

# APPENDIX C

## TASKS AND FORMS

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- Student Teaching Experiences Checklist
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- Concerns Report

## TENTATIVE TEACHING SCHEDULE

Week 1 / Date:
Weeks 2 -3 / Date:
Weeks 4 -6 / Date:
Weeks 7-11 / Date:
Week 12 / Date:

## STUDENT TEACHING EXPERIENCES CHECKLIST

The following orientation experiences are appropriate for the beginning weeks of the internship. Efforts should be made to complete and check off the activities appropriate to your assignment.

### I. GENERAL ORIENTATION EXPERIENCES

#### Meet building personnel

- ☐ administrators
- ☐ secretary
- ☐ department members
- ☐ other teachers
- ☐ special teachers
- ☐ custodian
- ☐ other personnel (media, etc.)
- ☐ supply room/audio-visual equipment

#### Locate building areas

- ☐ toured the building
- ☐ media center/library
- ☐ outdoor areas
- ☐ cafeteria
- ☐ gymnasium
- ☐ teacher's work area

### II. DISCUSSION WITH COOPERATING TEACHER

#### School policy

- ☐ discipline
- ☐ fire/disaster drill
- ☐ absence
- ☐ injuries/illness
- ☐ rules
- ☐ faculty meetings
- ☐ parking
- ☐ school calendar
- ☐ use of media center
- ☐ use of copy machine, etc

#### Unit or room policy

- ☐ classroom rules
- ☐ curriculum
- ☐ teacher manuals
- ☐ basic routine
- ☐ management techniques
- ☐ students with special needs
- ☐ record keeping
- ☐ grouping
- ☐ available resources
- ☐ multicultural issues

### III. OBSERVATION OF THE COOPERATING TEACHER'S PROCEDURES

- ☐ lecture
- ☐ curricular resources
- ☐ discussion
- ☐ time management
- ☐ whole class work
- ☐ small group work
- ☐ cooperative learning
- ☐ groups working simultaneously
- ☐ individualization
- ☐ students with disabilities
- ☐ gifted students
- ☐ ESL students
- ☐ communication
- ☐ pacing
- ☐ lesson plans

- ☐ questioning techniques
- ☐ reinforcement
- ☐ feedback
- ☐ student/teacher interaction
- ☐ directions
- ☐ listening
- ☐ synthesis
- ☐ conclusions/closure
- ☐ evaluation
- ☐ discipline
- ☐ motivational strategies
- ☐ short term objectives
- ☐ long range objectives
- ☐ parent/teacher interaction
- ☐ teacher/teacher interaction

## Weekly Reflection

Regular communications with your University Supervisor is expected, and **weekly communication is required**. The latter communication – generally referred to as the “weekly reflection” -- should inform your supervisor about your involvement and experiences in the week just concluded. You may also want to use the reflection to bring specific topics, successes or issues to your supervisor’s attention.

Your University Supervisor may set specific guidelines for the weekly reflection. These guidelines may include a weekly deadline for submitting the reflection.

In some instances, your University Supervisor may also request that you provide schedule information for the upcoming week. Below is a format that may be used. In the column on the left, identify the subjects/classes you will be teaching and the other activities for which you will be responsible *in the upcoming week*. Under the days of the week, identify the times for which you will be completing these responsibilities.

Subjects/ Activities	Monday	Tuesday	Wednesday	Thursday	Friday

## MAT and Elementary Teacher Certification Program

### Equity Observation Form

#### OBSERVATION INSTRUCTIONS

Complete the information in the upper left-hand corner.

Each row of the grid corresponds to one student/teacher interaction.

Please note in the comment column, any events that occur during an interaction that is indicative of the interaction quality. For example, unusually long interaction times.

Limit observation time to 30 minutes.

Student type – gender and ethnicity – circle in the first column; there should be two circles in each box; one for gender and the other for ethnicity.

Gender-	F = Female	M = Male
Ethnicity-	A = Asian	AA = African American
	C = Caucasian	H = Hispanic
	P = Predominant ethnic group represented by 3 or more students	
	O = Students that do not fall into any of the listed ethnic groups	
Frequency-	1 = The first time a student is called on during the observation period	
	R = Circled each time the same student is called on after the 1st interaction	

#### DEFINITIONS OF RESPONSES

**Verbal Teacher Responses** – include the following:

*Acceptance* – is recorded when a teacher explicitly or implicitly accepts a student answer as appropriate or correct. Examples include comments such as “ok”, “uh huh”, “right”, and “yes”. These reactions imply approval. Also mark acceptance when a student offers a response and the teacher does not make an explicit answer but instead continues with further comments or questions that imply the response was appropriate.

*Praise* – is recorded each time the teacher makes a comment clearly intended as praise or positive reinforcement. Examples include “Good job!”, “That’s exactly right”, “This paper shows much improvement”. Praise involves both the content of the teacher’s comment and the intonation of the teacher’s voice.

*Higher Level Questioning* – is recorded each time the teacher moves the learning along and challenges the student to think. It requires more complex mental processes than simple recall. For example, the teacher requires the student to use original thought, recall related facts from several sources, express an opinion and give reasons, predict the consequences of certain actions or organize and evaluate information in a new way.

*Criticism* – is recorded each time the teacher’s comments go beyond making corrections on a student’s work, appearance or conduct to clear, strong disapproval. It may involve a warning or penalty. Make + for positive criticisms and a – for negative criticisms.

**Nonverbal Teacher Responses** – include the following:

*Wait Time* – is recorded each time the teacher and students allow at least five seconds for thinking, i.e. the teacher waits five seconds before terminating the response opportunity (usually by asking another student the same question), assisting or providing additional information.

*Physical Closeness* – is recorded each time the teacher stands or sits within an arm’s length in a stationary position. Do not code if the teacher merely walks by a student. Record physical closeness if a student approaches the teacher and stands close by, if the teacher remains close to one or more students during an entire observation or if the teacher leaves those students and later returns.

## EQUITY OBSERVATION FORM

Teacher (Intern): \_\_\_\_\_

Grade Level: \_\_\_\_\_

Observation Time: \_\_\_\_\_

Subject Area: \_\_\_\_\_

P=please list the ethnic group  
represented by this letter -

# of Boys \_\_\_\_\_ # of Girls \_\_\_\_\_

One row corresponds to one interaction

Please limit observation time to 30 minutes

F=Female M=Male

A=Asian AA=African American C=Caucasian

H=Hispanic

P=Predominant ethnic group of 3 or more students

O=Students who don't fall into listed ethnic groups

1=First time student is called on to respond

R=Recorded any time a student is called on afterward

### Verbal Responses

### Nonverbal Responses

Student Type	Acceptance	Praise	Higher Level Questioning	Criticism + -	Wait Time	Physical Closeness	Comment
F M A A A C H P O 1 R							
F M A A A C H P O 1 R							
F M A A A C H P O 1 R							
F M A A A C H P O 1 R							
F M A A A C H P O 1 R							
F M A A A C H P O 1 R							
F M A A A C H P O 1 R							
F M A A A C H P O 1 R							
F M A A A C H P O 1 R							
F M A A A C H P O 1 R							
F M A A A C H P O 1 R							
F M A A A C H P O 1 R							
F M A A A C H P O 1 R							
F M A A A C H P O 1 R							
F M A A A C H P O 1 R							

Adapted from Project Intersect (Myra and David Sadker) & GESA (Delores Grayson)

Developed by Cranbrook Institute of Science and Oakland University (1996)

## Survey of Equitable Teaching Strategies

Intern: \_\_\_\_\_ University Supervisor: \_\_\_\_\_

MATTE Cohort:   O Macomb \_\_\_\_   O Oakland \_\_\_\_   Subject/Grade: \_\_\_\_\_

1. Briefly describe the student population you taught this semester:

# of females \_\_\_\_\_

# of males: \_\_\_\_\_

Comments:

### Equitable Practices

2. Specifically name equitable teaching strategies modeled by your cooperating teacher.

3. Specifically name equitable teaching strategies you were able to implement. What caused you to do so?

4. Describe how your university supervisor addressed equitable teaching.

5. How has the experience of using the Equity Observation Form to evaluate your instructional practices made you aware of equitable teaching behaviors?

*Thank you for your thoughtful responses. You truly are the leaders in providing gender-fair learning environments*

OAKLAND UNIVERSITY

MAT & Elementary Teacher Certification Program

**Cooperating Teacher's Assessment of the University Supervisor**

TD 555

University Supervisor's Name \_\_\_\_\_ Date \_\_\_\_\_

District \_\_\_\_\_ School \_\_\_\_\_

Please rate the University Supervisor's performance on each of the following criteria. Additional comments may be made on the back of this form.

Strongest Rating				Weakest Rating	Cannot be assessed or is not relevant
5	4	3	2	1	0

Please circle the appropriate number to rate the extent to which you believe the university supervisor effectively:

1. Welcomed/encouraged questions and open communication.	5	4	3	2	1	0
2. Provided program information as requested.	5	4	3	2	1	0
3. Consulted with cooperating teacher regarding intern's needs and progress.	5	4	3	2	1	0
4. Supported/encouraged reflection.	5	4	3	2	1	0
5. Shared ideas/strategies for teaching as requested or needed.	5	4	3	2	1	0
6. Shared ideas/suggestions for identifying resources as requested or needed.	5	4	3	2	1	0
7. Demonstrated a positive attitude.	5	4	3	2	1	0
8. Imparted support and concern for teaching excellence.	5	4	3	2	1	0
9. Imparted enthusiasm for teaching.	5	4	3	2	1	0
10. Provided fair, helpful, and timely professional feedback.	5	4	3	2	1	0
11. Respected cooperating teacher's efforts and goals.	5	4	3	2	1	0
12. Encouraged/supported collaboration.	5	4	3	2	1	0
13. Was on time for scheduled visits.	5	4	3	2	1	0

Other Comments: (Use back of this page if additional space is required.)

Please place the completed evaluation in a sealed envelope and give to your intern to submit with his or her required internship exit materials.



# OAKLAND UNIVERSITY

## Master of Arts in Teaching and Elementary Certification Program

### Intern's Perceptions of University Supervisor's Effectiveness

University Supervisor's Name \_\_\_\_\_ School District: \_\_\_\_\_

Winter Year 2009

Cohort: **MATEE 4**

This form is designed to ascertain your satisfaction with the type of supervision provided by your University Supervisor during the past semester. If an item does not apply, you need not respond to it.

- I. Using the five-point scale, please rate your supervisor on the following items by placing a check in the appropriate box next to each criterion.

Category	Highly Positive	Positive	Neutral	Negative	Highly Negative
	5	4	3	2	1
1. Reviewed the requirements on which I would be evaluated.					
2. Answered program questions for my cooperating teacher.					
3. Developed and maintained a professional relationship with my cooperating teacher					
4. Encouraged and responded to personal reflections on the many facets of the classroom/school experience.					
5. Responded to requests for help in a timely manner.					
6. Supported the use of a variety teaching techniques, methodologies, and/or materials					
7. Encouraged consistent and regular lesson analysis					
8. Used lesson observation form to critique performance, make recommendations, and set goals.					
9. When asked, or as needed, provided professional advice and suggestions pertaining to instruction, classroom management and other topics/issues.					
10. Encouraged seminar participation and provided useful suggestions regarding specific seminar topics and internship-based topics and issues.					
11. Provided encouragement and support.					
12. Showed enthusiasm and dedication to his/her job as a University Supervisor.					

II. Please answer the following questions:

Question	Response
1. How many times did your University Supervisor observe you teach?	
2. Was the observation at least 30 minutes long?	
3. How many times did your University Supervisor confer with you about your teaching?	
4. Did the University Supervisor participate in the mid-term evaluation conference?	
6. Did the University Supervisor participate in the final evaluation conference?	

Please comment on your experience with your University Supervisor.

OAKLAND UNIVERSITY  
Master of Arts and Elementary Teacher Certification Program  
**Intern's Evaluation of MAT Teacher Certification Program**

Winter 2009

MATEE:   O Macomb   O Oakland

Information on this questionnaire is provided at the end of internship by students in the MATEE and MAT programs. *Please respond only to those items which pertain to you. All other items should remain blank.*

Scale for Questions 1 and 2			
<i>Well Prepared</i>	<i>Adequately Prepared</i>	<i>Inadequately Prepared</i>	<i>Unprepared</i>
A	B	C	D

1. With regard to the goals of the MAT program, assess your preparation

**(Circle your response.)**

a. To articulate an understanding of developmental characteristics and needs of children and young adolescents.	A	B	C	D
b. To create, modify and assess appropriate curricula to meet the cognitive, affective psychomotor learning objectives of your particular content areas:				
1. Fine arts	A	B	C	D
2. Language arts	A	B	C	D
3. Mathematics	A	B	C	D
4. Physical education and health	A	B	C	D
5. Reading	A	B	C	D
6. Science	A	B	C	D
7. Social studies	A	B	C	D

c. To express sensitivity to the individual needs of students characterized by:				
1. Ethnic and racial diversity	A	B	C	D
2. Socio-economic level	A	B	C	D
3. Gender	A	B	C	D
4. Religious traditions and beliefs	A	B	C	D
5. Physical and mental exceptionalities	A	B	C	D

d. To communicate a comprehensive background and appreciation for the historical, social, cultural, and political influences on the changing profession of education	A	B	C	D
e. To interact effectively with:				
1. Students	A	B	C	D
2. Parents	A	B	C	D
3. Teachers and other school personnel	A	B	C	D

f. To demonstrate effective instructional practices in clinical settings as a result of:				
1. Pre-internship experiences	A	B	C	D
2. Student teaching	A	B	C	D

2. Please place a check in the appropriate column or columns to indicate your major(s) and/or minor(s). On the same line that corresponds to your major and/or minors, please rate how prepared to teach your subject area concentrations you believe yourself to be based on your major/minor coursework at Oakland University or elsewhere. (If content coursework was taken at other institutions as well as at OU, please provide ratings for all institutions.)

Concentration	Major	Minor	Oakland University				Other Institution(s)			
			A	B	C	D	A	B	C	D
Language Arts										
Mathematics										
Modern Languages										
Integrated Science										
Social Studies										

3. How did the MAT portion of your program (i.e., the professional courses) compare with the liberal arts courses you took as an undergraduate student and/or to complete your subject area concentration(s)? Circle one of the following words to represent your assessment.

Excellent	Good	Minimal	Inadequate
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Scale for Questions 4 through 7				
<i>Excellent</i>	<i>Good</i>	<i>Minimal</i>	<i>Inadequate</i>	<i>Not Applicable</i>
A	B	C	D	E

4. How would you rate the quality of the following services? **If you have not used a particular service, please circle "E."**

<u>SEHS or MISD Resource Center:</u> <ul style="list-style-type: none"> <li>Print materials collection for students</li> <li>Print materials collection for teachers</li> <li>Audio-visual software and equipment</li> </ul>	<i>Circle your response.</i>				
	A	B	C	D	E
	A	B	C	D	E
	A	B	C	D	E
Kresge Library journals and book collections	A	B	C	D	E
SEHS computer laboratory	A	B	C	D	E
SEHS science laboratory equipment and materials	A	B	C	D	E
SEHS Advising about program requirements	A	B	C	D	E
SEHS Advising about major/minor requirements	A	B	C	D	E
SEHS Advising about certificate requirements	A	B	C	D	E
School and Field Services	A	B	C	D	E
Career Services	A	B	C	D	E

5. How well prepared do you feel in the following areas?

Computer technology	A	B	C	D	E
Audio-visual technology	A	B	C	D	E

6. In general, how do you rate the quality of instruction by

Full-time faculty	A	B	C	D	E
Part-time faculty	A	B	C	D	E

7. How would you describe the MAT and Elementary Teacher Certification Program to others? **Circle one of the following words to represent your assessment.**

Excellent	Good	Minimal	Inadequate
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8. What do you consider the strengths of this program?

9. What do you consider to be the weaknesses of this program?

OAKLAND UNIVERSITY

MAT & Teacher Certification Program

**Intern's Perception of MAT Internship Placement**

School \_\_\_\_\_ District \_\_\_\_\_

Teacher: \_\_\_\_\_ Grade Level: \_\_\_\_\_

**OVERALL EVALUATION OF PLACEMENT**

Which of the following words *best* describes your placement? **Please circle one word.**

<b>SUPERIOR</b>	<b>ABOVE AVERAGE</b>	<b>AVERAGE</b>	<b>BELOW AVERAGE</b>
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In the space below, provide the reasons and supporting detail for the descriptor word your selected. In other words, what made your placement superior, above average, etc? Please be specific in your response.

OAKLAND UNIVERSITY

**MAT & Elementary Teacher Certification Program**

**Intern Classroom Observation Form**

Teacher Observed \_\_\_\_\_ School \_\_\_\_\_

Grade \_\_\_\_ Date \_\_\_\_\_ Intern: \_\_\_\_\_ Cohort: \_\_\_\_\_

*TWO observations must be completed during the internship. These should be conducted in classrooms other than your assigned classroom. However, if your final field and internship were not linked, then one of the observations must be of your cooperating teacher.*

**INSTRUCTIONAL COMPONENTS:**

1. State the learning objective(s) and/or big idea(s). (How do the students know what the objectives or big ideas are?)
2. Describe how the teacher links students' past experiences to the current objective(s) and/or big idea(s).
3. What strategies does the teacher use to motivate the students to engage in the learning process?
4. Describe the different activities the teacher uses to present information, teach skills, etc. (Possibilities might include: telling, modeling, discovering, reading, listening, etc. Explain how the activities cover the range of student learning modes and what choices the students might have.)
5. Describe any monitoring activities the teacher uses to assess an individual student's progress or understanding during the lesson.
6. Describe the assessment strategies the teacher uses to determine if the class as a whole understands the big idea or meets the objectives.
7. Describe what guided practice activities students are given to practice the skills or apply the knowledge they are acquiring.

*Observation questions continue on next page.*



**CLASSROOM DISCIPLINE:**

1. Describe the expectations for student behavior that appear to be in place in the classroom. Are they posted? Written in a positive form? A result of student input?
2. Describe any consequences of misbehavior. Do the students know the consequences of misbehavior? Are they posted? Are they logical? Non-punitive? Do they set clear expectations for appropriate behavior? Are records kept?

**CLASSROOM MANAGEMENT:**

3. Describe the factors that contributed to a positive learning climate in the classroom. (Possibilities might include: lots of praise, statements describing student progress or success, evidence of student pride, evidence of ownership of the class ["ours" and "we" statements].)
4. Look for and describe established procedures (i.e., those students know) such as how to enter class, get materials, turn in work, get teacher's attention, use technology, request and use hall passes, clean up, get make up work, and the like.
5. Describe evidence of parent/community involvement in the classroom, school, etc. What kind of information is communicated to parents and how is it communicated?
6. What insights about classroom management and discipline have you learned as a result of this observation?

**FACULTY/STUDENT CONCERN REPORT**  
**Elementary/Secondary Education Program**  
**Oakland University**

Last Name:	First:	M.I.:
Faculty:		Department:
Date:	Course:	

Area(s) of Concern (circle all that apply)

<b>Language Skills</b>	<b>Professional Relationships</b>	<b>Professional Responsibilities</b>	<b>Professional Competency</b>	<b>Personal Considerations</b>
Oral Expression	Student-Faculty	Meeting Obligations	Knowledge	General Health
Written Expression	Student-Peer	Student Advocacy	Skills	Vision
Reading Ability	Student-Pupil	Ethics	Clinical Exper.	Hearing
_____	Student-Field	_____	_____	Speech
	_____			Stress Tolerance
_____				

Please describe the problem: (To be filled out by the faculty member)

What has been done to resolve the problem? (To be filled out by the faculty member)

What is the student's perception of the problem and the resolution? (To be filled out by the student)

Faculty Signature \_\_\_\_\_ Student Signature: \_\_\_\_\_  
 Signature does not imply agreement.

White copy: Field Placement Office; Yellow copy: Student; Pink copy: Instructor

## **Policy and Procedure for Faculty/Student Concern Report**

### **Level 1: Single Course/Individual Faculty Concerns**

- 1) Faculty meets with the student to raise concern.
  - a. Fill out Concern Report
    - i. Annotates date
    - ii. Creates timeline with improvement plan if necessary
  - b. Faculty and student sign the completed Concern Report
- 2) Faculty sends signed Concern Report to Field Placement Director to place in student's file until resolution. A second signed copy will be given to the student.
- 3) Faculty raising concerns across all teacher preparation courses and field placements during a semester will meet at a time designated by the Elementary Teacher Education Programs Governance Council (ETPGC) during the end of the semester to brief the Council or its representative. At that time, the faculty will either sign off on the concern report or report remaining issues.
- 4) Should a student believe that the procedures are unfair or not in the student's best interests, the student may petition the Elementary Governance Council for a review of her/his case. The Council will form a committee to review the concern. The committee will consist of: (a) one member of the SEHS faculty appointed by the student, (b) one faculty from departments delivering courses in the Elementary Education Programs, and (c) the Dean or SEHS designee.

### **Level 2: Multiple Course/Multiple Faculty Concerns or Concerns of Immediate Attention**

- 1) Faculty member of the ETPGC will review all Concern Reports and initiate a second level intervention if the collective concerns place the student in jeopardy of not meeting certification or professional standards.
- 2) ETPGC will identify faculty mentor to meet with said student within two weeks of the concerns meeting, articulating the specifics which *place the student in jeopardy of not achieving a recommendation for certification*.
  - a. Student and faculty mentor will develop a written plan during the meeting to address concerns within a specified time frame. The plan will be filed according to procedures established in Level 1, item 2.
  - b. Faculty mentor will monitor student progress and make a final recommendation to the ETPGC.
- 3) Should a student believe the procedures are unfair or not in the student's best interests, the student may petition the Elementary Governance Council for a review of her/his case. The Council will form a committee to review the concern. The committee will consist of: (a) one member of the SEHS faculty appointed by the student, (b) one faculty from department delivering courses in the Elementary Education Programs, and (c) the Dean of SEHS designee.