

**OAKLAND UNIVERSITY
SCHOOL OF EDUCATION AND HUMAN SERVICES
TEACHER DEVELOPMENT AND EDUCATIONAL STUDIES**

Winter 2018

**COURSE SYLLABUS: INTERNSHIP IN ELEMENTARY EDUCATION (EED 4950)
INTERNSHIP AND SEMINAR IN ELEMENTARY EDUCATION (TD 5950)**

- 1. COURSE:** EED 4950: Internship in Elementary Education; 12 credit hours; TD 5950: Internship and Seminar in Elementary Education: 8 credit hours. Teacher Development and Educational Studies; Full days, for 15 weeks, in a student teaching placement classroom. The school district's calendar, rather than the university calendar, is used for dates this course is in session. The last day in your placement classroom is April 20th unless absences or other circumstances, such as weather closings, create an additional time requirement.

In addition to the daily student teaching responsibilities, candidates are expected to attend 2-3 small group seminars with the university supervisor and participate in the following seminars hosted by the Office of School and Field Services:

Dec 13, 2017 Wednesday	Seminar 1: Orientation and Classroom Environment	9:00 - 12:00 Oakland Center Gold Rooms ABC
Jan 19, 2018 Friday	Seminar 2: Planning and Preparation	1:30 - 4:30 Oakland Center Banquet Room B
Feb 27, 2018 Tuesday	Seminar 3: Instruction	1:30 - 4:30 Oakland Center Banquet Room A
Mar 20, 2018 Tuesday	Seminar 4: Growth Areas	1:30 - 4:30 Oakland Center Oakland Room
April 25, 2018 Wednesday	Seminar 5: Culminating Seminar	9:00 - 12:00 Oakland Center Gold Rooms ABC

2. CATALOGUE DESCRIPTION:

Provides teaching and other appropriate activities in an area classroom with guidance by a university supervisor and a cooperating teacher. General and specific instructional concerns of interns are explored in five or more concurrent seminars. Completion of a program evaluation survey is required before a grade is reported to the registrar. **May not be repeated.** *Satisfies the university general education requirement for the capstone experience.*

3. IMPORTANT DATE INFORMATION:

Follow the university deadline for [applying to graduate](http://oakland.edu/registrar/important-dates/) found at <http://oakland.edu/registrar/important-dates/>. For this semester you must apply by January 26, 2018 for April commencement. **You must apply by this deadline in order to graduate as planned. This is not the same as applying for certification.**

The last day to drop this class with 100% tuition refund, as well as other important academic dates, can be found on the Office of the Registrar "[Important Dates](#)" site. Winter 2018 final drop date is January 17, 2018.

4. AUTHORIZED INSTRUCTORS:

Bev Allen
Carol Dowty
Conrad Kruzman
Barbara Staniszewski

Cynthia Judson
Margaret Lesser
Madeline Stewart

Amy Cutler
Moirra Keefer
Shirley Oleinick
Dyanne Tracy

My Supervisor: _____

PHONE: _____

e-mail: _____@Oakland.edu_____

5. COURSE EVALUATIONS:

Unlike most university courses, this capstone course to the elementary education program requires a series of different types of evaluations as required by the State of Michigan, accrediting bodies, and for the purpose of program improvement. These evaluation forms can be found within the [Certification tab](#) on the School and Field Services web site under Exit Requirements. They include:

State of Michigan Survey
Program Survey (Elementary)
Placement Evaluation
Supervisor Evaluation
Cooperating Teacher's Supervisor Evaluation (completed by the Cooperating Teacher upon your request)

Note that the traditional course evaluation survey will also be emailed to you and you may complete this as an option to provide direct feedback to the instructor.

6. **PREREQUISITES:** Prerequisite(s): Completion of all required program course work, passing scores on elementary education MTTC basic skills test (Professional Readiness Exam or ACT/SAT equivalencies, (Michigan Test for Teacher Certification, Test 103) exams, and all final forms as described on the [Applying for Student Internship](#) site under "STEP 4: Submit Final Forms". This includes Bloodborne Pathogens training, proof of liability insurance and Adult and Child CPR/First Aid Certification (must not be taken on line and be valid at least two months past the end of the student teaching semester. Students who are doing an internship in middle school or junior high must also pass the appropriate MTTC subject matter tests.

7. REQUIRED TEXTBOOKS OR READINGS:

Detailed information on the student teaching semester including expectations, course assignments, and guidance and support can be found within the *Oakland University Elementary Teacher Education Internship Handbook*. Candidates are expected to read this, know the expectations or seek assistance as necessary, and complete all assignments with the highest degree of professionalism.

In addition to the handbook, students are expected to be familiar with the internship requirements, overview, seminar dates, and forms as posted on the [Elementary Internship](#) site of the Office of School and Field Services website.

“This course requires a Via LiveText license. Via LiveText allows you to create and submit course assessments online and allows for long-term storage of projects, documents, and your teaching portfolio. Only one Via LiveText license is needed for the length of your program. Therefore, if you already have purchased Via LiveText for another course, you need not purchase an additional license for this course. Via LiveText is a requirement for students in SEHS Education programs. You can find more information at <https://www.oakland.edu/sehs/student-resources/livetext/> and you can purchase your five year Via LiveText Student Membership: Field Experience Edition license from <https://www.livetext.com/purchase-register-membership/>.”

The Council of Chief State School Officers (CCSSO). (2013), *Interstate Assessment and Support Consortium (InTASC) model core teaching standards and learning progressions for teachers*. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

Danielson, C. (2013). *The Framework for Teaching Evaluation Instrument*. Princeton, N.J.: The Danielson Group. [Individual use of *The Framework for Teaching Evaluation* permitted via a pdf download according to copyright guidelines at <http://www.danielsongroup.org/framework/>].

Michigan Department of Education. (2003). *Michigan Professional Educator’s Code of Ethics*. Retrieved from http://www.michigan.gov/documents/Code_of_Ethics_Layout_128009_7.pdf December 12, 2016.

Michigan Department of Education. (2008). *Certification standards for elementary teachers*. Retrieved from https://www.michigan.gov/documents/mde/Elementary_Standards_JAN2008_231066_7.pdf April 4, 2016.

University of Michigan (2016). TeachingWorks: High-leverage practices. Retrieved from <http://www.teachingworks.org/work-of-teaching/high-leverage-practices> April 4, 2016.

8. LEARNING GOALS AND OUTCOMES:

Observations provide specific objectives that target the following goals and outcomes outlined for this course below. This should be read prior to beginning your placement.

1. This course is identified as a general education capstone course and as such, you will demonstrate: (1) appropriate uses of a variety of methods of inquiry and a recognition of the ethical considerations that arise; (2) the ability to integrate the knowledge learned in general education and its relevance to your life and career. (2017-2018 [Oakland University Undergraduate Catalog, General Education Requirements](#)).
2. Candidates will demonstrate a knowledge of and teaching practice aligned with the *Michigan Professional Educator’s Code of Ethics*. These include: service toward the common good; mutual respect; equity; diversity, and; truth and honesty.
3. Candidates will possess the depth of knowledge necessary to teach and assess all content in a differentiated manner to all students in self-contained classrooms. (MI Elementary Certification Standards, 1.0)
4. Candidates know, understand, and use data from formative and summative assessments in addition to formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student (MI Elementary Certification Standards, 4.0)
5. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (InTASC 7)

6. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (InTASC 8)

Note: The remaining Michigan Elementary Certification Standards as well as remaining InTASC standards are also integrated into the course. The standards listed above are the focus.

9. PROFESSIONAL EXPECTATIONS:

1. Comply with all standards outlined in the [Michigan Professional Educator's Code of Ethics](#).
2. **Communication:** Clear, timely, and professional communication with your cooperating teacher, university supervisor, and the Office of School and Field Services is critical to your success. In addition to daily and weekly conferencing, formalized observations, and seminars, there are additional times when you need to effectively communicate with others (e.g., unexpected scheduling changes; issues you are confronting). Review, and comply with, emergency absence and emergency closing procedures as described on Moodle (if used by your supervisor) and the handbook.
3. **Preparation and Timeliness:** It is expected that you will be thoroughly prepared for your assigned teaching responsibilities and devote the time necessary, often outside of your daily schedule, to ensure success in the classroom. Assignments are to be submitted as established by the supervisor by the due date and time. Review "When the University Supervisor Comes to Observe" in the handbook.
4. **Truth and Honesty:** All assignments are expected to be the individual student's original work and writing or reference appropriately (e.g., lessons from school or cooperating teacher not presented as your own work). Students are strongly encouraged to complete the online [Plagiarism Tutorial](#) found on the [KresgeLibrary](#) website. All allegations of academic misconduct will be reported to the Dean of Students and, thereafter, to the Academic Conduct Committee for adjudication. Anyone found guilty of cheating in this course may receive a course grade of 0.0, in addition to any penalty assigned by the Academic Conduct Committee. Please refer to the 2017-2018 Oakland University Undergraduate Catalog to read the full *Academic Conduct Policy* listed under *Other Academic Policies* online at http://catalog.oakland.edu/content.php?catoid=29&navoid=2996#Other_Academic_Policies
5. **Professionalism and Adherence to School and District Policies, Rules, Regulations and State Laws:** You are responsible for knowing, learning about and enacting laws, rules, regulations, and policies involved with your teaching placement. When you have questions, it is your responsibility to seek information from your cooperating teacher, building administrators, the university supervisor, or others who can assist.
6. **Professionalism and Digital Applications:** A special note is needed about the use of photos, videos or other media that may be collected during your student-teaching experience. You must tread carefully and it is your responsibility to understand the policies related to this area. It is your responsibility to seek permission to take photographs or to video your teaching. Speak directly with the teacher regarding policies and make sure that you are able to articulate the purpose, the use and limitations of use, and the protections you will enact. In most cases, the teacher will have already sought permission from parents according to school district policy and will be able to indicate who is not allowed to be photographed or video-recorded. Also be sure that you are familiar with, and able to use, technology applications that can be used to blur faces or otherwise de-identify individuals within photographs or video recordings. Professional staff members in the Educational Resources Laboratory can provide support with this technology. Photographs or video are for your assignments or teaching portfolio and

are not allowed to be posted online or published in any way (e.g., web, newsletter) for this course. All digital portfolios must be password protected.

7. **Substitute Teaching:** You may not serve as a substitute teacher during your internship until you have completed all requirements and forms as outlined on the [Internship Requirements](#) tab and received written notification of approval from the Office of School and Field Services.
8. **Retention in the Program:** Be sure you understand programmatic and professional expectations and adhere to them. Students may be removed from the program, removed from a field placement, or may not be recommended for certification as described in the [Official Competency and Retention Statement](#).

10. ASSIGNMENTS

Details regarding these assignments will be provided to you by your supervisor as noted below.

1. **Evidence of Growth and Professionalism (20 pts.):** We expect you to grow in knowledge, teaching practices, and dispositions during this student teaching semester. Evidence will be provided through:
 - a. Attendance and full, positive engagement in student teaching experiences.
 - b. Attendance and full, positive engagement in University whole group and small group seminars.
 - c. Ensuring your cooperating teacher has the tools needed to engage in assessments (e.g., handbook information, feedback form, and due dates) in order to complete assessments during the semester.
 - d. Weekly reflections submitted to your university supervisor.
 - e. Weekly submission of the cooperating teacher's feedback form to your university supervisor.
 - f. Preparation for a minimum of five formal observations to assess your progress as outlined in the document "When the University Supervisor Comes to Observe" (in handbook).
 - g. Timely completion of assignments.
 - h. Timely submission of all required assessment forms and materials prior to final seminar.
2. **5 Observations with Reflections on Observations 1-4 (20 pts.)**
3. **Video-Recorded Teaching Assignments (20 pts.):** Three video-recorded teaching episodes and written reports as described in the assignment directions. These include a focus on: (1) Learning Environment and Classroom Management; (2) Content and Content Application; (3) Professional Responsibility and Ethical Practice.
4. **Portfolio (10 pts.):** Professional documentation of your teaching practice.
5. **Final Observation and Final Evaluation (30 pts.)**

11. COURSE REQUIREMENTS AND GRADING:

20%	Evidence of Growth and Professionalism
20%	5 Observations and Reflection Assignments on Observations 1-4
20%	3 Video-recorded Teaching Episodes and Written Assignments
10%	Portfolio
30%	Final Evaluation (Danielson Framework)

2 percentage points (or 2 assignment points) represents 0.1 on a 4.0 scale. (Examples: 90% or 90 points earned equals a grade of 3.5; 80% or 80 points earned equals a grade of 3.0)

Upon successful completion of all course requirements candidates earning a 2.8 or higher may be recommended for certification. When a candidate is unable to continue and/or is removed from her/his student teaching placement, with instructor permission, the candidate will be provided with some alternative assignments. The final course grade of no greater than a 2.7 will be determined accordingly. Note: A grade less than 2.8 will result in no recommendation for certification.

1	January 1		STAGE 1: Orientation & Observation Initial protocol visit with candidate, cooperating teacher, supervisor
2	January 8	Weekly Journal Reflection Cooperating Teacher Feedback Sheet	STAGE 2: Observing, Assisting, Teaching Provide student's daily schedule including specials, along with lesson plan and seating chart.
3	January 15	Weekly Journal Reflection Cooperating Teacher Feedback Sheet	OU Seminar 2 January 19, 1:30 pm, OC Banquet B
4	January 22	Learning Environment and Classroom Management Video Recording and Report Weekly Journal Reflection Cooperating Teacher Feedback Sheet	
5	January 29	Weekly Journal Reflection Cooperating Teacher Feedback Sheet	
6	February 5	Weekly Journal Reflection Cooperating Teacher Feedback Sheet	
7	February 12	Weekly Journal Reflection Cooperating Teacher Feedback Sheet	STAGE 3: Independent
8	February 19	Weekly Journal Reflection Cooperating Teacher Feedback Sheet	2-3 Observations Scheduled
9	February 26	Content and Content Application Video Recording and Report Weekly Journal Reflection Cooperating Teacher Feedback Sheet	OU Seminar 3 February 27, 1:30 pm, OC Banquet A

10	March 5	Weekly Journal Reflection Cooperating Teacher Feedback Sheet	
11	March 12	Weekly Journal Reflection Cooperating Teacher Feedback Sheet	
12	March 19	Weekly Journal Reflection Cooperating Teacher Feedback Sheet	OU Seminar 4 March 20, 1:30 pm, OC Oakland Room
13	March 26	Professional Responsibility and Ethical Practice Video Recording and Report	STAGE 4: Phase Out & Observation
14	April 2	Weekly Journal Reflection Cooperating Teacher Feedback Sheet	
15	April 9	Weekly Journal Reflection Cooperating Teacher Feedback Sheet	
16	April 16	Portfolio due at seminar Evaluations due by seminar (MI online, program, supervisor, placement, application for certification)	Last Day in class is April 20, 2017 OU Seminar 5 April 25, 9:00 am, OC Gold ABC

NOTE: Students should NOT apply for certification until after they receive information at the culminating seminar.

Evaluating Formative Observations

The formative observations will each be worth 5 points: 2 points for the observation itself and 3 points for the reflection. This allows for growth, while still evaluating the active teaching work that is (or is not) happening in the classroom.

In Live Text, supervisors will check the appropriate boxes in the Danielson rubric, and the average will represent the 2-point portion. (2 points for Distinguished or Proficient, 1 point for Basic and 0 points for Unsatisfactory).

The reflection will be evaluated using criteria that is similar to the written responses for the video-recorded teaching assignments.

	1	2	3
Evidence of Teaching Practices	Student provides anecdotal evidence for 3 or fewer of the evaluated sub-domains, and does not	Student provides anecdotal evidence for 4 or fewer of the evaluated sub-domains, and does not	Student provides anecdotal evidence for every evaluated sub-domain, or clearly explains why a sub-domain is not evident in the

	acknowledge sub-domains that were not evident through observation.	acknowledge sub-domains that were not evident through observation.	lesson observed.
Connecting Teaching Practices to Sub-Domains	Student only communicates the teaching practices that were used during the observed lesson, but does not work to connect those practices to the sub-domains being evaluated.	Student connects some of the sub-domains to their teaching practices, but cannot explain why some practices were chosen or why some sub-domains are not evident.	Student connects each of the sub-domains being evaluated to their teaching practices during the observed lesson, or acknowledges and explains why certain sub-domains were not evident during the observation.
Articulation of Strengths and Areas for Improvement	Student may review the lesson and the actions during teaching, but does not question or critique their assumptions, attitudes, values and beliefs. Student does not take accountability for the outcome of the lesson, nor does he or she articulate potential strengths or areas of improvement.	Student attempts to revisit their experiences in the classroom, but does not address assumptions, attitudes, values and/or beliefs. Student simply recalls their actions in the classroom, rather than working towards deeper meaning and problem solving.	Student revisits their experiences by questioning and critiquing their assumptions, attitudes, values and beliefs. Student justifies their actions in the classroom, while searching for deeper meaning and actively trying to problem solve when needed.

After evaluating each criteria, find the average of all 3 categories.

Video-Recorded Teaching Assignments

Reflecting on your teaching practice is an important and critical element to improving practice, not only as a student teacher but also when you are a certified teacher. These assignments help you connect what you observe when you watch your teaching practice to professional teaching standards in the areas of: (1) Learning Environment and Classroom Management [6 pts.] (2) Content Knowledge and Application of Content [7 pts.], (3) Professional Responsibility and Ethical Practice [7 pts.].

For each assignment you will video record a lesson you have taught during student teaching. You will submit a 5 minute clip from each of these videos that highlights specific aspects of your teaching. You will write responses to 5 reflective questions related to each video. You will record the entire episode and your recording should focus on “you”, your teaching skills, as opposed to the students. You will use “time stamps” in your written responses to associate your written responses to when this is observed in the video recording. Your written responses should demonstrate that you understand the alignment between your actions in the video with specific professional teaching standards and practices as described in the [InTASC Standards](#) and the [Danielson Framework for Teaching Evaluation](#). Note that on the Danielson Framework download page there is also a

download titled “Correlation of the Framework for Teaching to InTASC Standards” (near the bottom of the downloads on the right-hand side). This correlation document provides a table that shows the alignment of these two documents.

Note on Video Recordings: See syllabus for specific information on video recording. Speak directly with your cooperating teacher regarding video recording policies. In most cases, the teacher will have already sought permission from parents according to school district policy and will be able to indicate who is not allowed to be photographed or video recorded. Photographs or video for this assignment are not allowed to be published in any way.

Grading Criteria:

Your grade is based on the submitted video recording and quality responses to the 5 follow-up questions. The video-recording and responses to the follow-up questions provide specific information on your teaching skills, your understanding of the teaching strategies you employed with respect to professional standards, and your ability to critically reflect on teaching strengths and areas for improvement.

Video submission (1 pt.): The video recording captures important elements of your teaching related to the area of focus (e.g., learning environments/assignment 1; content/assignment 2; professional responsibility/assignment 3). The video is submitted in a timely manner and is easily viewed (e.g., correct format or application; orientation; time constraints).

Written Responses (3 pts. Assignment 1; 4 pts. for Assignments 2 & 3): Thoughtful and reflective responses to the questions demonstrate that you are able to (a) provide evidence of teaching practices through reviewing the video and providing timestamps, quotes, and other information to support your claims; (b) connect your teaching practice to relevant standards and evaluation criteria through referencing these appropriately in your responses; (c) articulate your teaching strengths and areas for improvement based on the video evidence and professional standards.

Overall (2 pts.): The assignment is well-written and grammatically correct. The assignment adheres to the criteria for the video submission and written responses. The responses are thorough and demonstrate thoughtful reflection. The assignment is submitted by the due date.

Instructions for Assignment 1 on Learning Environment and Classroom Management

1. Ensure that you have permission to video record your teaching, for the sole purpose of this assignment, with your cooperating teacher and/or others as needed.
2. Review InTASC Standard 3: Learning Environment with special attention to performance sub-standards 3a – 3f. Review the Danielson Evaluation Instrument components of Domain 2 (all) and Domain 3 as they relate to your instructional practices that align with creating a positive learning environment for all students. Pay particular attention to Danielson components 2a, 2d, and 3c.
3. Video record a teaching episode.
4. Read the reflection questions and review the video recording. As you view the recording, be prepared to stop and start the video to note times when different events occurred. Be mindful of which components of the video recording you would like to submit for the assignment. The video you submit should not be less than 4 minutes or more than 5 minutes. It may be edited to show different components of your teaching or you may choose to select one continuous segment of your video recording. You may also provide labels to describe what is happening in the video. It should provide a

good representation of your teaching related to the learning environment and your classroom management skills.

5. Respond to the 5 reflection questions.
6. Upload your video to Google Drive and share it with your supervisor.
7. Email your responses to the 5 questions to your supervisor by the agreed upon due date.

Questions for Assignment 1 on Learning Environment and Classroom Management

You are encouraged to review your video and discuss it with your cooperating teacher, but it is understood that this may be difficult to do given time constraints. As you view the recording, be prepared to stop and start the video to note times when different events occurred. Use evidence from the video whenever possible to answer the questions below. Evidence from the video is typically in the form of “timestamps” (when one would see this practice or claim during the video), direct quotes from the teacher or students (use quotation marks), or specific/direct observations as you watched the video (e.g., “I noticed that every time I asked a question, AA raised his hand and BB never raised his hand” [e.g., 2:42 sec]; “I noticed that when I asked _____ students were eager and engaged but when I asked _____ students did not seem interested.” [e.g., 3:53 sec])

1. Describe the overall organization of your lesson and specific student transitions that included in the lesson planning. With a focus on transitions, what did you specifically do to minimize confusion and provide clear directions to students? What went well? What might be an area to focus on for improvement?
2. Focus on student engagement as you review the lesson. Identify what was taking place when all (or most) students were fully engaged in the lesson. Similarly, identify what was taking place when students were not as engaged. Reflect on your role in activating and maintaining student engagement during the lesson by describing some specific actions you took to engage students.
3. Describe practices that are evident in the video recording that demonstrate your rapport with, and respect for, learners. What specific practices do you routinely engage in to help to ensure equity, rapport, and respect?
4. Describe the classroom management strategies you employed during the video-recorded lesson. Review these strategies with respect to whether they were proactive or reactive during the teaching episode.
5. Based on reviewing the video of your teaching episode, list your areas of strength (minimum 3) and at least one area you would like to improve related to the relevant InTASC Standards and the Framework for Teaching Evaluation Instrument. Again, be sure to timestamp, quote or use specific references to the video. **Be specific in your response to this question by noting the specific language and codes for the standards and the evaluation instrument to demonstrate that you are connecting reflecting on your practice to professional expectations of teachers.**

Instructions for Assignment 2 on Content Knowledge and Application

1. Ensure that you have permission to video record your teaching, for the sole purpose of this assignment, with your cooperating teacher and/or others as needed.
2. Review InTASC Standards 4 and 5: Content Knowledge and Application of Content. Focus on the performance standards 4a-i and 5a-h. Review the Danielson Evaluation Instrument components of Domain 1 and Domain 3 and especially those that closely align with demonstrating your content knowledge and application of content during teaching. Pay particular attention to Danielson components 1a, 1c, 1d, 1e, 3a, 3b, 3c, and 3f.
3. Video record a teaching episode.
4. Read the reflection questions and review the video recording. As you view the recording, be prepared to stop and start the video to note times when different events occurred. Be mindful of which components of the video recording you would like to submit for the assignment. The video you submit should not be less than 4 minutes or more than 5 minutes. It may be edited to show different components of your teaching or you may choose to select one continuous segment of your video recording. It should provide a good representation of your teaching related to content knowledge and application of content.
5. Respond to the 5 reflection questions.
6. Upload your video to Google Drive and share it with your supervisor.
7. Email your responses to the 5 questions to your supervisor by the agreed upon due date.

Questions for Assignment 2 on Content Knowledge and Application

You are encouraged to review your video and discuss it with your cooperating teacher, but it is understood that this may be difficult to do given time constraints. As you view the recording, be prepared to stop and start the video to note times when different events occurred. Use evidence from the video whenever possible to answer the questions below. Evidence from the video is typically in the form of “timestamps” (when one would see this practice or claim during the video), direct quotes from the teacher or students (use quotation marks), or specific/direct observations as you watched the video (e.g., “I noticed that every time I asked a question, AA raised his hand and BB never raised his hand” [e.g., 2:42 sec]; “I noticed that when I asked _____ students were eager and engaged but when I asked _____ students did not seem interested.” [e.g., 3:53 sec])

1. Describe the concept or concepts you were teaching. Do you believe that students developed new understandings related to this concept(s) as a result? Why or why not (provide video evidence)?
2. What questions did you ask during your teaching episode? Reflect on the extent to which (1) *all* students were engaged in responding to those questions, and (2) the nature of the questions asked with respect to developing high-order thinking skills and creativity.
3. What methods or representations did you choose to teach this specific content? Explain whether you believe the methods and representations were effective in supporting student learning (provide video evidence).
4. What was the most effective resource (or resources) you used to teach this lesson? Describe any evidence from the video that helps to demonstrate resource effectiveness.
5. Based on reviewing the video of your teaching episode, list your areas of strength (minimum 3) and at least one area you would like to improve related to the relevant InTASC Standards and the Framework for Teaching Evaluation Instrument. Again, be sure to timestamp, quote or use specific references to the video. **Be specific in your response to this question by noting the specific language and codes for the standards and the evaluation instrument to demonstrate that you are connecting reflecting on your practice to professional expectations of teachers.**

Instructions for Assignment 3 on Professional Responsibility and Ethical Practice

1. Ensure that you have permission to video record your teaching, for the sole purpose of this assignment, with your cooperating teacher and/or others as needed.
2. Review InTASC Standards 9: Professional Learning and Ethical Practice. Instead of focusing on the performance standards, 9a-f, focus on the standards that relate to equitable instructional practice and ensuring that *all* students learn. These include standards 9a, 9b, 9e, 9i, 9l, and 9m. Review the Danielson Evaluation Instrument components of Domain 4 and re-review Domain 2 - especially those that closely align with demonstrating professionalism and ethical practice as a student teacher. Pay particular attention to Danielson components 2a, 2b, 4a and 4f.
3. Video record a teaching episode.
4. Read the reflection questions and review the video recording. As you view the recording, be prepared to stop and start the video to note times when different events occurred. Be mindful of which components of the video recording you would like to submit for the assignment. The video should not be less than 4 minutes or more than 5 minutes. It may be edited to show different components of your teaching or you may choose to select one continuous segment of your video recording. It should provide a good representation of your teaching related to professional learning and your ability to accurately describe and reflect upon your teaching.
5. Respond to the 5 reflection questions.
6. Upload your video to Google Drive and share it with your supervisor.
7. Email your responses to the 5 questions to your supervisor by the agreed upon due date.

Questions for Assignment 3 on Professional Responsibility and Ethical Practice

You are encouraged to review your video and discuss it with your cooperating teacher, but it is understood that this may be difficult to do given time constraints. As you view the recording, be prepared to stop and start the video to note times when different events occurred. Use evidence from the video whenever possible to answer the questions below. Evidence from the video is typically in the form of “timestamps” (when one would see this practice or claim during the video), direct quotes from the teacher or students (use quotation marks), or specific/direct observations as you watched the video (e.g., “I noticed that every time I asked a question, AA raised his hand and BB never raised his hand” [e.g., 2:42 sec]; “I noticed that when I asked _____ students were eager and engaged but when I asked _____ students did not seem interested.” [e.g., 3:53 sec])

1. Describe the video-recorded lesson: lesson content, time of day (e.g., morning, after recess, etc.), and student-teaching context (e.g., second lesson taught in this subject; full control of all teaching for the past 3 weeks).
2. Describe the extent to which you engaged with *all* students during the teaching episode. Did you interact with each and every student? Was greater attention directed towards some students more than others? If differences were observed, what do you believe are the reasons for these differences?
3. Do you believe students *learned* (i.e., *new* concepts, vocabulary, skills) as a result of this teaching episode? Provide evidence of student learning as observed on the video.
4. Based on observing the video recorded lesson, what changes would you make if you were to teach this same lesson again?
5. Based on reviewing the video of your teaching episode, list your areas of strength (minimum 3) and at least one area you would like to improve related to the relevant InTASC Standards and the Framework for Teaching Evaluation Instrument. Again, be sure to timestamp, quote or use specific references to the video. **Be specific in your response to this question by noting the specific language and codes for the standards and the evaluation instrument to demonstrate that you are connecting reflecting on your practice to professional expectations of teachers.**

Your student teaching portfolio should be a scrapbook of your educational and teaching career, not just a snapshot. What I mean by this is that you should include how you've grown, changed and progressed from your first field experience until now. This should show prospective employers who you are as a teacher, what you value and what your strengths and goals are.

Some items to include:

- Section 1 is all about you that includes your resume, teaching philosophy, and personal achievements.
- Section 2 includes your teaching experiences. This might reference your field experiences, feedback from mentor teachers and certain accomplishments or responsibilities while in the field throughout the years.
- Section 3 lays out your future classroom and teaching style. How do you manage your classes? Do you send welcome letters? Do you have pictures of strategies, projects or innovative things you have done in the classroom? What is your area of focus? How do you reach all students, or those with special needs? What kind of technology do you use in the classroom? What teaching strategies do you rely on or believe in? Do you have sample lesson plans or work samples from students? Do you have a website?
- Section 4 focuses on forming relationships – this can include with parents, students, peers, etc. What does that look like? How active are you in the school or community? What do you do to form relationships and why is this important? How do you draw the culture of your students into the classroom?
- Section 5 focuses on the future. Where are you headed? What are your goals?

Some great examples of student teaching portfolios:

- <https://www.mcgill.ca/edu-e3ftoption/files/edu-e3ftoption/cindyportfolio.pdf>
- An electronic portfolio: <https://sites.google.com/site/stephanieladner/>
- Another electronic portfolio: <http://tams.yolasite.com/>
- Another electronic portfolio: <http://ostergrenm.weebly.com/>

How you will be evaluated:

	Exceptional	Adequate	Needs Work	Absent
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	2	1.5	1	0
Resume, Teaching Philosophy and Personal Achievements	Candidate included a professional resume with all appropriate information. Teaching philosophy is free of errors and makes clear her views on teaching and the students. A clear list of personal achievements with explanations is included.	Candidate included a resume. Teaching philosophy may have 1 – 3 errors, but the views on teaching and students are not always clear. A list of personal achievements is included.	Candidate included a resume. Teaching philosophy has more than 3 errors and/or is unclear and difficult to read. A list of personal achievements is included, but has mechanical errors.	Candidate did not include all required pieces.
Teaching Experiences	Candidate included a detailed description of field experiences within the program, along with feedback from mentor teachers and reflections on personal growth through field experiences.	Candidate only included information from some field experiences within the program. There is vague feedback from mentor teachers and a brief focus on growth through field experiences.	Candidate only included information from some field experiences within the program, but it has mechanical errors or is unclear. There is not feedback from mentor teachers and little focus on growth over time.	Candidate did not include all required pieces of information.
Teaching Style and Future Classroom	Candidate includes a variety of evidence that illustrates teaching style and classroom management style and preferences. Some pieces of evidence may include pictures, lesson plans, examples of technology use, information about area of specialty, lessons that include differentiation and work samples from students.	Candidate includes evidence that illustrates teaching style and classroom management style and preferences. There are pieces of evidence, but little variety. A clear vision is not crafted regarding teaching style and the future classroom.	Candidate includes few pieces of evidence that may illustrate teaching style or classroom management, but not both. No variety in evidence. It is unclear what the candidate values in terms of teaching style and management.	Candidate did not include required pieces of evidence.
Forming Relationships	Candidate writes a narrative that makes clear the ways in which culture and home lives of students are valued in her classroom. Evidence is provided that speaks to the ways in which candidate brings the funds of knowledge of her students into the classroom and the ways in which the candidate works to connect with the students, school and	Candidate writes a narrative that tries to explain the ways in which culture and home lives of students are appreciated. Evidence may show an attempt at bringing funds of knowledge into the classroom. Candidate has little evidence of connections to students, the school and the community.	Candidate writes a narrative that tries to explain the ways in which she is aware of the culture and home lives of students, but it is unclear and may contain errors. Evidence does not show funds of knowledge being brought into the classroom. Candidate has little to no evidence of connection to students, the school and the community.	Candidate did not include a narrative or evidence of relationship building.

	community.			
The Future	Candidate clearly explains where she is at in her professional journey and where she wants to be in the future. Strengths and weaknesses are addressed, with plans made clear to address weaknesses. A clear path for growth and professional development is laid out.	Candidate explains where she is at currently and her plans for the future. Strengths and weaknesses are addressed, but not deeply. There is a path for growth articulated, but it is unclear.	Candidate attempts to explain where she is at currently and her plans for the future, but writing is unclear and may contain errors. There is no recognition of strengths or weaknesses and no plan to move forward. A plan for growth is either not included or unclear.	Candidate did not include a narrative or evidence of future plans.