you need to remember several things: first, your job is not to agree or disagree with the way a teacher handles a particular situation. You may, in fact, do either, but privately. *Your job is to understand why the teacher responded the way he/she did.* Second, you need to remember that the teacher has access to much information that you may not have, most significantly family context, the child's history in early grades, or even medical information that you don't have legal access to. As in all relational situations, communication is key. If you don't understand something, don't pass judgment ~ ask questions.

**Part IV: Phases of the Pre-internship and the Internship**

A. The **orientation phase** (1-2 weeks) is the period during which the pre-intern and intern teachers gets to know the students, establish a professional bond with their mentor teachers and students, and learn about the classroom culture, curriculum, and mentor teacher expectations. The pre-intern and intern will become familiar with:

- Classroom procedures, daily schedule, organization, management, planning, and record keeping
- Student names, characteristics, and behavioral patterns. For the intern who has pre-interned at Washington in the fall and then begins the internship in the spring, this particular area will have been addressed already if s/he is with the same mentor. However, if the intern is moved to a different classroom for the internship or if the internship phase is in the fall, then this particular area will need careful attention.
- University resource materials, curriculum guides, grade specific objectives.
- Washington resource materials, curriculum guides, WWA grade specific objectives
- Working with ancillary staff, e.g. office staff, special education teachers, etc. Please note that this is an area that both pre-interns and interns need to continuously work to expand and improve in. Your collaboration with the other staff at Washington is key to your growth as a professional person and critical to assisting your students in their growth as well.
- Seminar syllabus and the seven outcome areas
- In addition, the interns will familiarize themselves with the intern handbook, which is available on-line through the College of Education and Human Development website.

*During the orientation phase the pre-intern will have the opportunity to:

- Send a letter of introduction to parents/students (see page )
- Take attendance
- Check students' work
- Work with individual students as needed
- Observe the mentor teacher and note instructional management and teaching strategies, approaches used to grouping children, and curriculum implementation
- Engage in reflection after each class participation experience individually and with her/his mentor
- Receive regular feedback, oral and/or written, from her/his mentor
- Secure photo permission from parents of the children s/he teaches

Please note: If the intern continues with the same mentor and group of children s/he had during the pre-internship, then each of these areas should have been addressed during the pre-internship. However, if the intern changes mentors from the pre-internship and/or begins the internship in the fall, then each of these areas should be addressed during the first two weeks of the internship also.

B. The **shared responsibility phase** (approximately 4-6 weeks) is the period during which the mentor teacher and the pre-intern and/or intern teacher are engaged in collaborative lesson planning, team teaching, and assessment of the students' work.
During the shared responsibility phase the pre-intern and/or intern begins to:

- Study curriculum materials and observe the mentor teacher as well as other teachers who the children have classes with (including specials teachers, e.g. P.E., publication house, music and art) to learn pacing, transitions, and a variety of methods and strategies
- Continue to work with individual students as needed
- Team plan with the mentor teacher and teach small groups as directed by the mentor teacher
- Team plan with the mentor teacher and teach the whole class as directed by the mentor teacher

The pre-intern and intern teachers should be reflecting and journaling extensively about their lessons during this phase. If the mentor teacher has the pre-interns and/or interns involved with an interactive journal, this is the phase where it becomes increasingly important to exchange ideas, raise questions, and examine teaching practice with your mentor through the journal or during formal and/or informal meeting times with your mentor.

C. The major responsibility phase (approximately 4 to 6 weeks) is the period during which the pre-interns and interns gradually increase their responsibilities as directed by the mentor teacher. It is during this phase that the pre-intern teaches the majority of her/his lessons. It is during this phase that the intern teacher culminates her/his internship with one-two weeks of lead teaching. There will likely be variation among pre-intern and intern teachers as to the best time to move into this phase. However, no matter when the pre-intern and intern teachers assume increased responsibility, this is not to be interpreted as a time when the mentor teacher should feel they must remove themselves from the classroom. While there will be days when the pre-intern and/or intern teachers might be teaching the majority of the time, the mentor teacher might function as a consultant, use this as a time for focused observation and guidance, or team teach. It is our intent at Washington that at this time of the experience, the productive collaborative responsibility that pre-intern and intern teachers assume is dependent on the guidance, modeling, and judgment of the mentor teacher.

During the major responsibility phase, the pre-intern and intern teachers assume more responsibility with the guidance of the mentor teacher for:

- Curriculum design and planning
- Classroom organization and lesson preparation
- Academic instruction
- Classroom management and leadership
- Assessing/evaluating students
- Communication within and outside of the classroom, e.g. with other staff and parents

D. The winding-down phase (approximately 1 week) is the phase in which the pre-intern and intern teachers should be concluding major instructional responsibilities, reflecting about what they have learned in their field placement, engaging in formal self-evaluation, establishing goals for continued professional growth, and easing themselves out of the classroom. It is a time when interns, with the guidance of the mentor teacher, often visit other classrooms to observe and expand their awareness of alternative approaches to classroom organization and instruction.

Part V: Overview of Specific Traditional Schedules and Information at Washington Writers' Academy

Introduction

The following information is a brief overview of some of the traditional schedules we hold at Washington Writers' Academy. Please remember that any or many of these traditions can change. Always stay tuned for more updated information. Your mentor's mailbox will also be your mailbox. You must seek information. Interns, stay in touch at the building meetings and read through the weekly notes of coming events (The weekly notes of coming events will be available to you through your mentor's e-mail account).
In addition, please note these procedures:

1) **Personnel record cards**: Be sure to fill out the small white personnel record card. Do that as soon as it is given to you (during the first week you are in the building); the mentor coach will keep one card, and the office will have the other. Please keep the office informed immediately of any phone or address changes. Also keep your mentor teacher and university coordinator informed of changes in your schedule or contact information.

2) **Reporting time for staff**:  
   - 8:05 Teachers must be in their rooms, ready to greet students  
   - 8:05 Instruction time must start  
   - 3:05 Dismissal of students  
   - 3:15 Staff may leave (interns should ask your mentor to know when you should arrive and leave; pre-interns are typically asked to arrive at 7:45AM on their participation days and to leave at 3:45 PM, but this will vary according to individual schedules and mentor expectations.)

   You and your mentor must discuss what times you will be in the building for planning and talking. It is highly recommended that you and your mentor decide on a specific time for planning and talking as a team (this would include the mentor, all pre-interns as well as all interns) and really hold strictly to this planning schedule for your benefit as well as the benefit of your mentor, other pre-interns and interns in the classroom, and the children.

3) **Lunch Time**: There are three different lunch periods at Washington. Twenty minutes of "lunch time" is teacher planning. Check with your mentor about how to spend this time. We do have two refrigerators and one microwave in the teachers' lounge for your use.

4) **Letter of Introduction**: Under the direction of your mentor, we encourage you to compose a letter of introduction and have this letter ready to send home to the families of the students with whom you will be working. This letter should tell a little about you, your background in education and your interests. The letter should also indicate that you look forward to the classroom experience, getting to know the students, and meeting their families. Please have this letter of introduction ready for your mentor to proofread sometime during your first few weeks here at Washington Writers' Academy. One final note, do not send any information home with the students unless you are directed to by your mentor and until your mentor has proofread it.

5) **Confidentiality**: Student records and conversation about students are strictly confidential and not to be shared outside the classroom in a casual manner. If a student self-discloses abuse of any kind while you are talking with her/him, listen carefully but do not solicit additional information. As soon as there is a discreet moment in the conversation with the student, have the student go with you to talk with the mentor teacher privately. Let the mentor teacher know that the student has self-disclosed and then take directions from your mentor teacher as to the next steps you should take. If you have any questions or concerns regarding self-disclosure, please talk with your mentor, pre-intern or intern coordinator.

6) **Building and District Meetings**: Building meetings for all staff are mandatory. As a pre-intern you are not required to attend building meetings. However, as an intern, you are considered as a member of the staff at WWA; therefore, you are required to attend most building meetings and district meetings. Occasionally there will be meetings that interns are notified not to attend. This will be related to contract meetings or meetings for contracted employees that the building and/or the district administration do not see as necessary for interns to attend. Building meetings are on Monday after school from 3:30-4:30. The first Monday of each month is a two-hour staff development meeting from 3:30-5:30 (The third Monday is traditionally for union meetings. You may not attend union meetings. You could use the time to get lessons for the next day prepared. Discuss this with your mentor). Again, check the Washington bulletin board in the office for changes.
7) **School Improvement and PTO Meetings**: These meetings are not mandatory, but they do give you a professional view of the important broader issues facing any school community. Your ideas and participation are always welcome. We encourage you to attend at least one PTO and or one School Improvement meeting during your internship at WWA. Check with your mentor for dates and times.

8) **After School Events**: Interns should plan to attend all after school events and evening events such as Open House, Parent/Teacher Conferences, and Science Writers' Expo. Pre-interns are invited but not required to attend those events that their mentors determine would be appropriate.

9) **Community Volunteer Programs**: Washington staff are involved in extra-curricular activities such as cheer leading facilitator, basketball for girls and boys, etc. Please feel free to ask your mentor who to contact if you want to get involved in your favorite extracurricular activity. This is an excellent way to get to know the students here at Washington in a different setting.

10) **Washington Support Staff**: We are fortunate to have a strong support staff. Their jobs are very demanding and difficult. They must facilitate communications and procedures among children, parents, staff, the administration, the mail and service people, as well as the community at large. In addition, they are responsible for dispensing medicine and first aid. Please be especially respectful and courteous to all of our other support personnel. We could never do our work without them.

11) **Supplies, Equipment, and Phone Use**: Office and stock room supplies (paper, pens, pencils, etc.) are available for classroom use as directed by your mentor. Following the direction of your mentor teacher, you may use the copy machines in the stock room for classroom purposes. You should not use the copy machine in the stock room for personal use. Equipment should be checked out from our technology specialist, Craig Campbell, under the direction of your mentor. We have acquired a lot of equipment at Washington. Much of our equipment was secured through grants initiated by current staff members. Be sure to work with your mentor to get help learning how to use the equipment in the building.

12) **Accidents with equipment** do happen. In order to keep equipment in good working order, it is your responsibility to report any problems or breakage to the office. This will facilitate prompt repair. If you are particularly adept on any of the equipment we have, please feel free to share your knowledge with us. When you use either of the computer labs, please enforce the basic rules:
   - No food or drink in the labs or near the computers
   - No pens or markers near the computers
   - Leave the room in the condition you found it

13) **Long Distance Phone Calls**: No long distance phone calls should be made from the school phones. If you have an emergency and need to make a long distance call, please ask Terra or Deb for help making the long distance call you need to make.

14) **Communication**: Communication is the most important factor in your success and building your confidence during your time here at WWA. You will be assessed on your performance in writing, speaking, and management in all areas of the curriculum. This assessment will move beyond compliments and areas in which to improve toward the giving and receiving of candid, constructive feedback. Your effective communication with your mentor, other pre-interns and interns, as well as other staff is critical. If you have concerns, set a time to discuss your concerns. When you discuss your concerns, do so with an eye to sharing your concerns in a sensitive, discrete, clear manner.

It is important for you and your mentor to take the time to discuss and reflect on observations you make during the day. It is a must that you set up regular mutually agreed upon times to discuss and reflect. Tell your mentor what kind of feedback works best for you, e.g. if you need more of a dialogue or written reflections work best for you, say so.
15) **General Information:** Here is the school address and phone number to assist you:

Washington Writers’ Academy  
1919 Portage Street  
Kalamazoo, Michigan 49001  
(269) 337-0770

**Be sure to secure your mentor teacher’s contact information.** S/he is the **first** person you should contact if you will be late or absent. Your pre-intern/intern coordinator is the second person you should contact.

16) **Mentor Seminar:** If an intern is assigned to a mentor’s room, then the mentor will attend a weekly mentor seminar. These mentor seminars are opportunities for mentors to plan and problem solve together. They are also opportunities for mentors to study and enrich themselves professionally in an effort to facilitate the finest experience possible while you are here with us at WWA.

17) **Reading First:** WWA is the recipient of a federally funded grant focused on literacy development in grades K-3. Each grade has established a 1-2 hour reading block that must be adhered to rigorously. We will need your support and focused attention and involvement with literacy teaching during the reading blocks that are scheduled while you are with us.

18) **Professional Portfolio:** You are encouraged to bring your camera to school and begin taking pictures and gathering materials for your professional portfolio. Start right away. Ask your mentor teacher about the letter that must be sent home to secure parent permission for the children to be photographed. In most cases, this letter has already been sent home, and a photo release has already been granted by the parents. However, you should be sure to check with your mentor teacher whenever you plan to take photographs in the classroom.
Resources

Information Regarding Earning State Continuing Education Clock Hours for Serving as a Student Intern Mentor

http://www.wmich.edu/internteaching/mentors/scech