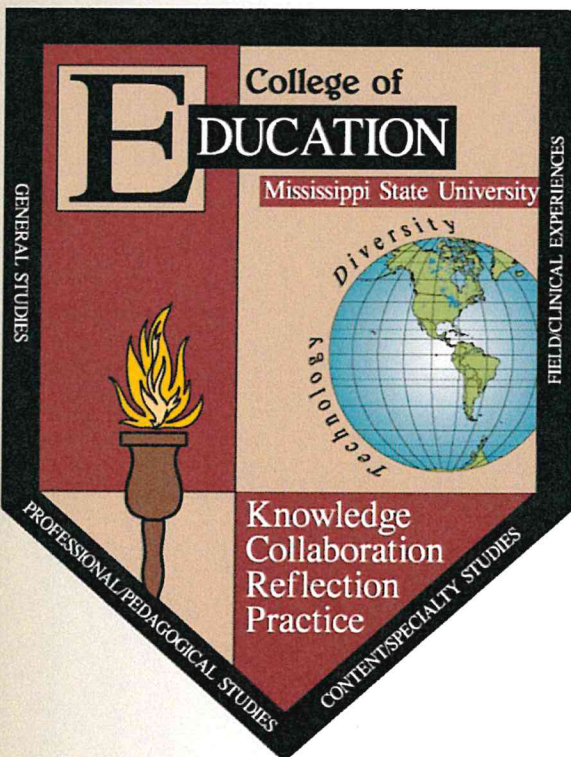


EFFECTIVE MENTORING & NEW TEACHER TRAINING



Office of Clinical/
Field-Based
Instruction, Licensure,
and Outreach

College of Education
Fall 2018

Revised August 2013

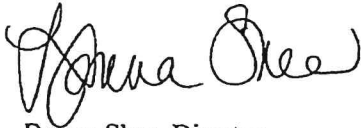
Introduction

The faculty in the College of Education at Mississippi State University appreciates the classroom mentor teachers who give so freely of their time to assist teacher interns as they make the transition from college student to professional educator. We could not adequately prepare the teacher interns who graduate from Mississippi State University without the support and expertise of the classroom mentor teachers and the assistance of the public schools that serve as teacher intern sites.

This training provides information that assists in the facilitation of an effective teacher internship program. It addresses objectives, policies and procedures, roles and responsibilities, activities, and evaluation. We encourage you to read all of the information and conduct the activities within this training to become acquainted with the roles and responsibilities of all those involved in the teacher intern program and to serve as an effective mentor.

Please email me at dshea@colled.msstate.edu before your teacher intern begins his/her placement with you to let me know that you wish to complete this training. Complete all activities within this booklet during the 16 weeks that you have the teacher intern. Send the signed documentation page that appears at the end of this booklet to my attention by the last day that the teacher intern will be in your classroom using the contact information that appears below.

Sincerely,



Donna Shea, Director
Office of Clinical/Field-Based Instruction, Licensure, & Outreach
Mailstop 9710
318 Allen Hall
Mississippi State, MS 39762
Phone: 662-325-2206
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CLASSROOM MENTOR ONLINE RESOURCES

Go to: <http://www.ocfbi.msstate.edu/teaching/index.php> → Choose Training→
Choose Classroom Mentor Teacher Training

Login is teacher and the password is cowbell3

Watch all of the videos and read all of the materials.

PREZI

Next Go to: <http://www.ocfbi.msstate.edu/teaching/index.php> → Choose TIAI Training → Watch all of the videos within the Prezi

EVALUATION MODULE

Next go to: <http://soe.olemiss.edu/tia/> This is an evaluation module. Go through all of the videos and take the quiz at the end of each Domain.

Getting to Know You

Meet with your intern on the first day and use the prompts below to guide conversation:

1. What do you enjoy doing in your free time?
2. The reason that I wish to be a teacher is...
3. I am happiest when...
4. My favorite television program is...or book is...or movie is...
5. I learn best when...
6. My philosophy of education is...
7. One thing that I do well is...
8. I expect...from this internship.
9. I would like for you to support me in this internship by...

Classroom Management Plan

Explain your classroom management plan to your teacher intern. Support your teacher intern in the next 16 weeks by either supporting them in using your management plan and/or in helping them implement other management strategies.

OBSERVATION 1: PLANNING AND INSTRUCTIONAL DELIVERY

PART I: Interview

Use the following questions to complete the interview part of Observation 1. Complete the interview prior to the observation to provide additional insight into the teacher's planning practices. *Discuss interview results in the interview component of the paper.*

Ask the classroom teacher for a copy of the lesson plan for the class period/lesson you will observe. Then ask the teacher the following questions.

1. How do you plan lessons? What advice would you give a first year teacher about planning?
2. What type of activities do you provide students who complete their work ahead of schedule?
3. How do you plan for students who need remediation and/or enrichment?
4. What types of resource materials/technology do you use?
5. How do you encourage critical thinking and writing in your classroom?

PART II: Classroom Observation

Address the following questions about planning and instructional delivery in the classroom observation component of the paper.

1. Did the teacher begin and close the lesson as planned? Did the closure provide a summary of the lesson content?
2. What motivational/instructional strategies/materials were used throughout the lesson?
3. Was the pacing of the lesson appropriate for the delivery of the content?
4. How did the teacher assess or plan to assess this lesson? In your opinion, was the assessment an effective evaluation of the objective(s)?
5. Describe feedback given by the teacher and describe teacher/student interactions.

PART III: Analysis/Reflection

Address the following questions in the analysis/reflection component of the paper.

1. What effect or impact did the lesson have on student learning?
2. Was the content covered important to students? Explain.
3. Reflect on what was learned from this observation about planning and instructional delivery.
4. Explain how what was observed will be helpful in future teaching situations.

RUBRIC – OBSERVATION 1: PLANNING AND INSTRUCTIONAL DELIVERY RUBRIC

(UPDATED 2013)

	Unacceptable (0-1)	Acceptable (2-3)	Target (4-5)	Score
OBSERVATION	Minimal or no discussion of the observed lesson which does not include information from observation or interview questions.	Discussion of the observed lesson which includes most but not all of the following: discussion of the beginning/closing of lesson, motivational/instructional strategies/materials used, opinion concerning the pacing of lesson and content delivery, discussion of assessment effectiveness, teacher feedback, and teacher/student interactions.	Clear and thorough discussion of the observed lesson which includes all of the following : discussion of the beginning/closing of lesson, motivational/instructional strategies/materials used, opinion concerning the pacing of lesson and content delivery, discussion of assessment effectiveness, teacher feedback, and teacher/student interactions.	
REFLECTION/ ANALYSIS	Minimal or no reflection/ analysis of the observed lesson and does not include information from interview and/or reflection/ analysis questions.	Reflection/analysis of the observed lesson which includes most but not all of the following: discussion of the impact on student learning and the importance of content taught, a summary of what was learned about planning and instructional delivery, and an explanation of how this observation will be helpful in future teaching situations.	Clear and thorough reflection/ analysis of the observed lesson which includes all of the following : discussion of the impact on student learning and the importance of content covered, a summary of what was learned about planning and instructional delivery, and an explanation of how this observation will be helpful in future teaching situations.	
CONVENTIONS: GRAMMAR, PUNCTUATION, AND MECHANICS	Writing has two or more spelling, punctuation, capitalization, grammar, and paragraphing errors.	Writing is free from most spelling, punctuation, capitalization, grammar, and paragraphing errors. Submission may include no more than one error.	Writing is free from all spelling, punctuation, capitalization, grammar, and paragraphing errors. Writing exemplifies professionalism and effective writing skills.	



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OBSERVATION 2: CLASSROOM MANAGEMENT

1. Observation 2 focuses on Classroom Management. Ask the classroom mentor teacher to assist with scheduling Observation 2.
2. Explain the purpose of the observation to the classroom teacher. (This is not an evaluation of the teacher's performance. It is an opportunity for beginning teachers to learn from professional educators.)
3. Focus on the objectives/goals of this observation.
4. Provide written documentation of Observation 2 in TaskStream. The paper submitted in TaskStream should address Part I: Classroom Observation and Part II: Analysis/Reflection (requirements explained in the directions below). This assignment can be submitted as an attachment in TaskStream. The evaluation section in TaskStream has a copy of the rubric that will be used to assess the assignment.

OBSERVATION 2: Classroom Management

PART I: Classroom Observation

Address the following from Observation 2: Classroom Management in the classroom observation component of the paper.

1. Is the classroom management plan clear to the students? Are rules/consequences visible in the classroom?
2. What is the classroom arrangement? Are students in groups or rows? Desks or tables? Does this arrangement seem to be effective?
3. Does the management of the class change as needed to create an environment that promotes a deeper understanding of lesson content? (e.g., whole group instruction, cooperative groups, centers, etc.)
4. What type of classroom management techniques are used by the teacher?

PART II: Analysis/Reflection

Address the following from Observation 2: Classroom Management in the analysis/reflection component of the paper.

1. How did the management strategies impact student learning?
2. Was the management plan used effectively? What management strategies should or could be changed to enhance the learning environment? Why? Explain.
3. Was teacher feedback to students constructive in managing the learning environment? Explain.
4. Reflect on what was learned from this observation about classroom management.
5. Explain how what was observed will be helpful in future teaching situations.

RUBRIC – OBSERVATION 2: CLASSROOM MANAGEMENT

(Updated 2013)

	Unacceptable (0-1)	Acceptable (2-3)	Target (4-5)	Score
OBSERVATION	Minimal or no discussion of the observed lesson and includes very little focus on observation of classroom management.	Discussion of the observed lesson which includes most but not all of the following: discussion of the management plan, its clarity to the students, and visibility in the classroom; description of usual classroom arrangement and changes made (if any) to arrangement during lesson; and identification of the teacher's various management techniques.	Clear and thorough discussion of the observed lesson which includes all of the following: discussion of the management plan, its clarity to the students, and visibility in the classroom; description of usual classroom arrangement and changes made (if any) to arrangement during lesson; and identification of the teacher's various management techniques.	
REFLECTION/ ANALYSIS	Minimal or no reflection/ analysis of the observed lesson which does not include information from reflection/analysis questions.	Reflection/analysis of the observed lesson includes most but not all of the following: explanation of how management strategies impacted student learning; opinion of management plan, its effectiveness, and aspects that could/should be changed; discussion of how the teacher's constructive feedback aided the management of the learning environment; summary of what was learned about classroom management; and explanation of how this observation will be helpful in future teaching situations.	Clear and thorough reflection/ analysis of the observed lesson which includes all of the following : explanation of how management strategies impacted student learning; opinion of management plan, its effectiveness, and aspects that could/should be changed; discussion of how the teacher's constructive feedback aided the management of the learning environment; summary of what was learned about classroom management; and explanation of how this observation will be helpful in future teaching situations.	
CONVENTIONS: GRAMMAR, PUNCTUATION, AND MECHANICS	Writing has two or more spelling, punctuation, capitalization, grammar, and paragraphing errors.	Writing is free from most spelling, punctuation, capitalization, grammar, and paragraphing errors. Submission may include no more than one error.	Writing is free from all spelling, punctuation, capitalization, grammar, and paragraphing errors. Writing exemplifies professionalism and effective writing skills.	

Reflective Questions

Please use the following questions to guide conversations with your teacher interns weekly throughout the 16 weeks of their internship with you.

Weekly Lesson Plan Focus Topics

The Weekly Lesson Plan Focus Topics have five goals:

- 1) To strengthen the effectiveness of written plans
- 2) To encourage interns to use deeper thought processes when planning
- 3) To emphasize the importance of all the components of an effective plan and how to implement effectively
- 4) To create a learning-focused environment for all students through effective planning
- 5) To emphasize the importance of meeting the needs of all students

FIRST PLACEMENT	
Plans for:	Focus Topics/Discussion
1 st Placement Week 2	<p>Classroom Management</p> <ul style="list-style-type: none"> • Is intern aware of management issues within class? • What is the intern's plan to address issues that may occur? • What strategies does the intern have in mind to try? If one doesn't work, then what? • Rewards? Consequences? <p><u>Discussion with intern:</u> <i>How are classroom management issues directly related to planning? What types of management issues are present in class? What part does consistency play in classroom management? What is important to remember about our own demeanor when handling discipline issues? What organizational procedures does the intern plan to implement?</i></p>
1 st Placement Week 3	<p>Objectives</p> <ul style="list-style-type: none"> • measureable and stated behaviorally • based on state standards/Common Core • grade-level appropriate <p>Assessments</p> <ul style="list-style-type: none"> • Is there an assessment for each objective? • Do assessments accurately assess objectives? • If assessment method requires a checklist, is it included with plans? <p><u>Discussion with intern:</u> <i>Are assessment methods the most effective way to measure mastery of objectives? Are pre-tests used? Why or Why not? Why is it important to put much thought into methods of assessments?</i></p>
1 st Placement Week 4	<p>Procedures</p> <ul style="list-style-type: none"> • introduction includes a "hook" to get students interested in subject/topic of the lesson • innovative and engaging • sequential/easy to follow • detailed and thorough – NOT a bulleted list

	<ul style="list-style-type: none"> list of higher level questions included <p><u>Discussion with intern:</u> <i>Are procedures focused on mastery of objectives? Will the introduction leave students wanting to know more?</i></p>
1 st Placement Week 5	<p>Content</p> <ul style="list-style-type: none"> thorough understanding of content more content/less fluff challenges students through knowledge of content <p><u>Discussion with intern:</u> <i>Is it obvious that intern is completely comfortable with all content? Is intern able to explain content in a meaningful and relevant way?</i></p>
1 st Placement Week 6	<p>Teaching Strategies</p> <ul style="list-style-type: none"> plans meaningful and engaging avenues to promote mastery of objectives uses projects, cooperative grouping, discussions, etc. – does not over-use one strategy <p><u>Discussion with intern:</u> <i>Why did intern choose the strategies included in plan? How will intern group students? What is intern's thought process for grouping students?</i></p>
1 st Placement Week 7	<p>Differentiated Instruction</p> <ul style="list-style-type: none"> Do plans include differentiated instruction for each lesson? Do differentiated plans meet the needs of the students? Do differentiated plans include visual and hands-on activities? <p><u>Discussion with intern:</u> <i>What is the point of differentiated instruction? Why are visuals and hands-on activities used for these students? How can intern improve in planning differentiated instruction? How does including visuals in lesson help all students, especially those that struggle?</i></p>
SECOND PLACEMENT	
Plans for:	Focus Topics/Discussion
2 nd Placement Week 2	<p>Communicating Instructions Effectively</p> <ul style="list-style-type: none"> Are all instructions given prior to beginning activities/tasks? Are instructions written down? Verbal? Or both? Does intern try to think of questions/problems students may have and use that knowledge when developing instructions? <p><u>Discussion with intern:</u> <i>How has intern improved over time with communicating effective instructions? Why is it important to give all instructions prior to activity/task?</i></p>
2 nd Placement Week 3	<p>Enhancing Lessons with Visuals</p> <ul style="list-style-type: none"> Do plans include several visuals – pictures, videos, etc. to make lessons more interesting and engaging? What types of visuals are present in lessons? <p><u>Discussion with intern:</u> <i>What is the importance/purpose of visuals? How do visuals help students in relation to content?</i></p>

<p>2nd Placement Week 4</p>	<p>Effective High Level Questioning</p> <ul style="list-style-type: none"> • Is intern consistently including higher level questions in lessons? • Is intern extending learning through questioning? • Is intern requiring students to justify answers to questions? <p><u>Discussion with intern:</u> <i>Why is it important to plan questioning prior to lesson? How is intern connecting lessons through questioning? How is intern using higher level questioning to benefit all students – gifted and remedial?</i></p>
<p>2nd Placement Week 5</p>	<p>Utilizing Student Responses/Recognizing Teachable Moments</p> <ul style="list-style-type: none"> • Do interns plan to use student responses to improve or enhance lesson? When? How? • If student responses show confusion of content, what then? • Has intern caught on to the meaning of “teachable moments”? Examples? <p><u>Discussion with intern:</u> <i>How does utilizing student responses during lessons help strengthen a teacher/student relationship? What important cues should teachers look for when listening to student responses? What are the benefits of adjusting lesson to take advantage of teachable moments?</i></p>
<p>2nd Placement Week 6</p>	<p>Overall Planning</p> <ul style="list-style-type: none"> • What areas of planning are most difficult? Why? <p><u>Discussion with intern:</u> <i>Has this Weekly Plan Focus Guide been helpful to intern? How? How has it helped with planning weekly lessons? What adjustments could be made to make it more effective? Has this guide helped prepare the intern to begin his/her teaching career?</i></p>

Weekly Plans

Your teacher intern will submit weekly plans to you and to their university supervisor. Please work with your teacher intern to plan the lessons. Also, please evaluate the plans giving feedback prior to their submitting them to their university supervisor. We have included guidelines for the lesson plans on the following page.



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WEEKLY PLANS INFORMATION

Weekly plans are an integral part of the Teacher Intern Assessment Instrument (TIAI).

Key items from the TIAI are listed below as a reminder when developing your weekly plans. The TIAI requires evaluators to review teacher intern written plans when scoring all items included in Domains I, II, III, and V.

OBJECTIVES

Objectives for the weekly plans should be written in behavioral and performance terms, specify learning outcomes, and should be aligned with assessments.

- TIAI – 1 Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/Common Core State Standards.

PROCEDURES

Procedures should explain what the teacher and the students will do to meet the objectives in the weekly plans. Explain pre-assessment measures used prior to planning.

- TIAI – 3 Integrates core content knowledge from other subject areas in lessons.
- TIAI – 4 Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.
- TIAI – 5 Prepares appropriate assessments (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress.
- TIAI – 6 Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities).
- TIAI – 15 Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.
- TIAI – 16 Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/ remedial needs).

TIAI – 17 Engages students in analytic, creative, and critical thinking through higher-order questioning and provides opportunities for students to apply concepts in problem solving and critical thinking.

MATERIALS (including technology)

Include various types of materials, technology, and resources that will be used to enhance lessons. Materials should show initiative and creativity.

TIAI – 4 Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology.

ASSESSMENT

Informal and formal assessments, which are aligned with objectives, should be included in the weekly plans. Assessments should accommodate developmental and/or educational needs of students.

TIAI - 5 Prepares appropriate assessments (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress.

TIAI – 7 Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance.

TIAI – 8 Incorporates a variety of informal and formal assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.

TIAI ITEMS TO KEEP IN MIND WHEN CREATING WEEKLY PLANS:

TIAI – 2 Incorporates diversity, including multicultural perspectives, into lessons. Uses knowledge of student backgrounds, interests, experiences, and prior knowledge (e.g., pretests, interest inventories, surveys, and KWLS) to make instruction relevant and meaningful.

TIAI – 3 Integrates core content knowledge from other subject areas in lessons.

TIAI – 10 Provides clear, complete written and/or oral directions for instructional activities.

TIAI 13 Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.

TIAI – 14 Demonstrates knowledge of content for the subject(s) taught.

TIAI – 15 Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.

TIAI – 16 Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).

TIAI – 19 Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.

Rubric: Weekly Plans

(updated 2013)

Levels/Criteria	Unacceptable (0-1)	Acceptable (2-3)	Target (4-5)	Score
Objectives for the lesson plans are written in behavioral or performance terms, specify learning outcomes, and should be aligned with assessments.	All or most objectives are not written in behavioral or performance terms and are not aligned with assessments. Learning outcomes are not specified.	All objectives are written in behavioral or performance terms and are aligned with assessments. Most learning outcomes are specified.	All objectives are written in behavioral or performance terms, based on state frameworks, and are developmentally appropriate for students. All objectives are aligned with assessments and all learning outcomes are clearly specified.	
Procedures explain what the teacher and the students will do to meet the objectives in the lesson plans. Explain pre-assessment measures used prior to planning.	Procedures do not explain what the teacher and the students will do to meet the objectives of the lesson plans. Pre-assessment measures are not explained.	Procedures clearly explain what the teacher and the students will do to meet lesson objectives. Pre-assessment measures are explained.	Procedures clearly and thoroughly explain what the teacher and the students will do to meet the objectives of the lesson. Pre-assessments are appropriate for lessons and are clearly explained in lesson plans.	
Various types of materials, technology, and resources that will be used to enhance lessons are included. Materials should show initiative and creativity.	Materials, technology, and resources needed for lessons are not included in lesson plans.	All materials, technology, and resources used in lessons are included in lesson plans. Materials show some initiative and creativity.	A variety of appropriate materials, technology, and resources used in lessons are included in lesson plans. Materials show much initiative and creativity and are used effectively to enhance lessons.	
Informal and formal assessments, which are aligned with objectives, are included in the lesson plans. Assessments accommodate developmental and/or educational needs of students.	Informal and formal assessments are not included in lesson plans and/or are not aligned with objectives or meet the developmental and/or educational needs of students.	Informal and formal assessments are included in lesson plans and are aligned with objectives. Assessments attempt to accommodate the developmental and/or educational needs of students.	Informal and formal assessments are included in lesson plans and all assessments are aligned with objectives. Informal and formal assessments are planned to effectively accommodate the developmental and/or educational needs of students.	
Lesson plans are submitted on time and contain all required components: objectives (written in	Lesson plans do not contain all required components.	Lesson plans are submitted on time and include all required	Lesson plans are submitted on time. Plans include all required components, are very detailed, and	

<p>behavioral or performance terms and aligned with assessments), Procedures (detailed and sequential), Materials/Technology, and Assessments (informal and formal assessments that are aligned with objectives).</p>		<p>components.</p>	<p>show evidence of much time and effort.</p>	
<p>Conventions: Grammar, Punctuation, and Mechanics</p>	<p>Writing has two or more spelling, punctuation, capitalization, grammar, and paragraphing errors.</p>	<p>Writing is free from most spelling, punctuation, capitalization, grammar, and paragraphing errors. Submission may include no more than one error.</p>	<p>Writing is free from all spelling, punctuation, capitalization, grammar, and paragraphing errors. Writing exemplifies professionalism and effective writing skills.</p>	



DOMAIN I: PLANNING AND PREPARATION

*Items 1-6 should be assessed from written lesson and unit plans, classroom observations, and from other artifacts (pretests, inventories, surveys, etc.)

1. Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/Common Core State Standards. (InTASC 4, 7; M-STAR Domain I – 4; NCATE 1a)

<i>Unacceptable (0)</i>	<i>Emerging (1)</i>	<i>Acceptable (2)</i>	<i>Target (3)</i>
Objectives are not based on Mississippi Curriculum Frameworks/Common Core State Standards and are not stated as performance objectives.	Objectives are based on Mississippi Curriculum Frameworks/ Common Core State Standards and are appropriate for student learning, but are not stated as performance objectives.	Objectives are based on Mississippi Curriculum Frameworks/ Common Core State Standards, are developmentally appropriate, are stated as performance objectives, and are clearly aligned with assessments.	In addition to acceptable , includes objectives at different instructional levels that meet individual needs of students (DOK Levels, Bloom's, Understanding by Design, etc.).

2. Incorporates diversity, including multicultural perspectives, into lessons. Uses knowledge of student backgrounds, interests, experiences, and prior knowledge (e.g., pretests, interest inventories, surveys, and KWLs) to make instruction relevant and meaningful. (InTASC 1, 2, 3, 4, 7; M-STAR Domains I – 2, III – 10; NCATE 1c, 4a)

<i>Unacceptable (0)</i>	<i>Emerging (1)</i>	<i>Acceptable (2)</i>	<i>Target (3)</i>
Does not use knowledge of student backgrounds, interests, experiences, and prior knowledge to make instruction relevant and meaningful. Does not incorporate diversity or multicultural perspectives into lessons.	Demonstrates some understanding of student backgrounds, interests, experiences, and prior knowledge. Does not effectively use the information in developing learning experiences that are relevant and meaningful. Ineffectively incorporates diversity into lessons.	Demonstrates understanding of student backgrounds, interests, experiences, and prior knowledge. Effectively uses this knowledge in developing learning experiences that are relevant and meaningful. Incorporates diversity, including multicultural perspectives, into lessons.	Demonstrates a thorough understanding of student backgrounds, interests, experiences, and prior knowledge. Effectively and consistently uses this knowledge in developing learning experiences that are relevant and meaningful. Uses aspects of the world as well as the class make-up to purposefully and effectively incorporate diversity, including multiculturalism, into lessons.



3. Integrates core content knowledge from other subject areas in lessons. (InTASC 4, 7; M-STAR Domain I – 1; NCATE 1a)

<i>Unacceptable (0)</i>	<i>Emerging (1)</i>	<i>Acceptable (2)</i>	<i>Target (3)</i>
Plans and instruction do not include the necessary content and do not connect content across the disciplines.	Plans and instruction inconsistently include the necessary content and/or do not connect to content across disciplines.	Plans and instruction frequently include the necessary content and connect content across disciplines; however, connections are not consistently clear, meaningful, or relevant to students' lives.	In addition to acceptable, plans and instruction consistently include the necessary content and connect content across disciplines; connections are consistently clear, meaningful, and relevant to students' lives.

4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology. (InTASC 1, 4, 5, 7, 8; M-STAR Domains I – 1, I – 4, III – 10; NCATE 1a, 1b)

<i>Unacceptable (0)</i>	<i>Emerging (1)</i>	<i>Acceptable (2)</i>	<i>Target (3)</i>
Procedures are not connected to core content knowledge, sequential, and do not include effective introductions, closures, or use of technology.	Procedures are referenced to objectives and are appropriate for students, but may not be sequential. Plans include introductions or closures and some use of technology.	Procedures are appropriate and sequential, clearly referenced to objectives, include innovative introductions and closures, and incorporate technology and teaching materials effectively.	In addition to acceptable, procedures include both teacher-centered direct instruction and learner-centered activities (groups, choice of topics, self-evaluation of work, etc.)

5. Prepares appropriate assessments (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress. (InTASC 6, 7; M-STAR Domains II – 5, II – 6, III – 9; NCATE 1a, 1d)

<i>Unacceptable (0)</i>	<i>Emerging (1)</i>	<i>Acceptable (2)</i>	<i>Target (3)</i>
Assessments are not aligned with the Mississippi Curriculum Frameworks/Common Core State Standards.	Assessments in plans are partially aligned with the Mississippi Curriculum Frameworks/ Common Core State Standards.	Multiple assessments are included in plans where needed, and assessments directly correlate to objectives and are aligned with the Mississippi Curriculum Frameworks/ Common Core State Standards.	In addition to acceptable, plans include informal (performance) and formal assessments along with rubrics/checklists.



6. Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex. - use of pre/post assessments, surveys, inventories, remediation, and enrichment activities). (InTASC - 1, 2, 7, 8; M-STAR Domains I - 2, II - 5, II - 6; NCATE 1a, 1d, 4a)

<i>Unacceptable (0)</i>	<i>Emerging (1)</i>	<i>Acceptable (2)</i>	<i>Target (3)</i>
Does not use assessment results to adjust individual and/or whole-group instructional strategies.	Ineffectively or inaccurately uses assessment results to adjust individual and/or whole-group instructional strategies.	Frequently uses assessment results to adjust individual and/or whole-group instructional strategies.	Consistently and appropriately uses assessment results to adjust individual and/or whole-group instructional strategies.

DOMAIN II: ASSESSMENT

*Items 7 – 8 should reflect the teacher intern's ability to effectively communicate assessment information to the students, provide feedback, and incorporate informal and formal assessments. Items should be assessed from written lesson and unit plans, classroom observations, and from other artifacts (pretests, inventories, surveys, etc.)

7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance. (InTASC 6; M-STAR Domains II - 5, II - 6; NCATE 1a, 1d)

<i>Unacceptable (0)</i>	<i>Emerging (1)</i>	<i>Acceptable (2)</i>	<i>Target (3)</i>
Does not communicate assessment criteria and performance standards to the students. Does not provide students with feedback on their performance.	Ineffectively communicates assessment criteria and performance standards to the students. Provides students with minimal or only summative feedback on their performance.	Effectively communicates assessment criteria and performance standards to the students. Frequently provides clear and actionable feedback to students to enable them to improve their performance.	In addition to acceptable, various strategies are used to communicate assessment criteria and/or student input is sought in developing assessment criteria. Consistently provides clear and actionable feedback to students to enable them to improve their performance.



8. Incorporates a variety of informal and formal assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs. (InTASC - 1, 2, 7, 8; M-STAR Domains I – 2, II – 5, II – 6; NCATE 1d)

<i>Unacceptable (0)</i>	<i>Emerging (1)</i>	<i>Acceptable (2)</i>	<i>Target (3)</i>
Does not plan and use a variety of informal and formal assessments to accommodate differences in developmental and/or educational needs of students.	Occasionally plans and uses informal and formal assessments to accommodate differences in developmental and/or educational needs of some of the students.	Frequently plans and uses a variety of informal and formal assessments to accommodate differences in developmental and/or educational needs of students.	Consistently plans and uses a variety of informal and formal assessments to accommodate differences in developmental and/or educational needs of all students.

DOMAIN III: INSTRUCTION

*Items 9 – 19 should reflect the teacher intern's overall ability to effectively communicate with students and implement innovative lessons using a variety of teaching strategies that meet the needs of all students. Items should be assessed from written lesson and unit plans and classroom observations.

9. Uses acceptable written, oral, and nonverbal communication in planning and instruction. (InTASC 5; M-STAR Domain III - 11)

<i>Unacceptable (0)</i>	<i>Emerging (1)</i>	<i>Acceptable (2)</i>	<i>Target (3)</i>
Does not use standard written, oral, and non-verbal communication.	Uses standard written, oral, and nonverbal communication with multiple errors.	Uses acceptable written, oral, and nonverbal communication with minimal errors.	Uses acceptable written, oral, and nonverbal communication proficiently.

10. Provides clear, complete written and/or oral directions for instructional activities. (InTASC 8; M-STAR Domain III - 11)

<i>Unacceptable (0)</i>	<i>Emerging (1)</i>	<i>Acceptable (2)</i>	<i>Target (3)</i>
No written and/or oral directions for instructional activities are provided.	Provides written and/or oral directions for instructional activities that are vague and/or confusing.	Provides clear, complete written and/or oral directions for instructional activities.	In addition to acceptable, uses concrete examples to model and clarify tasks and concepts.



11. Communicates high expectations for learning to all students. (InTASC 2; M-STAR Domains I - 3, IV - 15)

<i>Unacceptable (0)</i>	<i>Emerging (1)</i>	<i>Acceptable (2)</i>	<i>Target (3)</i>
Does not communicate high expectations for learning to any students and does not hold students accountable for meeting instructional goals.	Inconsistent in communicating to all students that they are capable of meeting learning expectations.	Frequently and clearly has high expectations for students of all levels and frequently holds students accountable for meeting instructional goals.	Consistently and clearly has high expectations for students of all levels and consistently holds students accountable for meeting instructional goals.

12. Conveys enthusiasm for teaching and learning. (InTASC 3, 4; M-STAR Domain IV - 15, IV - 16)

<i>Unacceptable (0)</i>	<i>Emerging (1)</i>	<i>Acceptable (2)</i>	<i>Target (3)</i>
Does not convey enthusiasm for the content being taught.	Conveys limited interest and enthusiasm for the content being taught.	Motivates students by conveying enthusiasm and interest for the content being taught.	In addition to acceptable, the motivation, enthusiasm, and interest in the content are evident through students' attitudes, questions, and ability to stay focused on tasks and activities.

13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning. (InTASC - 1, 3, 5; M-STAR Domains III - 8, IV - 15; NCATE 1b)

<i>Unacceptable (0)</i>	<i>Emerging (1)</i>	<i>Acceptable (2)</i>	<i>Target (3)</i>
Does not provide opportunities for the students to cooperate, communicate, and interact with each other to work toward a common goal.	Involves the students in limited interactive learning activities.	Involves students in teacher-planned cooperative group activities in which students are working toward a common goal.	In addition to acceptable, consistently plans instruction to include situations for students to work cooperatively on projects/activities of their choice.



14. Demonstrates knowledge of content for the subject(s) taught. (InTASC 4; M-STAR Domain III -7; NCATE 1a, 1b)

<i>Unacceptable (0)</i>	<i>Emerging (1)</i>	<i>Acceptable (2)</i>	<i>Target (3)</i>
Instruction shows no knowledge of the content (pedagogy) taught and does not lead class discussions effectively.	Instruction shows basic knowledge of content (pedagogy) taught but does not lead class discussions effectively.	Instruction shows some evidence of knowledge of content (pedagogy) through minimal reliance on written notes and shows ability to lead class discussions effectively.	In addition to acceptable, instruction demonstrates an in-depth understanding of content knowledge (pedagogy). Teacher candidate does not rely on written notes.

15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning. (InTASC 8; M-STAR Domain III - 8, III - 9; NCATE 1b)

<i>Unacceptable (0)</i>	<i>Emerging (1)</i>	<i>Acceptable (2)</i>	<i>Target (3)</i>
Uses a single instructional strategy or resource; strategy/resource is consistently inappropriate for most students' skill levels.	Uses a variety of instructional strategies and resources but strategies are sometimes inappropriate for most students' skills levels.	Frequently uses a variety of instructional strategies and resources that are appropriate for students' skills levels.	Consistently uses a variety of instructional strategies and resources that are appropriate for students' skills levels.

16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs). (InTASC 1, 2, 8; M-STAR Domain I - 2; NCATE 1c)

<i>Unacceptable (0)</i>	<i>Emerging (1)</i>	<i>Acceptable (2)</i>	<i>Target (3)</i>
Does not plan or provide learning experiences that accommodate differences in developmental and individual needs of diverse learners.	Inconsistently plans and provides learning experiences that accommodate the developmental and individual needs of diverse learners.	Consistently plans and provides learning experiences that accommodate the developmental and individual needs of diverse learners.	Consistently and effectively plans and provides learning experiences that accommodate the developmental and individual needs of diverse learners.



17. Engages students in analytic, creative, and critical thinking through higher-order questioning and provides opportunities for students to apply concepts in problem solving and critical thinking. (InTASC 4, 5, 8; M-STAR Domains I - 3, II - 6, III - 8, III - 9; NCATE 1b, 1c)

<i>Unacceptable (0)</i>	<i>Emerging (1)</i>	<i>Acceptable (2)</i>	<i>Target (3)</i>
Does not include multiple and varied opportunities for students to solve problems; analyze, create, and critique content. Questions do not require higher order thinking, are not timed appropriately and/or elicit limited student participation and lead to recitation of information rather than discussion.	Inconsistently includes multiple and varied opportunities for students to solve problems; analyze, create, and critique content. Few questions require higher order thinking, are timed appropriately throughout the lesson, and/or elicit meaningful participation and discussion.	Frequently includes multiple and varied opportunities for students to solve problems; analyze, create, and critique content. Questions require higher order thinking, are timed appropriately throughout the lesson, and/or elicit meaningful participation and discussion.	Consistently includes multiple and varied opportunities for students to solve problems; analyze, create, and critique content. Questions require higher order thinking, are timed appropriately throughout the lesson, and elicit extensive participation and discussion.

18. Elicits input during lessons and allows sufficient wait time for students to expand and support their responses. Makes adjustments to lessons according to student input, cues, and individual/group responses. (InTASC 1, 5, 8; M-STAR Domains II - 5, II - 6, III - 9; NCATE 1c, 1d)

<i>Unacceptable (0)</i>	<i>Emerging (1)</i>	<i>Acceptable (2)</i>	<i>Target (3)</i>
Does not respond to or elicit student input during instruction AND/OR uses negative words or actions to discourage students from giving responses and asking questions. No adjustments are made to instruction based on student responses.	Inconsistently responds to and/or elicits student input during instruction and few attempts are made to adjust instruction based on student responses.	Consistently and appropriately responds to and elicits student input during instruction. Adjustments are made to instruction based on student input and responses.	In addition to acceptable, provides appropriate prompts to encourage students to expand and justify their responses.



19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning. (InTASC 10; M-STAR Domain III - 10; NCATE - 1c, 1g)

<i>Unacceptable (0)</i>	<i>Emerging (1)</i>	<i>Acceptable (2)</i>	<i>Target (3)</i>
Does not use family or community resources in lessons.	Limited use of family or community resources in lessons to enhance student learning.	Effectively uses family and community resources in lessons to enhance student learning.	In addition to acceptable, encourages the students' effective use of family and community resources in lessons and assignments to enhance student learning.

DOMAIN IV: LEARNING ENVIRONMENT

*Items 20 - 24 should reflect the teacher intern's ability to manage the classroom environment in a way that is conducive to learning. Items should be assessed from classroom observations.

20. Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning. (InTASC 3; M-STAR Domain IV - 12, IV - 13, IV - 16; NCATE 1d)

<i>Unacceptable (0)</i>	<i>Emerging (1)</i>	<i>Acceptable (2)</i>	<i>Target (3)</i>
Does not monitor or adjust the classroom environment, and does not address classroom disruptions.	Demonstrates an awareness of the social relationships and motivational strategies within the classroom, but does not always make adjustments to enhance learning. Classroom disruptions are addressed in an inefficient manner.	Monitors and makes adjustments that are effective in enhancing social relationships, motivation, and learning. Classroom disruptions are addressed immediately but not always efficiently.	In addition to acceptable, monitors students' participation and interpersonal interactions in learning activities and encourages students to develop self-monitoring skills. Classroom disruptions are addressed immediately and efficiently.

21. Attends to or delegates routine tasks. (InTASC 3; M-STAR Domain IV - 12)

<i>Unacceptable (0)</i>	<i>Emerging (1)</i>	<i>Acceptable (2)</i>	<i>Target (3)</i>
Does not attend to or delegates routine tasks.	Seldom attends to and delegates routine tasks.	Consistently attends to and delegates routine tasks.	In addition to acceptable, has a set plan which includes delegating appropriate responsibilities to students who complete these tasks efficiently.



22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs. (InTASC 3; M-STAR Domain IV - 13, IV - 16)

<i>Unacceptable (0)</i>	<i>Emerging (1)</i>	<i>Acceptable (2)</i>	<i>Target (3)</i>
Does not establish and communicate rules and/or expectations.	Establishes and communicates classroom rules and/or expectations but overlooks opportunities to reinforce them.	Frequently establishes, communicates, and reinforces classroom rules and/or expectations and ensures that students understand the rules.	Consistently establishes, communicates, and reinforces classroom rules and/or expectations; ensures that students understand the rules; and, when appropriate, involves students in the creation and monitoring of classroom rules and expectations.

23. Creates and maintains a climate of fairness, safety, respect, and support for all students. (InTASC 3; M-STAR Domain IV - 13)

<i>Unacceptable (0)</i>	<i>Emerging (1)</i>	<i>Acceptable (2)</i>	<i>Target (3)</i>
Does not demonstrate fairness and supportiveness in order to achieve a positive, interactive learning environment.	Inconsistently demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment.	Consistently demonstrates fairness and supportiveness in the treatment of students and actively encourages fairness among students.	In addition to acceptable, creates a positive, interactive learning environment.

24. Maximizes time available for instruction (Uses instructional time effectively). (InTASC 3; M-STAR Domain IV - 14)

<i>Unacceptable (0)</i>	<i>Emerging (1)</i>	<i>Acceptable (2)</i>	<i>Target (3)</i>
Does not use instructional time effectively - Substantial instructional time is spent in non-instructional activities and/or time is wasted during transitions.	Overall pacing and transitions are smooth; however, there are minor problems with effective use of instructional time.	Pacing is appropriate, transitions are smooth, and there are no unnecessary delays or undesirable digressions.	In addition to acceptable, students are on-task and engaged in meaningful learning activities.



DOMAIN V: PROFESSIONAL RESPONSIBILITIES

*Item 25 should reflect the teacher intern's ability to involve parents and/or guardians in the child's learning. Items should be assessed from written lesson and unit plans, classroom observations, and from other artifacts (inventories, surveys, and other documentation).

25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.). (InTASC 10; M-STAR Domain V – 19; NCATE 1g)

<i>Unacceptable (0)</i>	<i>Emerging (1)</i>	<i>Acceptable (2)</i>	<i>Target (3)</i>
Does not establish opportunities for communication with parents and/or guardians.	Initiates communication with parents and/or guardians through an introductory letter.	In addition to emerging, maintains communication with parents and/or guardians through newsletters, notes, class websites (under the supervision of the classroom mentor teacher), etc.	In addition to acceptable, consistently communicates with parents and/or guardians for a variety of purposes and in a variety of ways. Also participates in additional professional development opportunities and seeks advice/information from experienced teachers/peers.

Video Self-Reflection Assignment

Please work with your intern to plan their video self-reflection assignment. Discuss the assignment with the intern once they have it completed.



MISSISSIPPI STATE UNIVERSITY

Office of Clinical/Field-Based Instruction, Licensure, and Outreach (OCFBI)

VIDEO SELF-REFLECTION ASSIGNMENT

TEACHER INTERNS WILL:

1. Obtain signed parent consent forms for every child that will be in the video prior to recording the lesson. The signed parent consent forms and a signed teacher intern consent form must be uploaded in TaskStream along with the video assignment (forms available in TaskStream).
2. Video themselves teaching a lesson at least 30 minutes in length.
3. Watch the video and complete the self-reflection assignment. The reflection document should be written independently. (Interns can choose to view the video independently or in a small group with other interns.)
4. Refer to the assignment rubric for evaluation expectations.
5. Use the questions below to complete a self-reflection paper about videoed lesson in 12 point Times New Roman font (double-spaced). The self-reflection paper should be 2-3 pages in length and written in narrative format.
6. Upload the video in in one of the following 3rd party media sites and then in TaskStream using the embed media function. (See *Quick Start Guide: Embed Media Button* information on the assignment page in TaskStream.) Note: You only need to paste the URL, embedded codes will not function properly.
 - Picasa (www.Picasa.com)
 - Flickr (<http://www.flickr.com/>)
 - Vimeo (www.vimeo.com)
 - YouTube (www.youtube.com)
 - SoundCloud (www.soundcloud.com)
 - SlideShare (www.slideshare.com)
 - SlideRocket (www.sliderocket.com)
 - Speaker Deck (www.speakerdeck.com)
7. Submit the self-reflection paper in TaskStream.
 - Was my content knowledge appropriate and evident for this lesson? Explain.
 - Did I challenge the students? How?
 - Was my lesson appropriately adapted for all learners? How did I meet the needs of the learners during this lesson?
 - How did I know the students understood the concepts taught in this lesson? (Think about how the students demonstrated understanding of concepts presented.)
 - Were my procedures and assessments effective in helping the students master the learning objectives?
 - Did I set clear expectations (academic and behavioral) so that the students knew what was expected of them? If not, how can I make them clearer?
 - Did I find it necessary to make adjustments while teaching the lesson? If so, what were the adjustments, and were these adjustments effective?
 - Were there any classroom behavior issues? How did I handle them? Did my method work?
 - What would I change about this lesson if I taught it again?

"Follow effective action with quiet reflection. From the quiet reflection will come even more effective action."
Peter F. Drucker, American Educator and Writer, 1909

Rubric: Video Self-Reflection Assignment

(created 2013)

Performance Items to Include in Reflection	Unacceptable (0-4)	Acceptable (5-8)	Target (9-10)	Score
Was my content knowledge appropriate and evident for this lesson? Explain.	Minimal or no discussion/reflection on content knowledge or preparedness for lesson.	Reflection includes adequate discussion of the intern's level of content knowledge and preparedness for teaching lesson.	Reflection not only includes discussion of the intern's level of content knowledge during teaching of lesson and how intern prepared for lesson, but includes discussion of how intern extended student learning.	
Did I challenge the students? How?	Minimal or no discussion/reflection on ability to challenge students.	Reflection includes adequate discussion of the intern's ability to effectively challenge students along with examples from this lesson.	In addition to acceptable, reflection includes references to DOK levels and Common Core Standards.	
Was my lesson appropriately adapted for all learners? How did I meet the needs of the learners during this lesson?	Minimal or no discussion/reflection on lesson appropriateness and/or the lesson meeting the needs of all learners.	Reflection includes adequate discussion of the intern's effectiveness in adapting this lesson to meet the needs of all learners.	In addition to acceptable, cites research which includes additional ways these criteria can be met effectively in future lessons.	
How did I know the students understood the concepts taught in this lesson? (Think about how the students demonstrated understanding of concepts presented.)	Minimal or no discussion/reflection on how students demonstrated understanding of concepts taught.	Reflection includes explanations of the intern's impact on student learning based on student performance.	In addition to acceptable, reflects on student work samples from lesson to justify understanding of concepts taught.	
Were my procedures and assessments effective in helping the students master the learning objectives?	Minimal or no discussion/reflection on effectiveness of procedures and assessments.	Reflection includes adequate discussion of student mastery of objectives based on implemented procedures and assessments.	In addition to acceptable, reflection includes discussion on how this lesson will impact future lessons in regards to mastery of objectives and remediation of concepts not mastered.	

<p>Did I set clear expectations (academic and behavioral) so that the students knew what was expected of them? If not, how can I make them clearer?</p>	<p>Minimal or no discussion/ reflection regarding expectations for student academic or behavioral performance.</p>	<p>Reflection includes adequate discussion of intern's ability or inability to convey expectations (academic and behavioral) clearly and effectively to the students.</p>	<p>In addition to acceptable, reflection includes examples of student performance to demonstrate effective communication of expectations or to justify that improvements should be made.</p>
<p>Did I find it necessary to make adjustments while teaching the lesson? If so, what adjustments, and were these adjustments effective?</p>	<p>Minimal or no discussion/ reflection on modifications/ adjustments to plan during lesson.</p>	<p>Reflection includes adequate discussion of lesson plan adjustments made during lesson. If no adjustments were made, reflection includes intern's thoughts on what made this lesson so successful.</p>	<p>In addition to acceptable, reflection includes rationale of why adjustments were necessary and how they impacted the effectiveness of the lesson. If no adjustments were made, intern should include ways this lesson could be adjusted if necessary.</p>
<p>Were there any classroom behavior issues? How did I handle them? Did my methods work?</p>	<p>Minimal or no discussion/ reflection on student behavior during lesson.</p>	<p>Reflection includes detailed explanations of student behavior issues, how issues were handled, and the effectiveness of method(s) used.</p>	<p>In addition to acceptable, reflection includes intern's thoughts of how the behavior issues could have been prevented, whether through more effective planning or more effective management strategies.</p>
<p>What would I change about this lesson if I taught it again?</p>	<p>Minimal or no discussion/ reflection regarding changes in lesson.</p>	<p>Reflection includes thoughtful insight into changes that should be made to increase the effectiveness of the lesson.</p>	<p>In addition to acceptable, reflection includes the reasons/rationales for the changes.</p>
<p>Conventions: Grammar, Punctuation, and Mechanics</p>	<p>Writing has two or more spelling, punctuation, capitalization, grammar, and paragraphing errors.</p>	<p>Writing is free from most spelling, punctuation, capitalization, grammar, and paragraphing errors. Submission may include no more than one error.</p>	<p>Writing is free from all spelling, punctuation, capitalization, grammar, and paragraphing errors. Writing exemplifies professionalism and effective writing skills.</p>



MISSISSIPPI STATE
UNIVERSITY

Teacher Intern Video/Photo Consent Form

Teacher Intern: _____
(please print)

Signature: _____

Date: _____

- Yes, I give the College of Education (COE) and Mississippi State University (MSU) permission for video and photos taken during my Teaching Internship to be used in newspaper articles, bulletin boards, websites, presentations, and various publications that promote the COE and MSU.
- No, you may not use my video and/or photos.



MISSISSIPPI STATE
UNIVERSITY

Parent/Guardian Consent Form for Videotaping or Photographing Students

Teacher Intern: _____
(please print)

Mentor Teacher: _____

PROJECT: Video of students, photos of students, and/or samples of student work at
_____ School as part of the Teaching
Internship at Mississippi State University.

Videos, photos, and samples of student work are often used as instructional tools, and may appear on bulletin boards, classroom and workshop presentations, web pages, multimedia presentations, and in teacher intern portfolios. Names of students are not used.

Teacher interns are videotaping and/or taking photographs to analyze their own instruction as part of their evaluation process. It is impossible to do this without including students. No videos, photos, or student work will be released to commercial enterprises for any purpose not directly related to educational activities.

- Yes, I agree to give my permission for videos, photos, or work (without your child's name) to be used for educational purposes or in educational publications.
- No, you may not use videos, photos, and/or work of my child.

Student's Name: _____
(please print)

Parent/Guardian Signature: _____

Date: _____

Impact on Student Learning

Look over the Impact on Student Learning assignment on the following pages. Work with your teacher intern to plan the assignment by helping them to conduct the pre-assessment, plan the lessons, conduct the post-assessment, analyze, and present data.



MISSISSIPPI STATE
UNIVERSITY

Office of Clinical/Field-Based Instruction,
Licensure, and Outreach (OCFBI)

IMPACT ON STUDENT LEARNING ASSIGNMENT

Purpose:

The Impact on Student Learning assignment will give the teacher intern the opportunity to:

- Determine the impact of instruction on all students' learning
- Use assessments to make decisions about instruction
- Analyze and communicate students' performance results
- Reflect on teaching performance

Method:

With input from the university supervisor, each teacher intern will select a class and/or group of students to determine the impact of his/her teaching on student learning. Using a unit and/or lessons, decide on a method of collecting data to determine the impact on student learning.

The teacher intern will use an assessment that will generate the data needed for analysis, such as a pre- and post-test.

- Assessments can be traditional which focus on knowledge, curriculum, and/or skills. Traditional assessments include classroom assessments such as tests, quizzes, or assignments.
- Assessments can be portfolio based which focus on process, product, and growth. Portfolio assessments include growth and development, reflection, goal setting, and self-evaluation. Assessments can be performance based which focus on standards, application, and transfer. Performance based assessments include collaboration, tasks, criteria, and rubrics.

Components of Assignment:

1. Contextual Factors

Contextual factors are important because they assist in explaining student behavior and achievement. Contextual factors must include all of the following:

- Geographic location
- School district demographics
 - Socio-economic profile
 - Community/school population
 - Race/ethnicity/culture
 - Student characteristics (age, gender, exceptionalities – disabilities and giftedness, developmental levels, interests, learning styles, etc.)
- Physical characteristics of the classroom/school (technology, resources, etc.)

2. Learning Goals

Include a brief statement explaining the overall goals for the unit and/or lessons.

3. Objectives

Identify specific behavioral objectives and correlate them with state and/or national standards.

4. Assessments

Describe the assessments that will be used before, during, and after instruction (e.g., pre-assessments, formative and summative assessments). Assessments, which are correlated with objectives, must consider the diverse learning needs of the students.

5. Pre-assessment

After the pre-assessment is administered, analyze student performance in relation to the learning goals and objectives. Use tables, graphs, and/or charts to report pre-assessment data. Describe how the data will be used to guide instruction and/or to modify learning goals and objectives.

6. Instruction

Describe procedures, instructional materials, and assessments that will be used for teaching the unit and/or lessons. Activities should include a variety of teaching strategies/techniques. Information must be included that describes how student learning will be assessed during and following a learning activity. (i.e., formative assessment) Include student work samples, activity samples, etc.

7. Analysis of Student Learning (Assessment Results)

Describe the final test or project (summative assessment). The summative assessment should be correlated with the pre-assessment.

Perform the analysis on three levels:

- Level 1: Whole Group – Compile data for the whole group using pre- and post-assessment results.
- Level 2: Subgroups – Compile data into groups. Choose two subgroups from contextual factors (i.e., gender, socioeconomic status, exceptionalities, race, geographical area, etc.).
- Level 3: Individual – Select two students who represent different performance levels and use data to describe in detail the impact on student learning for these two students.

Create a table, chart, or graph to compare pre- and post- assessment data for each level. The analysis should include a narrative interpretation of the data and a description of the extent to which the results suggest an impact on student learning.

8. Reflection on Data and Teaching Performance

After data are analyzed, reflect on your teaching performance. As you reflect, evaluate your teaching performance and identify steps you will take to improve practice and professional growth.

Reflection Prompts:

- Objectives where students were most and/or least successful
- Effectiveness in measuring student learning (assessments)
- Changes in assessment
- Anticipated modifications to instructional strategies for future teaching

ORGANIZATION OF PAPER

Each teacher intern will submit a paper for this assignment. The following organization must be followed for the completion of the paper.

Part I: Introduction

The introduction section of the paper will describe the contextual factors and an outline of the unit and/or lessons including learning goals and objectives. (See #1, #2, and #3 above.)

Part II: Assessments

The assessment section of the paper will include a description of each assessment (pre-, formative, and summative), instructions, scoring guides/rubrics, administration details, and connections to the instructional unit and/or lessons. (See #4 and #5 above.)

Part III: Instructional Procedures

The instructional procedures section of the paper will include an explanation/description of the instructional procedures/strategies used for the unit and/or lessons. Include student work samples, activity samples, etc. (See #6 above.)

Part IV: Analyzing and Reporting Data

The analyzing and reporting data section of the paper will include a description of chart, graphs, or tables, and statistical data in a narrative format. Provide a rationale about the statistical techniques used, a description of the findings, and an interpretation (finding and matching patterns, categorizing, procedures, drawing inferences, and making meaning from the data) of the data. (See #5 and #7 above.)

Part V: Reflection

Use the *Reflection on Data and Teaching Performance* (#8 on the previous page) as a guide to discuss what you think students learned as a result of the unit and/or lessons. Discuss the implications of the results from the analyzed data. Describe the impact on student learning based on the three levels of analysis. Identify at least two specific steps you will take to improve teaching performance based on data results. (See #8 above.)

NCATE Standard 3: *Field Experiences and Clinical Practice*

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

INTASC Principle 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

INTASC Principle 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Rubric: Impact on Student Learning Assignment

(updated 2013)

Levels/Criteria	Unacceptable (0-4)	Acceptable (5-8)	Target (9-10)	Score
Part I: Introduction	Part I of assignment contains limited and/or unclear description of contextual factors.	Part I of assignment includes adequate description of most, but not all of the contextual factors.	Part I of assignment includes a clear and thorough description of all contextual factors: geographic location, all school district demographics, and physical characteristics of classroom/ school.	
Part I: Introduction	Part I of assignment includes unclear outline of unit and/or lessons and does not include all learning goals and objectives.	Part I of assignment includes adequate outline of unit and/or lessons along with all learning goals and objectives.	Part I of assignment includes clear and thorough outline of unit and/or lessons that include developmentally appropriate learning goals and objectives.	
Part II: Assessments	Part II of assignment contains a limited and/or unclear description of each assessment (pre-assessment, formative and summative assessments) and how each assessment connects to the instructional unit and/or lessons and meets the diverse needs of students.	Part II of assignment contains adequate description of each assessment (pre-assessment, formative and summative) and how each assessment connects to the instructional unit and/or lessons and meets the diverse needs of students.	Part II of assignment contains a clear and thorough description of each assessment (pre-assessment, formative and summative) and how each assessment connects to the instructional unit and/or lessons and meets the diverse needs of students.	
Part II: Assessments	Part II of assignment contains a limited and/or unclear explanation of instructions, scoring guides/rubrics, administration details, and connections to the instructional unit and/or lessons.	Part II of assignment contains an adequate explanation of instructions, scoring guides /rubrics, administration details, and connections to the instructional unit and/or lessons.	Part II of assignment contains a clear and thorough explanation of instructions, scoring guides/rubrics, administration details, and connections to the instructional unit and/or lessons.	
Part II: Assessments	Part II of assignment contains a limited and/or unclear description of how the pre-assessment data was used to guide instruction and/or to modify learning goals and objectives.	Part II of assignment contains an adequate explanation of how the pre-assessment data was used to guide instruction and/or to modify learning goals and objectives.	Part II of assignment contains a clear and thorough explanation of how the pre-assessment data was used to guide instruction and/or to modify learning goals and objectives.	

Part III: Instructional Procedures	Part III of assignment contains a limited and/or unclear description of instructional procedures/strategies used for the unit and/or lessons and how the procedures/strategies met the diverse needs of students.	Part III of assignment contains an adequate description of instructional procedures/strategies used for the unit and/or lessons and how the procedures/strategies met the diverse needs of students.	Part III of assignment contains a clear and thorough description of instructional procedures/strategies used for the unit and/or lessons and how the procedures/strategies met the diverse needs of students.
Part IV: Analyzing and Reporting Data	Part IV of the assignment contains a limited and/or unclear description of charts, graphs, or tables, and statistical data in a narrative format is included in the paper. Rationale about statistical techniques used, description of the findings, and interpretation of the data is unclear, limited, or missing.	Part IV of the assignment contains an adequate description of charts, graphs, or tables, and statistical data in a narrative format is included in the paper. Rationale about statistical techniques used, description of the findings, and interpretation of the data is adequately explained.	Part IV of the assignment contains a clear and thorough description of charts, graphs, or tables, and statistical data in a narrative format is included in the paper. Rationale about statistical techniques used, description of the findings, and interpretation of the data is clear and thorough.
Part V: Reflection	Part V of the assignment contains a limited and/or unclear discussion about what students learned as a result of the unit and/or lessons. The implications of the results from the analyzed data, and the impact on student learning based on the three levels of analysis.	Part V of the assignment contains an adequate discussion about what students learned as a result of the unit and/or lessons, the implications of the results from the analyzed data, and the impact on student learning based on the three levels of analysis.	Part IV of the assignment contains a clear and thorough discussion about what students learned as a result of the unit and/or lessons. The implications of the results from the analyzed data, and the impact on student learning based on the three levels of analysis.
Part V: Reflection Conventions: Grammar, Punctuation, and Mechanics	Part V of the assignment does not identify two specific steps to improve teaching performance based on data results. Overall assignment includes three or more spelling, punctuation, capitalization, grammar, and paragraphing errors.	Part V of the assignment partially identifies two specific steps to improve teaching performance based on data results. Overall assignment is free from most spelling, punctuation, capitalization, grammar, and paragraphing errors. Submission may include no more than two errors.	Part V of the assignment clearly identifies two specific steps to improve teaching performance based on data results. Overall assignment is free from all spelling, punctuation, capitalization, grammar, and paragraphing errors. Writing exemplifies professionalism and effective writing skills.

Family Involvement Plan

Work with your teacher intern throughout the semester to think of and implement ideas for opportunities for family involvement. Please help your teacher intern to coordinate at least one event where family members are invited into the classroom.

POSITIVE EFFECTS OF FAMILY INVOLVEMENT

Research shows that strong family involvement in K-12 education has numerous benefits for children and youth.

Higher student achievement and academic performance · Better school attendance · Greater completion of homework · Demonstration of more positive attitudes and behavior · More children continue their education · Children learn quicker and retain more when families reinforce academic concepts and work directly with their children on learning activities at home · Positive outcomes have been documented in the areas of literacy, mathematics, music and writing when parents/families are involved in the educational process · Families are encouraged to create a home environment that fosters learning · Families provide more support and encouragement to their children at home · Improved rapport between school personnel and families · Special needs and disadvantaged students have the most gain from parental/family involvement.



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NEWSLETTER IDEAS:

- Upcoming topics/concepts being taught
- Birthdays/Student of the Week
- Thank you section for families · *Family Praise*
- Information concerning classroom events/special guests/field trips
- Activities to do with students at home
- School-wide programs or news
- Test taking skills
- *Items Needed for the Classroom* · request items to be sent from home for a special project/activity

It is easiest to create a template and keep the sections the same for each newsletter so that you do not have to create it from scratch each time.



OFFICE OF CLINICAL/FIELD-BASED
INSTRUCTION, LICENSURE, AND OUTREACH

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FAMILY INVOLVEMENT

*Benefiting students
through partnerships
with families.*

MISSISSIPPI STATE
UNIVERSITY

OFFICE OF CLINICAL/FIELD-
BASED INSTRUCTION,
LICENSURE, AND OUTREACH

REQUIREMENTS OF FAMILY INVOLVEMENT ASSIGNMENT

- THE FOLLOWING ITEMS MUST BE COMPLETED DURING THE 1st PLACEMENT AND UPLOADED IN TASKSTREAM:
- INTRODUCTORY LETTER TO ALL PARENTS/GUARDIANS
 - DOCUMENTATION LOG OF ALL FAMILY CONTACTS
 - PROOF OF TWO WAYS YOU INVOLVED FAMILIES IN THEIR CHILD'S EDUCATION FROM TWO DIFFERENT CATEGORIES.

You must receive approval from classroom mentor teacher prior to implementation of all family involvement activities.

SUGGESTIONS FOR INVOLVING FAMILIES:

I. HOME/SCHOOL CONTACTS

- Homework Sneak Preview that outlines homework for the week (Can include newsletter on back for convenience.)
- Newsletters (see *Newsletter Ideas*)
- Take home activities - e.g., books for families to read to child or asking families to listen to child read aloud; easy at home science experiments; math activities that reinforce skills taught, etc.
- Develop index size cards with tips for how families can foster their child's success with explicit examples of at home and school activities - how to help with research assignments, test preparation, etc.
- Positive notes home (not just daily

behavior log developed by mentor teacher) or Teacher/Family Journal.

- Send home information on how families can play an active role in creating a healthy environment - enroll child in sports and other physical activities, provide healthy snacks, cook with child, etc.
- Send home instructions for families to prepare materials for future lessons - items to cut out, topics to research on the internet, directions to prepare/make something (e.g., playdough) - This works great with parents who are not able to come into the classroom due to work or other children at home.
- Add a line for a parent/guardian signature on homework assignments/test papers - Be sure to send home a note explaining to parents/guardians that you want to involve them in their child's education by asking them to sign items sent home.

II. CLASSROOM INVOLVEMENT

Families can:

- Assist during centers or work time.
- Tutor students/Listen to them read/assist students with writing.
- Assist students with editing/typing papers/stories.
- Assist with games/activities in P. E. or in regular classroom.
- Work with students at computers.
- Attend and/or assist with planning special classroom events - holiday parties, good behavior parties, etc.
- Make copies/file papers/sharpen pencils.
- Assist students with make-up or remedial work.
- Play educational board games with small groups or individual students.
- Laminiate/cut out materials.
- Put up bulletin board displays - with materials prepared by you.
- Listen to small groups play instruments - Family members who were previously in band/chorus could assist students in music.

III. SPECIAL EVENTS/PROGRAMS

- Invite parents/families to special programs/events hosted by your school or your class that you planned and/or organized.
- Reading Week: Invite family members to be guest readers, share something unique or an area of expertise. This could be related to curriculum or a class event - e.g. student of the week.
- Career Fair: Invite family members to share about their job/career.
- Chaperone a field trip that you planned.
- Invite families to attend and assist with activities such as *Coffee Connection*, *Donuts with Dad*, *Muffins with Mom*, *Are you Smarter Than a Fifth Grader*, etc.
- Ask families to assist with school-wide walks, field days, etc.
- Ask families to attend and/or assist with planning a fitness jamboree to encourage physical fitness.
- Invite families to attend a choral/band concert that you plan.
- Assistance with programs/activities such as spooky science fair/math fair, etc.
- Plan a poetry night or story night and allow families to come listen to students read.
- Ask families to come in to view creative technology projects created by students - power point presentations, videos, etc.
- Plan a family bingo night, movie night, healthy heart night, etc.
- Plan an environmental community clean-up day.
- Plan a State Testing Workshop for families.

Completion of the Family Involvement Assignment is not restricted to or limited to activities on this brochure. Feel free to come up with your own creative ways to involve families in your students' learning.

Rubric: Family Involvement Assignment (Total: 45 Points)

Updated 2013

Requirement	Unacceptable (0-3)	Acceptable (4-7)	Target (8-10)	
Introductory Letter – sent out at beginning of 16-week placement or at beginning of EACH 8-week placement.	Did not send introductory letter, or letter had numerous grammatical errors.	Introductory letter was sent, contained appropriate information and was grammatically correct.	In addition to acceptable, the introductory letter was professionally written and included statements of intern's philosophy of education.	
Requirement	Unacceptable (0-1)	Acceptable (2-3)	Target (4-5)	
Documentation Log of Parental Contacts <ul style="list-style-type: none"> Log should contain documentation of all parental contacts – phone calls, parent conferences, newsletters, etc. 	Did not submit documentation log, or log shows very little effort to contact and/or involve parents.	Documentation log included an appropriate amount of parental contacts for an 8 week period of time established through at least two different forms of parental communication.	Documentation log included numerous parental contacts established through three or more forms of parental communication.	
Requirements	Unacceptable (0-7)	Emerging (8-15)	Acceptable (16-24)	Target (25-30)
Submit evidence of TWO methods used to effectively involve parents. Methods must be from two different categories. Include a brief reflection of each method used. Categories: I. Home/School Contacts II. Classroom Involvement III. Special Events/Programs	Very little effort or initiative to involve parents; involvement reflects minimum effort from intern; reflection is very shallow and vague.	Intern submitted evidence of involving parents using only one method of parental involvement from one category. A reflection of the method used was included.	Intern effectively involved parents using two methods of parental involvement from two different categories. A reflection was included for each method used.	Intern effectively involved parents using three or more methods from at least two categories with one method being from category III. A reflection was included for each method used.

Differentiated Instruction

Work with your teacher intern throughout the semester to help them to differentiate instruction. Please review the Differentiated Instruction Assignment that is on the next few pages. Help your intern to understand and to meet the requirements of this assignment.

DIFFERENTIATED INSTRUCTION ASSIGNMENT

"Differentiating instruction is a form of instruction that seeks to "maximize each student's growth by recognizing that students have different ways of learning, different interests, and different ways of responding to instruction. In practice, it involves offering several different learning experiences in response to students' varied needs. Educators may vary learning activities and materials by difficulty, so as to challenge students at different readiness levels; by topic, in response to students' interests; and by students' preferred ways of learning or expressing themselves." (<http://www.ascd.org/research-a-topic/differentiated-instruction-resources.aspx>)

Diane Ravitch, ASCD

Differentiating instruction is teaching objective(s) in different ways to meet the needs of all learners.

"Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction."

Carol Ann Tomlinson

COMPONENTS OF ASSIGNMENT:

- As teacher interns, you are required to include differentiation (remediation and enrichment) in all of your weekly plans throughout the internship. For this assignment, you will focus on at least two students who would benefit greatly from differentiated instruction. You will plan and implement differentiated activities/teaching strategies based on the specific individual needs of these two students for a two-week period of time. You would continue to differentiate instruction to meet the needs of all students you teach, but, for this assignment, you will focus on the specific needs of two students.
- Include explanation and reflection of differentiation strategies/activities.
- Include research/evidence-based differentiation strategies with sources.
- Include student work samples and/or other forms of documentation to show evidence of implementation.
- Include a copy of weekly plans for the two week period of time.
- Include signed permission forms for chosen students.

SELECTING STUDENTS:

- Interns in all majors and content areas (except physical education) will choose at least two students as their focus for this assignment.
- Choose one student who has a history of struggling and often requires remediation, and one above average learner who would benefit from planned enrichment activities. It's preferred that you choose students who are part of an inclusion program and a gifted program. If there no students in your class(es) enrolled in either of these programs, choose one lower level student and one higher level student.
- If struggling student has an IEP, request to view it so you will have a better idea of the student's needs.
- *Physical Education Interns.* Because of how infrequently you see the same group of students, you may choose more than two students, but should choose students who struggle or are uninterested in athletics or physical activities and students who enjoy and excel in athletics or physical activities.

DOCUMENTATION PERIOD:

- Interns will complete this activity over a two week period of time, implementing at least three different methods of remediation and enrichment (both teacher created and research/evidence-based strategies) for each student each week.
- *Elementary Interns in self-contained placements.* If planning a unit that will last two weeks, (e.g., *space* in science, *long division* in math, *main ideas and supporting details* in reading, etc.) you may complete

the assignment during a planned two week unit, in one content area (science, math, OR reading). If you are not planning units that last two weeks, you can choose to complete the assignment in two different content areas, one week in each (e.g., one week during reading instruction and one week during math instruction), with the same focus students.

- *Secondary Interns, Elementary Interns in departmentalized placements, Special Education, Music, AISE, Technology Ed., and Human Sciences Interns* – Document differentiated instruction for chosen students for a two week topic of study or on two different topics, one week each.
- *Physical Education Interns* – Because each physical education lesson isn't necessarily a building block or a requirement for the next lesson, you will document three ways in which you differentiated instruction for specific students each week for a two week period of time. (three times each week)

DIFFERENTIATED INSTRUCTION:

Before planning differentiation, take a few minutes to check out the resources listed below under *Examples and Resources*. The first two sites were highly recommended. They are VERY informative.

- Differentiation for focus students must meet each student's individual needs.
- Documentation should include three different ways or methods of differentiation for each child each week. For example, if you were teaching vocabulary and your struggling student did not understand the words merely through class discussion, what would you do? How would you teach the words in a different way to this student? What are some other methods you could use?
- At least one method of differentiation each week for each student must be research/evidence-based. (For assistance, refer to *Examples and Resources* below.)
- Differentiation should be engaging, innovative, and creative and CANNOT INCLUDE WORKSHEETS.
- Differentiation should help struggling students master objectives successfully and extend advanced students' learning through challenging tasks.
- Sometimes differentiation strategies are not as effective when implemented as we think they may be when planning them. This is a learning experience and is still considered valuable information. If a method was ineffective and made no difference in achievement of student(s), what do you do next?

ASSIGNMENT SUBMISSION:

Read all information above very carefully and take all of it into consideration when submitting the following information:

- Weekly plans for the two weeks for the subject/class period in which differentiation was incorporated.
- Completed artifact sheet for each method of differentiation – 12 total, 3 each week for 2 students
 - o Research – Include on artifact sheets sources for research-based differentiation strategies. (textbooks, internet, journals, etc.)
 - o Include on artifact sheets a brief reflection of each differentiation method – Was it effective? Ineffective? Impact on student achievement? How do you know?
- Student work samples – quizzes, post-tests, or other forms of assessments that shows effectiveness or ineffectiveness of differentiation methods; Make sure all names are not visible on submitted samples. You can label them *student 1* and *student 2*, *struggler* and *advanced*, etc. If student work samples are not available, include explanation of student work and/or performance in the form of a WORD document.
- Scan and submit signed permission forms for chosen students.

Documentation Sheet to be returned to:

Donna Shea at ocfbi@colled.msstate.edu

Please check all that apply:

I have viewed all Classroom Mentor Online Resources at <http://www.ocfbi.msstate.edu/teaching/index.php>.

I have viewed the TIAI Prezi at <http://www.ocfbi.msstate.edu/teaching/index.php>.

I have viewed all segments and completed all quizzes within the training/evaluation module at <http://soe.olemiss.edu/tiai/>.

I used the "Getting to Know You" prompts in conversations with my teacher intern.

I worked with my teacher intern to help them with classroom management.

I worked with my teacher intern concerning observations and arranged for the interns to observe two highly effective teachers.

PART I: Mentor Teacher Signature: _____ **Date:** _____

I used the Reflective Questions in conversations with my interns throughout the semester.

I conducted 2 formative and 2 summative evaluations using the TIAI. I held a conference after each evaluation to be sure that they understood my feedback. I worked with the intern throughout the time between evaluations to help them to improve.

I worked with my teacher intern to help them plan and discuss their video self-reflection assignment

I worked with my teacher intern to help them plan, conduct, and analyze data from their Impact on Student Learning assignment.

I worked with my intern to plan opportunities for family involvement.

I worked with my teacher intern to plan differentiated instruction.

PART II: Mentor Teacher Signature: _____ **Date:** _____