

NORTEP PRE-INTERNSHIP HANDBOOK



2015-2016

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ROLE EXPECTATIONS

Role Expectations for Pre-interns

1. Pre-interns are to arrive at school at the time customary for teachers at the school.
2. Pre-interns remain after school to review the day and to plan, unless another time is mutually agreed upon with the cooperating teacher.
3. Supervision of playground, noon hour, and school bus duty as required by the principal.
4. Attendance at staff meetings and professional development days/in services.
5. Notify the principal and cooperating teacher concerning your classes and the dates you will be away at these classes.
6. On the first day of the field week share the weekly assignments, teaching expectations, and data sheets from your EPS classes with your cooperating teacher.
7. Discuss or share when a good time would be for your faculty advisor to come and supervise. Notify your faculty advisor of this time early in the week.
8. NORTEP pre-interns are allowed one hour (or the equivalent) per day study time arranged in consultation with the cooperating teacher. **This time is for study; it is not a spare.** Therefore, the principal has every right to assign duties to a pre-intern who uses time as a spare. Study time is to be taken in the school. Any deviation from this must be approved by your faculty advisor.
9. Arrange your study time with the cooperating teacher. Indicate your own preference but do not insist on it.
10. If you are in a situation where your cooperating teacher is new to the community, provide whatever help you can in the community-related aspects of the classroom. Your familiarity with the community and the backgrounds of the children will enable you to provide insights in your discussions with your cooperating teacher.
11. Make every attempt to get along well with students, cooperating teacher and staff. Take the initiative in helping out where you can. Good relationships will pay off!
12. The cooperating teacher should be notified well in advance if you are unable to be at school. In the event of illness or other unavoidable absences, student teachers **must notify the principal and their cooperating teacher before 9:00 a.m.** Failure to do so is **Absence Without Leave** and is not acceptable.
13. Sick days are recognized and accepted, but if you planned to teach a lesson for that day, you **must** provide the cooperating teacher with a lesson plan/materials needed to teach that lesson.

14. Pre-interns are only in the field 4 to 5 weeks out of an entire term, so days of absence should be an exception. Field is an opportunity to have a real world experience and an opportunity to assume the real world role of a teacher. In accordance with this the expectation is that you will act as a teacher would.
15. Leaves from school must be in accordance with NORTEP policies. NORTEP pre-interns are expected to discuss any planned absence from the classroom with their cooperating teacher. A written request (*NORTEP Leave Authorization Form – See page 76*) is then submitted to the principal for approval, who then sends it to the field coordinator at NORTEP for authorization.
16. Leave authorizations are for serious documented illness/situations, medical/dental appointments, or compassionate reasons. However, every effort should be made to make regular dental/medical appointments during reading weeks, Friday afternoons or after school hours. Unless there is some type of emergency or critical reason (i.e. specialist appointments) **absence from the field should be the exception not the rule.**
17. It is the pre-interns' responsibility to make sure the leave forms are submitted to the principal well before any leave from the classroom is taken. Medical, optical, dental etc. trips outside the community **need to be documented with a certificate.** If you are aware of medical appointments ahead of time, **advise your faculty advisor** of the dates of the absences.
18. Pre-interns are expected to travel to NORTEP by the means NORTEP arranges. Pre-interns must notify NORTEP of any changes they make to travel plans.
19. Pre-interns must make their daybooks available, in the classroom, to their cooperating teacher, school administrator **and** to their faculty advisor.
20. Pre-interns' daybooks must be handed in to the designated NORTEP advisor on the designated day at the NORTEP Centre.
21. Weekly attendance sheets must be faxed in the last day of the field week or handed in on the first day of class following the field week to the field coordinator.

Role Expectations for Co-operating Teachers

1. Work at improving the self-concept of the pre-intern (i.e. encourage him/her).
2. Expect the pre-intern to share their weekly field assignments, teaching expectations, and data sheets from their EPS classes with you.
3. Meet with the pre-intern regularly for daily and/or weekly planning. Try to plan together as much as possible so that non-specific instructions like, "Do anything you want this term!" does not occur.

4. Avoid extreme compartmentalizing: “*You take these subjects, I’ll take those, and we’ll take turns teaching the class.*” or “*You take this half of the class, I’ll take the other and we’ll do our own thing.*” This philosophy destroys rather than enhances teamwork.
5. Encourage mutual respect even where there are differences in philosophy and skills on the part of the team members. Even constructive criticism may be difficult for new student teachers to handle.
6. Notify the principal if there are problems. Try to work towards solutions to problems in the school situation.
7. Attempt to implement the Professional Development Process before any lesson that the NORTEP pre-intern teaches.
8. Pre-intern teachers are allowed **one hour per day** (or the equivalent block of time) study time as determined and scheduled by the cooperating teacher and the pre-intern. **This time is for study; it is not a spare.** Study time is to be taken in the school.
9. Discuss the above expectations as well as your classroom expectations for your students with the pre-intern.
10. Fill out the weekly attendance form (*See page 75*) and have your pre-intern fax or hand it in to the NORTEP field coordinator each week. Leave authorization requests for anything other than a sick day are made to and approved by the principal.
11. Cooperating teachers are asked to fill out a pre-intern evaluation form at the end of each semester. (*See page 45*)
12. Cooperating teachers are asked to attend a yearly seminar at the NORTEP Centre with their pre-intern.
13. Cooperating teachers are encouraged to contact NORTEP faculty advisors or the NORTEP field coordinator for any needed clarification or assistance.

Role Expectations for Principals

1. The principal is responsible for the placement of the pre-interns in the school.
2. Include the pre-interns as staff members. Help them feel comfortable in your school.
3. Visit classrooms from time to time, if possible, in order to become familiar with the pre-intern’s performance.

4. When pre-interns are in the school they are subject to the same work conditions as teachers under the direction of the school administration.
5. Encourage the cooperating teacher and pre-intern to work as a team. The principal can help resolve conflict.
6. Pre-interns **are not to be used as substitute teachers**. (See page 72 for details.)
7. The principal can add comments to the pre-intern's evaluation that is completed by the cooperating teacher and the pre-intern.
8. The principal determines approval for pre-interns should they request leave from their field placement. Approval is granted based on the same premise that would be used to determine a teacher's request for leave. The pre-intern completes the first section and the principal completes the second section of the NORTEP Leave Authorization Request form. The form needs to be faxed to the field coordinator at NORTEP prior to the leave date. (See page 76)
9. Principals are encouraged to communicate concerns, comments and suggestions about pre-interns in the field to the NORTEP advisor or field coordinator.
10. NORTEP pre-interns are allowed **one hour per day** (or its equivalent) per day for study time which is determined and scheduled by the cooperating teacher and the pre-intern. **This time is for study the school: it is not a spare**. Therefore, the principal can assign duties to a pre-intern who uses this time for purposes other than studying. Pre-intern teachers are encouraged to use their study time to assimilate, refine and extend the content and skills taught in their university classes.

Role Expectations for Faculty Advisors

1. The faculty advisor's role is to assist the cooperating teacher/pre-intern teacher in facilitating the pre-intern's development. The faculty advisor will review the pre-intern growth during a school visitation. The pre-intern, the cooperating teacher and the faculty advisor need to assess the pre-intern's development in terms of strengths (or demonstrated competencies) and in terms of the next teaching behaviour(s) the pre-intern needs to focus on. ***Development needs to be identified in each of the following areas of teaching:***
 - ***Planning(Daybook-lesson plans)***
 - ***Instruction(strategies, effectiveness, skills used and preparedness)***
 - ***Management (organization, discipline, getting/maintaining focus, feedback to students)***
 - ***Professional Relationships(students, cooperating teachers, other staff and professional conduct) and***
 - ***Professional development(target and analysis, pre-conference, post conference and applicaton of feedback)***

The faculty advisor will assess and evaluate these areas on **NORTEP FIELD EXPECTATION** forms. These forms serve as a guide for pre-intern's target selection for that term or until the next faculty visit.

Faculty advisors provide written feedback to the pre-intern as well as written comments in their daybook. The student visit report is filed at the NORTEP office.

2. Generally, field visits are arranged with the pre-intern after they have consulted with their cooperating teacher. Sometimes, a faculty advisor may suggest field visit date options to the pre-intern prior to the field week. It is the pre-intern's responsibility to communicate with the cooperating teacher and faculty advisor the coordination of field visits in timely manner.
3. Faculty advisors observe the NORTEP pre-intern working with students in the classroom, and give feedback to the pre-intern.
4. Faculty advisors assist the cooperating teachers in their roles as teacher trainers (supervisors of student teachers)
5. Faculty advisors seek feedback about the pre-interns and the NORTEP program from the school administration and other educational staff.
6. Faculty advisors are available to give presentations on teacher education and the NORTEP program when requested by the school and community groups.
7. Faculty advisors are available for clarification, queries and suggestions.
8. The NORTEP field coordinator in collaboration with the principals is responsible for all student teacher placements, coordinates faculty advisor visits and monitors pre-intern's progress in the field. S/he is available for consultation at any time at the NORTEP Centre.

Professional Expectations for NORTEP Pre-interns

1. Planning

All activities involving student learning must be planned in advance and written in the pre-intern daybook. *(See pages 29-32 for planning requirements).*

2. Communication

Pre-interns are expected to communicate with cooperating teachers concerning the university classes they are taking at the NORTEP Centre and especially class content which applies to the classroom. Pre-interns need to provide cooperating teachers with copies of class schedules, course outlines, field assignments and letters from instructors.

3. **Involvement in Instruction**

As the NORTEP pre-intern develops, the quality and nature of instruction will also develop. However, pre-interns must be continuously involved in instruction. This may involve for example: preparing instructional materials, teaching one student, teaching a small group, operating a learning centre, teaching half the class, teaching part of a lesson and teaching the whole class or team-teaching.

Pre-interns who are fluent in an aboriginal language are encouraged to make use of their knowledge within the school.

4. **Personal Involvement**

Pre-interns are expected to show a definite interest in children and young people. Together with a sense of responsibility for their own and the student's learning, they are to show commitment to the classroom, to the school and to the community.

5. **Involvement in the School and the Community**

Pre-interns are expected to take part in the life of the school and in community organizations. This includes for example: staff meetings, extra-curricular activities, parent-teacher interviews, curriculum committees, professional development opportunities and community activities. Pre-interns are encouraged to take on leadership roles in the classroom, the school, the teaching profession and the community.

6. **Analysis/Reflection**

NORTEP graduates will be expected to be change agents in the classroom, the school and the community. However, in order to be involved in change, pre-interns must develop skills in reflecting on and then analyzing their experiences. Written analysis in daybooks plays a key role in the development of the pre-interns. **Analysis must be written daily** and may, at different times in the pre-intern's experiences, focus on micro and macro issues within for example: the classroom, the school, Northern/First Nations/Métis education, and society in general. Specific guidelines for analysis will be communicated to the cooperating teacher from the instructors of the general education classes.

THE
DEVELOPMENT
OF THE
PRE-INTERN

YEARLY DEVELOPMENTAL STAGES

The following yearly schedule of expectations is meant as a guide for NORTEP pre-interns and cooperating teachers. Although each team situation is unique and will require individualized adaptations every effort will be made by the team to facilitate development and growth of the pre-intern

Pre-interns should not attempt to model the cooperating teacher but should increasingly ***experiment*** with planning, professional development, instruction and management in order to develop his/her own style.

The training stages are as follows:

Year 2, Intersession (Spring)

ECE 100 -an introduction to teaching which prepares student teachers for their initial involvement in the school with emphasis on teacher and education roles. The Professional Development Process, the development and process of self-analysis, is introduced. A two week field component is part of this class.

EPSE 258.3 Learners and Learning -emphasis on the development of the learner, learner characteristics and theories of learning.

Both of these spring classes require field assignments.

Year 3, Semester 1 (Fall Pre-internship)

EPS 215/ED 215 -prepare students for a more complex involvement in the school experience and serve as an introduction to the field of education and educational theory. They focus on instruction, specific practice in basic instructional approaches and on the teacher as a decision-maker. Content consists of the fundamental processes and procedures of teaching.

EDUC 309.3 Elementary/Middle Years: Applied Language of Knowing

EDUC 301.3: Educator identity in Context – Anti Oppressive and Ethical Beginning

Year 3, Semester 2 (Winter Pre-internship)

EPS 225/ED225- builds on the fall classes and focuses on integrated learner-centered instruction and the facilitation of learning.

Year 4 (Fall Internship & Winter Post-internship)

EFLD 405 or ***internship*** is the fall field experience. It provides an opportunity for students to integrate their knowledge, skills and classroom experience in an extended supportive practicum. Post-internship classes focuses on the nature of schools, teachers, learners, curriculum and assessment.

PRE-INTERNSHIP (YEAR 3) OVERVIEW NOTE: This page will be updated again in the fall of 2014

<i>Fall Term (Aug.–Dec.)</i>	<i>Winter Term (Jan. – April)</i>
<p><u>Field Classes</u> EPS 215/ED 215 <u>Overview</u> Instruction, management and planning of basic teaching skills and some strategies. <u>Strategies and Skills</u> Information Teaching (ITS) Skills Teaching Cooperative Learning Questioning & Responding Skills Discussion Skills Introduction to Unit Planning Land Based Experience Oral Tradition/Story Telling Teaching in a Second Language</p>	<p><u>Field Classes</u> EPS 225/ED 225 <u>Overview</u> In depth look at & teaching of specific teaching skills and more complex teaching strategies. <u>Strategies and Skills</u> Concept Formation Concept Attainment Inquiry/Discovery Learning Creative Problem Solving Resourced Based Learning (RBL) Detailed Unit Planning</p>
<p><u>Additional Classes</u> Phys. Ed. Methods-EPE 215 EDUC 301.3 Applied Languages of Knowing - EDUC 309.3</p>	<p><u>Additional Classes</u> Relational curriculum making (EDUC 313.3) Exceptional Learners (EPSE 390.3) Social Studies Methods (ECUR 382.3)</p>
<p><u>Expectations by the end of December</u> Teach the whole class as well as small groups on a regular basis. Plan individual lessons and teach 3 detailed lessons weekly.</p>	<p><u>Expectations by the end of EPS 225</u> Teacher as a facilitator. Teaching from lesson and unit plans. Teach <i>4 or more</i> lessons weekly Building up to ½ days by the end of April</p>
<p>Plan/ teach a series of 3 lessons in a subject area. Plan a mini unit in a subject area.</p>	<p>Plan to teach an integrated unit in spring field experience (incorporating the adaptive dimension and differentiated learning into lesson and unit plans)</p>
<p>Try involvement in all class routines/subjects.</p>	<p>Increased involvement in all areas on a regular basis.</p>
<p>Manage the class on a regular basis. Plan for and follow up on management issues.</p>	<p>More in depth reflection regarding students, self and teaching as a profession.</p>
<p><i>Spring Field Experience -3 weeks – starting at the beginning of Spring Session</i></p>	
<p><i>Spring Term (Intersession Classes May – June)</i></p>	
<p>Math Methods & Science Methods</p>	

DEVELOPMENTAL COMPONENTS OF PRE-INTERNSHIP

1. Planning Development

Pre-intern should begin planning four detailed lessons weekly. Detailed plans must follow the NORTEP Lesson Plan Format and include a clear outline of the content to be covered in the lesson with the main concept(s) and/or skill(s) identified. Pre-interns are taught to structure the lesson plan to fit the instructional strategies chosen. Less detailed planning which still contains student learning outcomes, procedure and evaluation can be used for other lessons the pre-intern is teaching. Because pre-interns are at different development levels, the use of less detailed planning will be determined through consultation with the cooperating teacher and faculty advisor. **Detailed lesson plans must be produced for all faculty visits.**

Eventually, pre-interns will be planning a series of lessons in a subject area. They will be introduced to and practice the process of *unit planning* with special emphasis on content mapping for initial planning. An integrated unit is also developed in the winter session and taught in the final three week block of the field.

Pre-interns should be able to identify stereotyping in curriculum material. They should also strive to not only include Aboriginal content in their teaching but to also adapt curriculum to make it more relevant through locally developed content.

2. Instructional Development and Involvement in the classroom

Pre-interns need to teach to the entire class on a regular basis. Pre-interns can start their instruction by planning and teaching one subject on a regular basis in order to develop the skills and knowledge needed when teaching consecutive lessons. As they become familiar with student progress pre-interns will understand the importance of follow up lessons, review and practise. Gradually pre-interns need to experience teaching each subject.

The pre-intern should be involved in other duties on a daily basis, which both assist the teacher and have specific value for a developing teacher. For example:

- 1. Working with a small group of students.*
- 2. Planning activities for those students who finish seatwork quickly.*
- 3. Working with individual students.*
- 4. Teaching lessons that are for example routines and or require little formal planning, i.e. follow-up activities, spelling dictations, etc.*

Gradually, by the end of fall semester, pre-interns are teaching a lesson a day.

Second semester moves towards facilitative approaches. Pre-interns need to practice a variety of instructional strategies which are taught in their EPS and methods courses. They should also be

able to tie the content of their teaching to the children's experiences and use Northern and/or First Nations/Métis examples in their teaching.

3. Professional Development

Pre-interns are responsible for the development of their own professional growth. They need to select targets from the EPS guidelines which list the instructional skills and the strategies they are required to focus on (the teaching target).

Pre-interns need to be able to initiate analyzing their own teaching through self reflection, analysis of their teaching and feedback (written data and discussion) provided by their cooperating teacher and/or faculty advisor. The pre-interns will determine whether the learning outcomes for the students have been met and whether they have achieved the level of competence they wished to achieve in their teaching target. Subsequently the pre-interns are expected to apply feedback with a new target/plan.

Pre-interns are expected to write a two part daily analysis in their Daybook that reflects their own teaching practice and student learning. The analysis needs to include:

Students:

- Description of children's learning and why the learning outcome was or was not met.

Pre-intern teachers:

- Description of their teaching and why their target was or was not met.
- A plan for future teaching. If change is needed pre-interns need to give specific descriptions of how the change in their teaching will be achieved.

4. Classroom Management Development

Pre-interns will analyze and practice a variety of management approaches based on educational theory presented in the EPS 215/ED 215 and EPS 225/ED 225 classes. Pre-interns should be aware of culturally appropriate discipline techniques and try to incorporate them into their management approach.

Initially, pre-interns need to be responsible for classroom management during their daily lessons. They need to not only plan for predictable management difficulties and but to also follow up any management or discipline problems which occur during their lesson. Pre-interns are also expected to be responsible for different classroom routines such as opening exercises or getting students ready for instruction following the noon break. Eventually, pre-interns should be able to manage the whole class by themselves toward the end of December.

5. Relationship Development

Pre-interns are encouraged to volunteer for involvement in extra-curricular activities so as to enhance their field experience.

Pre-interns need to continuously develop a professional relationship with the co-operating teacher, the principal and the school staff. As pre-interns begin to develop their own teaching philosophy and teaching style they also need to have a tolerance for other philosophies and belief systems.

Pre-interns are expected to be role models for the students in the class by identifying themselves as community members and by sharing their northern experiences and their cultural heritage. Pre-intern teachers who are fluent in Cree or Dene are encouraged to use the language in the classroom when appropriate (e.g. appropriate for a wide range of topics in social studies/science/health etc. but not appropriate during English Language Arts lessons).

6. Professionalism

Pre-interns are expected to:

- a) *Contact the school and co-operating teacher before school starts on a sick day.*
- b) *Miss a minimum of school days only with a valid reason.*
- c) *Accept responsibility for the classroom and the students.*
- d) *Arrive on time and stay until planning and classroom work is completed (as per cooperating teacher/school request)*
- e) *Analyze his/her own behaviours as a teacher and their effects on his/her students and colleagues.*
- f) *Leave the classroom only when the supervision of the students has been arranged for and it is absolutely necessary to do so.*
- g) *Refrain from the use of cell phones in placement schools while they are carrying out any duties related to teaching or supervision.*
- h) *Abide by the Code of Ethics with regards to commitment to student, employer, profession, and community.*

It is important that the pre-intern is perceived as **being and practises** dependability, responsibility and professionalism.

7. Professional Relations

The relationship existing between pre-interns and the administration of the schools, the teachers and the students are guided by the STF Professional Code of Ethics, Ethics and collective Interests.

The Saskatchewan Teachers' Federation has a legislated mandate (i.e., The Teachers' Federation Act, 2006) to ensure that teacher members maintain a high standard of professional conduct and teaching practice. To carry out this important responsibility, Council has approved, in the form of bylaws, the Code of Professional Competence (2008), the Code of Professional Ethics (2000), the Code of Collective Interests (2000), as well as various policies (e.g., Teacher Success, Professional Growth, Teacher Supervision and Evaluation). Taken as a whole, these bylaws and policies are designed to express the teaching profession's understandings about what it means to be a teacher in Saskatchewan.

These are the ethical ideals for Saskatchewan teachers:

1. To act at all times in a manner that brings no dishonour to the individual and the teaching profession.
2. To act in a manner that respects the collective interests of the profession.
3. To make the teaching profession attractive in ideals and practices so that people will desire to enter it.
4. To respond unselfishly to colleagues seeking professional assistance.
5. To respect the various roles and responsibilities of individuals involved in the educational community.
6. To inform an associate before making valid criticism, and inform the associate of the nature of the criticism before referring the criticism of the associate to appropriate officials.
7. To support objectively the work of other teachers and evaluate the work of other teachers only at the request of the other teacher or when required by role as a supervisor.
8. To strive to be competent in the performance of any teaching services that are undertaken on behalf of students, taking into consideration the context and circumstances for teaching.
9. To deal justly, considerately and appropriately with each student.
10. To develop teaching practices that recognize and accommodate diversity within the classroom, the school and the community.
11. To respect the right of students to form their own judgments based upon knowledge.
12. To encourage each student to reach the highest level of individual development.
13. To seek to meet the needs of students by designing the most appropriate learning experiences for them.
14. To implement the provincial curriculum conscientiously and diligently, taking into account the context for teaching and learning provided by students, the school and the community.
15. To be consistent in the implementation and enforcement of school, school system and provincial ministry responsible for Pre K-12 education policies, regulations and rules.

16. To render professional service to the best of the individual's ability. To keep the trust under which confidential information is exchanged..
17. To keep parents and the school community informed of and appropriately involved in decisions about educational programs.
18. To model the fulfilment of social and political responsibilities associated with membership in the community.
19. To protect the educational program from exploitation.
20. To seek to be aware of the need for changes in local association, Federation, school, school division and provincial ministry responsible for Pre K-12 education policies and regulations and actively pursue such changes

SUPERVISION

AND THE

PROFESSIONAL

DEVELOPMENT

PROCESS

THE PROFESSIONAL DEVELOPMENT PROCESS (PDP)

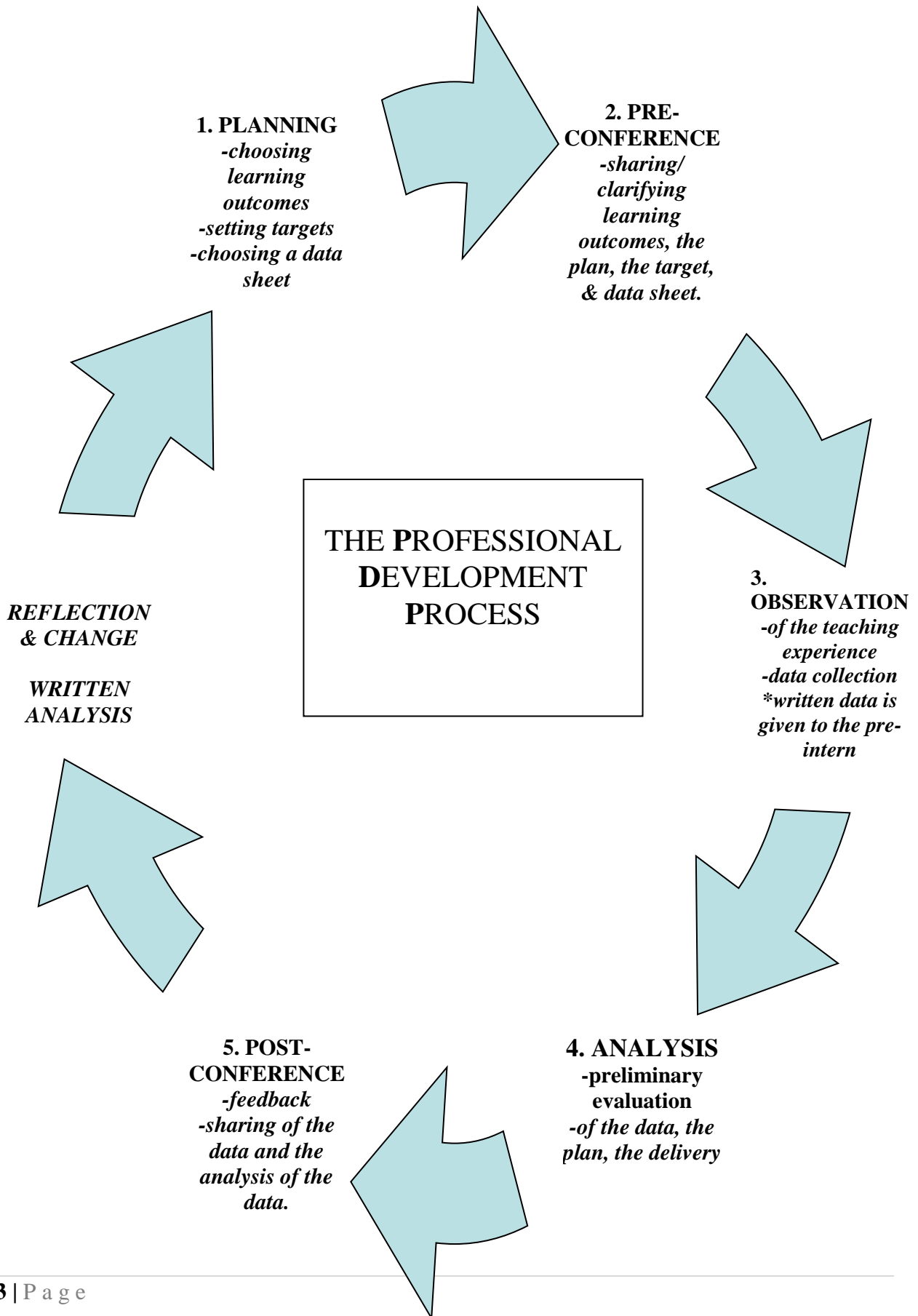
The Professional Development Process (PDP) is a means to systematically examine teaching. The purpose of the process is to describe teaching intentions, observe, collect information, analyze and use problem solving to make decisions for further professional development. The intent is for the cooperating teacher and pre-intern to engage in a collaborate effort to promote **growth of the pre-intern from dependence towards independence and competent by becoming an independent decision maker**

The role of the cooperating teacher:

- facilitator, supporter and mentor
- gathers descriptive and non-judgemental written and verbal feedback/data,
- helps organize and analyze information.
- helps set appropriate student learning outcomes and targets
- may aid the pre-intern teacher in designing lessons and data collection instruments.
- questions/paraphrases so that the pre-intern teacher clarifies and questions him/herself.
- use of good interpersonal skills

The role of the pre-intern:

- must be committed to improving his/her teaching practise
- attempts to internalize and integrate past and present learning.
- must show a willingness to develop new skills and understandings.
- to plan and implement lessons for students, set targets, plan procedures, and use the data collection instruments to aid in his/her professional development.
- questions and analyzes information, takes risks, thinks creatively, and makes decisions.
- use good interpersonal skills



*The Professional Development Process consists of five parts: **1. Planning, 2. Pre-Conference, 3. Observation, 4. Analysis and 5. Post-Conference.** Each part is discussed in the following section.*

1. PLANNING

The timeline for moving from collaborative planning to independent planning will depend on the rate of progress of the individual pre-intern.

Responsibility for planning will change as the pre-intern progresses:

- the collaborative effort
 - the cooperating teacher and pre-intern may choose to cooperatively plan lessons
 - the cooperating teacher may help in the planning of the lesson if needed and if appropriate
 - the cooperating teacher may assist the pre-intern teacher in setting targets, outlining procedures, choosing data collection sheets, and establishing realistic guidelines for assessment.
- the cooperating teacher as a consultant
 - The pre-intern teacher plans the lesson and target, and then discusses alternatives with the cooperating teacher, for example: different ways of presenting the lesson, possible student learning outcomes, student motivation, possible ways to collect data and alternative targets
- the pre-intern becomes more independent
 - pre-intern planning becomes more on their own.

Planning for student learning:

- specific learning outcomes, delivery and evaluation

Planning for pre-intern development:

- professional growth, targets, procedures, and assessment

2. PRE-CONFERENCE *(Before the lesson is taught)*

Purpose:

- the pre-intern and cooperating teacher discuss what will happen during the lesson.
- to discuss parts of the lesson: i.e lesson outcomes, procedure, assessment and data collection
- to discuss pre-intern's professional target and ways which data will be collected

The pre-intern needs to take risks when planning a lesson. The only time cooperating teachers should seek to modify lessons during the pre-conference is when there is threat to the emotional or physical well-being of students.

Cooperating teacher pre-conference guideline - "Listen more and talk less"

- How does the pre-intern teacher feel about the lesson?
- What student learning will take place? (What, how, and why?)
- Has the pre-intern teacher described the lesson?
- Are you clear on the pre-intern teacher's target?
- Do you know what to watch for in addition to the target?
- Are you clear on how and what the pre-intern wants data collected on?

- Did you summarize what the pre-intern teacher will do and what you will do during the lesson?

3. OBSERVATION

- the pre-intern teaches the lesson and the cooperating teacher collects the requested data on the target selected by the student.
- the pre-intern attempts to deliver the lesson as planned and should try to achieve the target by following the planned procedures.
- the cooperating teacher observes and collects data on the implementation of the lesson and target.
- data collected is descriptive and non-judgmental .
- if the learning situation changes during the lesson, then both will have to adapt accordingly.

Possible data collection methods for observation

- a) NORTEP data sheets/EPS class
- b) Verbatim
 - words or actions by pre-intern/students written down
 - targets such as questioning, giving directions, student answers
- c) Seating plan
 - questioning distribution
 - on/off task
 - specific classroom management targets
- d) Lesson description
 - The observer writes objectively what is happening in the lesson
- e) Audio/Video recording
- f) Checklist
 - list of specific criteria, i.e. set of pattern of steps
- g) Situation description
 - A description of events occurring in the classroom i.e classroom management

The purpose of data collection is for the development of that pre-intern. If it is to be used for another purpose permission must be obtained from the classroom teacher and from the pre-intern teacher.

4. ANALYSIS / REFLECTION

The cooperating teacher and pre-intern teacher need time to reflect on and derive meaning from the data ***prior*** to the post-conference. This can be done by looking for patterns, organizing the information, looking for cause and effect relationships, and interpreting.

Pre-intern self reflection and self analysis are critical steps in:

- **becoming autonomous**
- **learning to making plans for future improvement in professional practice.**

5. POST-CONFERENCE *(After the lesson)*

1) What needs improvement?

The pre-intern and cooperating teacher debrief:

- whether or not the lesson outcomes were achieved
- achievement of lesson objectives for pupil learning

This is achieved by reviewing of the target and data collected. The pre-intern and cooperating teacher may need to problem solve areas of improvement within the lesson

2) How can this be fixed?

Problem solving and decision making: (1) define the problem or topic; (2) analyze the problem or topic; (3) brainstorm alternatives (4) select an alternative; and (5) plan for implementation and evaluation.

- Decision-making may be collaborative, consultative, or independent depending on the stage of growth of the pre-intern.
- Collaborate and collegial discussion should be based on sharing thoughts rather than making value judgments.

3) Plan for the future

- a plan or action for future/follow-up lessons with respect to the professional goal/target data the pre-intern teacher may try for improvement in the target selected or select a different target for the next lesson.

Feedback

- Receiving feedback on all aspects of a lesson results in little change, whereas, specific feedback on one or two targets is more conducive to change.
- Commitment to change by the pre-intern is a crucial in the growth and development of the pre-intern within in the Professional Development Process.
- The pre-intern teacher must be willing to try solutions or alternatives suggested in order for the process to work.

Most teams find it impossible to use the Professional Development Process for every lesson. However, **regular use** of this process is very beneficial. Once comfortable with it, conferencing can become a regular part of the classroom routine, which in fact, requires very little time. Data taking may also become very informal as time progresses.

Post-Conference Guidelines -“Create a positive feeling for the meeting!”

Break the Ice:

_____ Do you know how the pre-intern teacher felt about the lesson?

_____ Do you know what s/he liked best and least about the lesson?

Things to Glow On:

_____ Did the pre-intern teacher mention what s/he liked about the lesson/target?

Things to Grow On:

1. WHAT NEEDS IMPROVEMENT?

_____ Did the pre-intern teacher ask what aspects of the target might be improved?

_____ Did the pre-intern teacher ask clarifying questions to draw out important events?

_____ Was the cooperating teacher directive if the pre-intern overlooked important events?

2. HOW TO FIX IT

_____ Did the cooperating teacher ask the pre-intern how the lesson might be improved?

_____ Did they brainstorm alternatives?

_____ Did the cooperating teacher acknowledge, paraphrase, expand

_____ Did the cooperating teacher give helpful suggestions if the pre-intern had difficulty generating solutions?

3. PLAN FOR THE FUTURE

_____ Was the pre-intern teacher able to select a new target as a result of their discussion of the lesson?

_____ Was it necessary for the cooperating teacher to provide direction and guidance?

P.S.: _____ Did the pre-intern teacher ask for feedback on anything else that arose from the lesson?

Pre and Post-Conference Checklists

Pre-conference:

- ___ Topic
- ___ Identification of Content
- ___ Prerequisite Learnings
- ___ Set
- ___ Development
- ___ Closure
- ___ Materials & Aids
- ___ Assessment
- ___ How to Achieve Target
- ___ Data Collection Method

Post-conference

- ___ Debriefing on Above Items
- ___ Review of Target & Data Collection
- ___ Presentation of Data
- ___ Data Analysis (Co-op leadership)
- ___ Decision by Co-op and Pre-intern about the Significance of the Data
- ___ Decision by Co-op and Pre-intern as to Specific Action for the Future

PLANNING

PROCESSES

AND

REQUIREMENTS

Planning for Teaching - The Planning Process

- the written lesson plan
- involves brainstorming to plan
- involves thinking about the content/topic/problem, the learning task, the instruction methodology, the learning activities that suit the specific students, materials available, and the expected learning/lesson outcomes.

All instructional plans should have evidence of :

- **learning outcomes**, **a procedure** guiding the learning event, **a plan to assess** whether students achieved the learning outcomes, and **a target** indicating specific teaching skills and strategies being attempted by the pre-intern.

Daily Planning - The Daybook

Each pre-intern must have a daybook which may be a loose-leaf binder or a teacher's daily plan book. It must be kept up to date and must be made available to the cooperating teacher as well as NORTEP faculty advisor when they visit. The day-plan book should be used for all planning activities as described below.

1. ***Left Hand Page*** must contain the daily schedule notating the routines, all student activities, all activities that the pre-intern is involved in and attached lesson plan.
2. ***Right Hand Page*** must contain the daily target for the lesson the pre-intern is involved in, the data collection (this may be written data collected by the pre-intern on themselves for some days or an attached data sheet completed by an observer), followed by a written reflection/analysis of the data which must include information that answers the following questions:
 - Did I reach my target? Why or why not?
 - How do I know?
 - What will I change next time?
 - Were the students able to achieve the learning outcomes? Why or why not?
 - What changes will I make to my teaching?
3. ***Back of Daybook*** must contain records of student's progress.
4. ***Back of Daybook*** must contain a record sheet of the targets tried.
5. Notes and reminders about student learning, changes to be made in planning, etc.

NORTEP pre-interns must turn in their daybooks to their NORTEP advisor each time they return to NORTEP. Designated advisors are expected to look through the planning and to give feedback and direction to the pre-intern. *The following is the checklist used by the faculty advisor during the fall semester.*

SAMPLE PRE-INTERNSHIP DAYBOOK CHECKLIST

CHECKLIST: Daybook Requirements

NAME OF STUDENT: _____

WEEK: _____ to _____, _____.

FORMAT	YES	PARTLY	NO	COMMENTS
1. - Done in advance - Day plan on left - PDP on right - Uses coloured pens				
2. Target selected daily				
3. Data requested for every lesson taught				
4. Daily analysis (reflective)				
5. New targets set for next day or follow-up				
6. <u>LESSON PLANNING REQUIREMENTS</u>				
a) 3 detailed lessons/ week				
b) Details				
c) Learning Outcomes Indicators - 3 elements - learning domains				
d) Materials				

FORMAT	YES	PARTLY	NO	COMMENTS
e) <u>Procedure</u> - Set - Middle - Closure - Early Finishers				
f) Assessment Plan - 3 elements				
g) Follow-up/ Adjustments to follow-up				
7. Management				
8. Home Assignment				
9. First Nations, Métis and Northern Content				
10. Portfolio				
11. Other				

DAYBOOK ADVISOR SIGNATURE: _____

Date: _____

NORTEP SAMPLE: DETAILED LESSON PLAN FORMAT

Subject: _____ Grade: _____ Topic: _____

Date: _____ Time: _____

BROAD AREAS OF KNOWING:

Lifelong Learners, Sense of Self community and Place, Engaged Citizens. These are a synthesis of the Goals of Education.

CROSS CURRICULAR COMPETENCIES:

Developing Thinking, Developing Identity and Interdependence, Developing Literacies, Developing Social Responsibility

PREVIOUS KNOWLEDGE

What do the students know about this topic already? How does this topic fit into the previous learnings of the students?

LEARNING OUTCOMES

What is the learning outcome from the curriculum guide? What will the student be able to do.

INDICATORS

How will the student demonstrate knowledge gained from this lesson?

SPECIFIC LESSON OUTCOME

Use strong verbs (Bloom's Taxonomy)

MATERIALS List the materials that will be required for this lesson.

PROCEDURE

1.SET

Focus the students on the lesson and motivate them to participate in the lesson. The set involves getting students to "switch gears" from another lesson.

2.MIDDLE (Knowledge and Skills)

What is the content to be taught? How will the learning activities be sequenced?
What strategies and skills will the intern teacher use? This section includes teacher talk, teacher - student interaction, the student activity and an early finishers activity. Include graphic organizer.

3.CLOSURE

What can the intern teacher do to reinforce the main learning of the lesson? Closure involves ending the lesson, not with seatwork but in review, application, or anticipation of future learning. Lesson closures are done after the activity, just just before the end of the time period.

ASSESSMENT PLAN

How will you know if the students have reached the specific lesson outcome? These can be formal methods like testing or informal methods like spot questioning and teacher observation. (What are you looking for? What method will you use? How will you communicate feedback to the students?)

FOLLOW-UP How can this lesson be followed up the next day and what content would be appropriate to follow this lesson?

ADJUSTMENT (S) TO FOLLOW-UP: After teaching the lesson the intern will identify and record whether or not an adjustment to the planned follow-up is required.

PROFESSIONAL TARGET On what professional teacher behaviour does the intern teacher want feedback? The co-operating teacher collects data on the target to be used as feedback in the post-conference.

CRITERIA FOR JUDGING LESSON PLAN

NAME: _____

1. Are all the heading accounted for? _____
2. **Learning Outcomes** Are they student centered? _____
 (indicators ?) Do they contain specific concepts/skills? _____
3. **Procedures** Set – Does it focus student’s minds on the topic? _____
 Does it capture student interest? _____
 Middle – Is there:
 a) teacher talk? _____
 b) questions and answers? _____
 c) student activity? _____
 d) activity for early finishers? _____
 e) detail in the lesson plan? _____
 f) Northern/Local Content? _____
 g) handouts/worksheets included? _____
 h) management? _____
 Closure – Does it review the main content? _____
 Sequence – Did the lesson plan follow a logical sequence? _____
4. **Assessment Plan**
 Are method(s) of assessment identified? _____
 Does it tell you if the students will meet the learning outcomes? _____
 Does it tell you how feedback will be given to students? _____
 Where and how will the assessment be recorded? _____
5. **Follow-up** Is there a plan for follow-up? _____

6. **Adjustment to Follow-up**

After teaching the lesson, were adjustments necessary? _____

7. **Target** Was the target identified? _____

8. **Data**
Was the data sheet from the co-op/faculty advisor included? _____

9. **Analysis**
Where the strengths and weaknesses identified? _____
Is there a plan for improvement and change? _____
Is the analysis based on **both** student assessment data and
observer feedback? _____

Unit Planning

One of the most common types of long range planning is the unit plan. It is a general guide which allows learning activities to be structured over a longer period of time than one lesson period. A unit is not a compilation of completed daily lesson plans; it is an overview and a guide. Well planned units don't require detailed lesson plans for each lesson; less detailed (mental) planning may be sufficient.

A unit can be built around a topic (i.e. fractions), a theme (summer), a problem to investigate (Who lives in our community?), experiences (community helpers), or a combination of some of these. All topics must be based on the approved curriculum with some local adaptations. Interns are strongly encouraged to use a Resource Based Learning approach to all unit planning.

A unit is not a compilation of completed daily lesson plans; it is an overview and a guide. A well planned unit may not need a detailed lesson plan for each day; however, learning outcomes, procedure, and evaluation must be evident in the daily plan.

Pre-interns learn to use long range planning by starting with a short unit (about five lessons) in the latter part of the fall semester. Then, during the winter term pre-interns receive more in depth instruction in unit planning and instructional delivery (EPS 225 – a theme unit in a subject of choice, taught during the three week block towards the end of April – beginning of May).

The process of unit plan development and a unit plan format are outlined on the following pages.

The Process of Planning a Unit

1. **Selecting a Topic**
 - Consider: Curriculum Documents, Year Plan, Student Needs, Time, Resources
 - Research the topic – survey resources available
 - Narrow or broaden the topic

2. **Locating or Ordering Instructional Materials**

3. **Organize the Topic Content. *The key to being organized is to construct a Web, Map, or Outline.***

4. **Scope and Sequence the Topic**

5. **Write the Learning Outcomes and Indicators**

6. **Write the Developmental Plan**

7. **Design the Assessment Plan**

8. **Write Logistics, Rationale, Bibliography**

*See the **UNIT PLAN CHECKLIST** on the next 5 pages for more detailed criteria for each heading. The pre-intern is to use this checklist as a guide as they construct their units. The cooperating teacher may wish to use this detailed checklist to assist them in giving feedback to the pre- intern on their completed units.*

NORTEP INTEGRATED UNIT PLAN REFLECTIVE CHECK LIST

Use as a checklist, or to get feedback from faculty advisors, cooperating teachers.

	Yes	No	Partly
<p><u>TOPIC:</u> Unit topic is adequately introduced with a short paragraph.</p>			
<p><u>INTEGRATION OF INTERDISCIPLINARY SUBJECTS:</u> Mathematics, English Language Arts, Science, Social Studies, Physical Education, Health Education, and Arts Education.</p>			
<p><u>LEARNING OUTCOMES:</u> <i>Curriculum Learning Outcomes/Indicators</i> - Selected from curriculum documents. - Are appropriate for unit topic. - Are appropriate for students. - Are appropriate for unit length.</p>			
<p><u>RATIONALE</u> - Justifies the unit in terms of the required curriculum. - Justifies the unit in terms of student need and/or interest.</p>			
<p><u>LOGISTICS/INFORMATION</u> - Include dates, grade(s), length of unit, periods. - Include special arrangements (e.g. field trips, equipment needed, room arrangements).</p>			
<p><u>INTEGRATION OF SOCIAL JUSTICE</u> Write a paragraph on how you plan to teach social justice/and injustice. Antipoverty, antiracism, child labour, environment and sustainability, globization, trade, peace and globization, and status of women.</p>			
<p><u>INTEGRATION OF INQUIRY</u> Write a paragraph explaining how you will help students learn how to solve problems, compare and analyze data, increase students' motivation and self esteem.</p>			
<p><u>INTEGRATION OF FIRST NATIONS AND METIS CONTENT</u> Write a paragraph and explain how you will teach about First Nations and Metis culture. Include how you will teach First Nations and/or Michif languages.</p>			

<p><u>DIFFERENTIATED LEARNING/INSTRUCTION:</u></p> <p><i>A. Plans for the involvement of students on <u>modified</u> or <u>alternate</u> programs: Needs assessment of Class.</i></p> <ul style="list-style-type: none"> - Are outlined with specific learning outcomes, activities, assessment methods and involvement of tutors. <p><i>B. Adaptations for <u>all</u> students are indicated as follows:</i></p> <ul style="list-style-type: none"> - Adaptations in content are outlined. - Adaptations in process are outlined (materials, strategies, assessment, etc.) - Adaptations in product are indicated. 			
<p><u>ASSESSMENT PLAN:</u></p> <ul style="list-style-type: none"> - Outlines methods and instruments to be used. - Indicates what assessment tools will match which unit learning Outcomes/Indicators. - Indicates how/when feedback will be given to students. - Indicates what records of student achievement will be kept. - Indicates criteria, ranking system and marking system for assessment instruments. 			
<p><u>RESOURCES</u></p> <ul style="list-style-type: none"> - Resources contain a wide variety of print and non-print sources. - Uses correct format (APA). - Is categorized into resources for teachers and resources to be used by student 			

Unit Plan Checklist Continued

<u>B. SCOPE and SEQUENCE OF LESSONS AND ACTIVITIES (attached at back)</u>	Yes	No	Partly
<p><u>Learning Outcomes/Indicators</u></p> <ul style="list-style-type: none"> - are logically sequenced - are specific (concepts/skills/etc.). 			
<p><u>Procedure</u></p> <ul style="list-style-type: none"> - how do you plan to deliver the content? - does it match the lesson outcome and assessment - plan has enough detail to teach from? - indicate where unit content is incorporated into daily activities 			
<p><u>Students Activities</u></p> <ul style="list-style-type: none"> - are logically sequenced reflective of L.O/Indicators - match the learning outcomes - opening activity introduces the whole unit. - closing activity summarizes the whole unit. - plan has enough detail to teach from. - contains a variety of activities. - contains adapted activities where necessary 			
<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> - contains a variety of instructional strategies. - instructional strategies match lesson content. - indicates where/when/how instruction is differentiated to meet 			

<p>student diversity needs (write specific differentiated learning strategy)</p> <ul style="list-style-type: none"> - instructional tool/material 			
<p>5) <u>Assessment</u></p> <ul style="list-style-type: none"> - contains a variety of assessment techniques - assessment instruments/methods match the activities, lesson outcome, indicator(s), and specific lesson outcome. - Formative assessment - Summative assessment 			
<p>6) <u>Materials</u></p> <ul style="list-style-type: none"> - Resources /materials contain a wide variety of print and non-print sources - Specific titles of videos/books/websites etc. - Include materials for teacher presentation and materials for student use - Individual lesson resources - Content research/support material - Student activity ideas - Anchoring activities - Early finisher activities - Assessment tools (rubrics/checklists) 			

NORTEP ADAPTED UNIT PLAN CHECK LIST

This guideline is to be used only when the pre-intern is using: an existing commercial unit, a curriculum unit plan, a textbook or a school/division program.

	Yes	No	Partly
<u>A. OVERVIEW</u>			
1) Title and Subject/Topic			
2) Time Period			
3) Learning Outcomes/Indicators - annotate the curriculum documents or program that you are using			
4) Resources and Materials needed -resources -available materials -materials to purchase -materials to collect -materials to make			
5) Student Assessment Plan (formative, summative)			
6) Differentiated Learning Plan - has provision been included for modifications and adaptations to the classroom			
<u>B.DAILY PLANS/ Lesson Schedule</u> (tabs in the binder for each lesson) <i>Annotated curriculum documents, related textbooks pages, workbook pages and assignments need to be attached at the end so that the faculty advisor or cooperating teacher can refer to them when the intern indicates page numbers when planning their lesson schedule.</i> 1) learning outcomes/indicators 2) instructional strategy 3) indicate related textbook pages 4) indicate related workbook pages 5) copies of student activities included if workbook is not used? 6) differentiated instruction and/or learning included 7) hard copies of related assessments tools included			

FORMAT#2-Alternative SCOPE AND SEQUENCE FOR KINDERGARTEN

Use this format when the teaching of the unit is done mostly in daily instructional or other rou

	Routines	Learning Outcomes	Student Activities	Instructional Strategies	Materials
DAY #1	OPENING CIRCLE SNACK FOCUS PLAY THEME ACTIVITIES OTHER				
DAY #2	OPENING CIRCLE SNACK FOCUS PLAY THEME ACTIVITIES OTHER				

EVALUATION

OF THE

PRE-INTERN

NORTEP PRE-INTERN EVALUATION OVERVIEW

The performance of a NORTEP pre-intern in the school classroom is equally important as academic performance in NORTEP classes.

The semester NORTEP PRE-INTERN INDICATOR FORM is an effective ***indicator*** in assessing the professional growth of the pre-intern. It is ***only one indicator*** of the formative/summative evaluation of the pre-internship experience.

The final summative evaluation of the pre-internship experience is based on trends faculty notice on faculty field visits, faculty contact with the pre-intern at NORTEP, faculty contact with the cooperating teacher, academic records and attendance records.

The NORTEP PRE-INDICATOR FORM is to be filled out twice:

- **First evaluation:**
 - at the end of the first semester before Christmas
 - the cooperating teacher and the NORTEP pre-intern fill out the evaluation together.

- **Final evaluation:**
 - at the end of the three week block in May with two options for filling out the Pre-intern Indicator Form.
 1. The first option is for the cooperating teacher to simply fill the indicator form out and return it to the NORTEP Field Coordinator.

 2. The second option is for the cooperating teacher and the pre-intern to fill out the form separately and then meet to share and discuss the individual ratings. However, if there are any discrepancies in ratings that cannot be agreed upon the cooperating teacher, as the pre-intern's mentor and supervisor, will make the final submission.

NORTEP PRE-INTERN INDICATOR FORM

SEMESTER: FALL

Name of Pre-intern _____ School Year _____ Grade _____
 Cooperating Teacher _____ School _____

<p><i>For each criteria, please check the box that best describes the pre-intern's performance at this time.</i></p> <p>A. PROFESSIONAL QUALITIES AND DEVELOPMENT</p>	Meets Requirements	Developing - Improving	Developing - Needs Improvement	Does Not Meet Requirements	Not Rated
1. Subject Knowledge					
2. Professional Target Selection					
3. Pre/Post Conferences					
4. Data Collection Methods					
5. Analysis of Data and Plans for Improvement					
6. Reflection on Experiences					
7. Use of School/Other Resources					
8. Professional Initiative					
9. Relationship with Colleagues					
10. Professional Conduct					
1. Respect for ALL Students					
2. Response to Needs of ALL					
3. Encouragement					
4. Interpersonal Skills					
5. Intrapersonal Skills					
6. Motivation					
7. Classroom Climate					
8. Communicates Expectations					
9. Monitors Expectations					
10. Use of Routines/Procedures					
11. Response to Minor Disruptions					
12. Use of Positive Reinforcement					
13. Discipline Problem Solving					
14. Consultation for Management Issues					
15. Fairness/Consistency					
16. Preventative Management					
1. Daily Plans					
2. Unit Plans					
3. Record Keeping					
4. Student Activities and Assignments					

<p><i>For each criteria, please check the box that best describes the pre-intern's performance at this time.</i></p> <p>D. TEACHING COMPETENCE</p>	Meets Requirements	Developing - Improving	Developing – Needs Improvement	Does Not Meet Requirements	Not Rated
1. Set and Closure					
2. Variety of Methods Used					
3. Media/Resources (print and non-print materials)					
4. Content Organization					
5. Methods Specific to Subject Area					
6. Instruction: a) Questioning Skills					
b) Discussion Skills					
c) Presentation/Demonstration Skills					
d) Promotion of Higher Order Thinking Skills					
e) C.C.C knowledge/learnings					
f) Concept Formation and Attainment					
g) Skills Teaching					
h) Use of Information Teaching Strategy					
i) Use of Cooperative Learning Strategy					
j) Use of Inquiry Method					
k) Use of Experiential Learning					
l) Transition Teaching					
m) Individual Differences & Learning Styles					
n) Assessment Methods					
1. Personal Professional Image					
2. Self Confidence					
3. Maturity and Dependability					
4. Personal Initiative					
5. Response to Stress and/or Conflict					
6. Communication: a) Spoken					
b) Nonverbal					
c) Written					

Comments Overall _____

Cooperating Teacher

Date

* To be completed during the final field week of the fall semester. EPS 215/ED215

NORTEP PRE-INTERN INDICATOR FORM

SEMESTER: WINTER

Name of Pre-intern _____ School Year _____ Grade _____
 Cooperating Teacher _____ School _____

<p><i>For each criteria, please check the box that best describes the pre-intern's performance at this time.</i></p> <p>A. PROFESSIONAL QUALITIES AND DEVELOPMENT</p>	Meets Requirements	Developing - Improving	Developing – Needs Improvement	Does Not Meet Requirements	Not Rated
1. Subject Knowledge					
2. Professional Target Selection					
3. Pre/Post Conferences					
4. Data Collection Methods					
5. Analysis of Data and Plans for Improvement					
6. Reflection on Experiences					
7. Use of School/Other Resources					
8. Professional Initiative					
9. Relationship with Colleagues					
10. Professional Conduct					
1. Respect for ALL Students					
2. Response to Needs of ALL					
3. Encouragement					
4. Interpersonal Skills					
5. Intrapersonal Skills					
6. Motivation					
7. Classroom Climate					
8. Communicates Expectations					
9. Monitors Expectations					
10. Use of Routines/Procedures					
11. Response to Minor Disruptions					
12. Use of Positive Reinforcement					
13. Discipline Problem Solving					
14. Consultation for Management Issues					
15. Fairness/Consistency					
16. Preventative Management					
1. Daily Plans					
2. Unit Plans					
3. Record Keeping					
4. Student Activities and Assignments					

<p><i>For each criteria, please check the box that best describes the pre-intern's performance at this time.</i></p> <p>D. TEACHING COMPETENCE</p>	Meets Requirements	Developing - Improving	Developing – Needs Improvement	Does Not Meet Requirements	Not Rated
1. Set and Closure					
2. Variety of Methods Used					
3. Media/Resources (print and non-print materials)					
4. Content Organization					
5. Methods Specific to Subject Area					
6. Instruction: a) Questioning Skills					
b) Discussion Skills					
c) Presentation/Demonstration Skills					
d) Promotion of Higher Order Thinking Skills					
e) C.C.C knowledge/Learnings					
f) Concept Formation and Attainment					
g) Skills Teaching					
h) Use of Information Teaching Strategy					
i) Use of Cooperative Learning Strategy					
j) Use of Inquiry Method					
k) Use of Experiential Learning					
l) Transition Teaching					
m) Individual Differences & Learning Styles					
n) Assessment Methods					
1. Personal Professional Image					
2. Self Confidence					
3. Maturity and Dependability					
4. Personal Initiative					
5. Response to Stress and/or Conflict					
6. Communication: a) Spoken					
b) Nonverbal					
c) Written					

Comments Overall _____

Cooperating Teacher

Date

* To be completed during the final field week of the winter semester. EPS 225/ED 225

DESCRIPTORS FOR COMPETENCIES ON THE Pre-intern Indicator Form

The descriptors below match the competencies listed on the Pre-intern Indicators Form which is completed by the cooperating teacher at the end of each semester.

Two statements are made with respect to each competency. The first statement “**MEETS REQUIREMENTS**” indicates that the pre-intern is meeting all the requirements. There is an explanation under each heading below. The pre-intern is consistent with planning, analyzing, shows progress, active effort, and is collaborative.

If the pre-intern does not meet requirements then the indicator will be “**DEVELOPING**”. There are two statements under developing “Improving” and “Needs Improvement”.

The second statement “**DOES NOT MEET REQUIREMENTS**” describes a performance that does not meet requirements. In the case the pre-intern is not consistent with planning, unable to present clear information, uncooperative, unprepared, does not solicit feedback, does not analyze feedback and does not enhance.

A. PROFESSIONAL QUALITIES AND DEVELOPMENT

1. Subject Knowledge
MEETS REQUIREMENTS: Consistently presents information, skills and methods of the subject accurately and in appropriate sequence, uses teacher/student resources appropriately
DOES NOT MEET REQUIREMENTS: Inaccurate, poorly used, poorly sequenced information, superficial skills and methods, inadequate use of sources.
2. Professional Target Selection
MEETS REQUIREMENTS: Consistently sets appropriate professional targets without being urged to do so; progresses from simple to sophisticated.
DOES NOT MEET REQUIREMENTS: Seldom, if ever, sets targets; set only when urged; seldom varied.
3. Pre /Post Conferences
MEETS REQUIREMENTS: In the pre-conference, based on preplanning, clearly presents and collaboratively plans for all essential lesson elements and a specific target; in the post-conference participates actively and receptively in analysis of feedback and plans for future.
DOES NOT MEET REQUIREMENTS: Uncooperative; avoids conferences; unprepared; does not solicit feedback; unreceptive to feedback.

4. Data Collection Methods

MEETS REQUIREMENTS: *Appropriately uses data collection sheets that will result in the collection of specific, objective and observable behaviour.*

DOES NOT MEET REQUIREMENTS: *Data collection sheets are rarely provided; often inappropriate for target or lesson; onus on cooperating teacher.*

5. Analysis of Data and Plans for Improvement

MEETS REQUIREMENTS: *Reviews data and initiates identification of key elements and patterns; forms and takes ownership of appropriate generalizations or implications. Incorporates feedback for improvement of: future lessons and professional growth through suitable targets.*

DOES NOT MEET REQUIREMENTS: *Usually doesn't analyze & interpret feedback; if attempted, fails to identify, or accept, data implications; relies on cooperating teacher's analysis, interpretations.*

6. Reflection on Experiences

MEETS REQUIREMENTS: *In an attempt to gain understanding about classroom practice and personal professional growth, often reflects on key events, records these and shares thoughts and questions with the cooperating teacher and faculty advisor as a result, sets new directions and goals.*

DOES NOT MEET REQUIREMENTS: *Does not reflect about, or ask questions about, personal professional growth or classroom practice through a journal or dialogue with the cooperating teacher or faculty advisor.*

7. Use of School/Other Resources

MEETS REQUIREMENTS: *Enhances personal professional development through readings and interactions with school, university and other personnel and through professional development activities.*

DOES NOT MEET REQUIREMENTS: *Makes no effort to enhance understanding and improvement of classroom practice or personal professional development.*

8. Professional Initiative

MEETS REQUIREMENTS: *Active effort to improve teaching, involvement in extra-curricular activities, school programs, and professional development opportunities.*

DOES NOT MEET REQUIREMENTS: *Lack of commitment to teaching; avoids getting involved in extracurricular activities, school programs, and professional development.*

9. Relationship with Colleagues

MEETS REQUIREMENTS: *Considers and acts on constructive suggestions; displays excellent interpersonal skills; collaborates constructively; helps build morale of classroom and school.*

DOES NOT MEET REQUIREMENTS: *Typically apathetic or submissive; indiscrete or insensitive in interactions with colleagues; antagonizes; inflexible.*

10. Professional Conduct

MEETS REQUIREMENTS: *Observes principles of the STF Code of Ethics; commitment to students, school, profession and community; resolves conflicts with sensitivity.*

DOES NOT MEET REQUIREMENTS: *Violates precepts of Code of Ethics; lacks commitment to students, school, profession, and community.*

B. CLASSROOM MANAGEMENT AND DISCIPLINE

1. Respect for ALL Students.

MEETS REQUIREMENTS: *Demonstrates a caring professional manner to all students regardless of developmental level, intellectual capacity, appearance, health, exceptionality, socioeconomic status, gender, religion, race or cultural background.*

DOES NOT MEET REQUIREMENTS: *Discriminates or stereotypes or acts on personal preference.*

2. Response to Needs of ALL.

MEETS REQUIREMENTS: *Attends to all students; secures needed resources; encourages and recognizes growth according to individual ability.*

DOES NOT MEET REQUIREMENTS: *Treats all students the same regardless of individual needs; delays responding to individual needs.*

3. Encouragement

MEETS REQUIREMENTS: *Encourages individuals and class to try their best and fosters development of a positive self-concept; fosters development of positive attitudes toward others and the school; sets challenging but achievable goals; shows confidence that students can achieve goals.*

DOES NOT MEET REQUIREMENTS: *Does not encourage students to overcome barriers or to achieve potential; does not show confidence in students; is sarcastic or belittles and generally attacks self-concept of individuals; allows or encourages negative attitudes toward self, others or the school.*

4. Interpersonal Skills

MEETS REQUIREMENTS: *Empathetic (tries to understand others) and helps others understand him/herself; is other rather than self-centered; models, teaches and expects the use of interpersonal skills by students.*

DOES NOT MEET REQUIREMENTS: *Poor listener; unempathetic (does not try to understand others), doesn't help others to understand him/herself; is self-rather than other-centered, does not teach or expect the use of interpersonal skills by students.*

5. Intrapersonal Skills

MEETS REQUIREMENTS: *Builds rapport with whole class and develops a cohesive class group; sets achievable but challenging goals for the class group or small groups; uses effective interpersonal and group skills (i.e.. participation, consensus seeking, problem solving, conflict resolution, group accountability); models, teaches and expects the use of group skills.*

DOES NOT MEET REQUIREMENTS: *Unaware of the class as a social group and appropriate student and teacher behaviours, does not model, teach, and expect the use of group skills by students.*

6. Motivation

MEETS REQUIREMENTS: *Student attention stimulated and maintained; uses a variety of stimulation variation techniques; accommodates student needs and interests; builds successful experiences appropriate to individual and class; encourages and recognizes effort.*

DOES NOT MEET REQUIREMENTS: *Uninspired approach to instruction; oblivious of student and class needs and interests; does not reinforce achievement by individuals or class; teaches only to the best student or “down the middle”.*

7. Classroom Climate

MEETS REQUIREMENTS: *Creates an enjoyable environment conducive to learning; fosters participation by all learners; quickly deals with interpersonal tensions; creates a positive attitude toward and excitement for learning.*

DOES NOT MEET REQUIREMENTS: *Creates negative attitudes toward others and learning; allows interpersonal tensions to build.*

8. Communicates Expectations

MEETS REQUIREMENTS: *Provides clear and achievable directions; models and fosters appropriate behaviour norms; clear standards; checks for understanding.*

DOES NOT MEET REQUIREMENTS: *Poor direction giving; does not model or promote appropriate behaviour; inconsistent or inappropriate standards; does not check for understanding.*

9. Monitors Expectations

MEETS REQUIREMENTS: *Monitors behaviour expectations; immediate attention to behaviour, i.e., feedback and correctives as appropriate; checks up periodically as needed.*

DOES NOT MEET REQUIREMENTS: *does not notice (or allows) inappropriate behaviour that often escalates; does not reinforce appropriate behaviour.*

10. Use of Routines/Procedures

MEETS REQUIREMENTS: *Maximizes on task behaviour through establishment of appropriate routines and procedures.*

DOES NOT MEET REQUIREMENTS: *Routines and procedures nonexistent or inconsistent; high proportion of off task behaviour.*

<i>11. Response to Minor Disruptions</i>
MEETS REQUIREMENTS: <i>Is aware of and unobtrusively and immediately deals with minor disruptions; watches for recurrence.</i>
DOES NOT MEET REQUIREMENTS: <i>Is unaware of, does not respond to, or responds inappropriately or inconsistently to minor disruptions.</i>
<i>12. Use of Positive Reinforcement</i>
MEETS REQUIREMENTS: <i>Positively reinforces appropriate individual and group behaviour.</i>
DOES NOT MEET REQUIREMENTS: <i>Ignores or overreacts to inappropriate individual and group behaviour.</i>
<i>13. Discipline/Problem Solving</i>
MEETS REQUIREMENTS: <i>Uses a constructive problem solving approach to discipline; involves the student and, as appropriate, others, ensures understanding of consequences of actions; sensitive to student self-concept and promotes student accountability.</i>
DOES NOT MEET REQUIREMENTS: <i>Autocratic, teacher-centered punishment oriented; insensitive to student self-concept; lack of student accountability.</i>
<i>14. Consultation For Management Issues</i>
MEETS REQUIREMENTS: <i>Recognizes personal limitations for dealing with unique needs or situations; and seeks cooperating teacher's assistance.</i>
DOES NOT MEET REQUIREMENTS: <i>Does not recognize personal limitations in dealing with unique needs or situations; fails to involve the cooperating teacher.</i>
<i>15. Fairness/Consistency</i>
MEETS REQUIREMENTS: <i>Is perceived to be, fair and consistent in enforcing rules and promoting appropriate behaviour, appropriate behaviour is rewarded and violation of rules results in suitable consequences.</i>
DOES NOT MEET REQUIREMENTS: <i>Is inconsistent in applying consequences or rewarding appropriate behaviour; relationship between behaviour and consequences is not congruent.</i>
<i>16. Preventative Management</i>
MEETS REQUIREMENTS: <i>Anticipates and plans for potential problems that helps maximize on task behaviour.</i>
DOES NOT MEET REQUIREMENTS: <i>Does not anticipate or pre-plan responses to inappropriate behaviour; much off task behaviour occurs.</i>

C. PLANNING AND ORGANIZATION

1. Daily Plans
MEETS REQUIREMENTS: <i>Consistently prepares, according to the stage of development of the pre-intern, excellent daily lesson plans for achieving learning outcomes and professional targets given the nature of the content, needs of student, time available; consultation with cooperating teacher or advisor; plans help achieve student learning outcomes.</i>
DOES NOT MEET REQUIREMENTS: <i>Absence of careful planning to set and achieve learning outcomes and professional targets is evident; planning is inappropriate or superficial; lack of consultation with cooperating teacher or advisor; no relationship of lessons to learning outcomes.</i>
2. Unit Plans
MEETS REQUIREMENTS: <i>Prepares well-rounded, well-articulated unit plans, congruent with student needs and course goals, which guide achievement of learning outcomes in all domains and that provide for the C.C.s.; units accommodate learning styles and use a range of instructional methods, student activities and resources; consultation with cooperating teacher or faculty advisor.</i>
DOES NOT MEET REQUIREMENTS: <i>No evidence of a sequential plan or plans that are incomplete, disjointed or otherwise inappropriate for student needs or to achieve course goals; no consultation with cooperating teacher or advisor.</i>
3. Record Keeping
MEETS REQUIREMENTS: <i>Record keeping thorough, well-organized and accessible (i.e., attendance, marks, student progress, assignment and test schedules, record of professional targets, progress in common essential learnings).</i>
DOES NOT MEET REQUIREMENTS: <i>Little or no evidence of usable record keeping.</i>
4. Student Activities and Assignments
MEETS REQUIREMENTS: <i>Provided when students are ready; meet individual and class needs; reinforce and extend learning; constructive and immediate feedback provided; clear expectations regarding format and due dates.</i>
DOES NOT MEET REQUIREMENTS: <i>Assignments inappropriate to student readiness; not related to learning outcomes; busywork; unclear expectations regarding format and duties.</i>

D. TEACHING COMPETENCE

1. Set and Closure
MEETS REQUIREMENTS: <i>Always provides a motivating set for lessons/ units that facilitates transfer from previous to new learning; always provides closure to lessons/units that review and provide transfer.</i>
DOES NOT MEET REQUIREMENTS: <i>Begins lessons/ units without a set; lessons end abruptly without review or transfer.</i>
2. Variety of Methods Used

MEETS REQUIREMENTS: *Wide range of methods used matching learning outcomes, learner needs and the nature of content; learning styles are accommodated; high learner involvement and interest.*

DOES NOT MEET REQUIREMENTS: *Overuse of lecture and assigned questions methods approach; learning outcomes and learner and content criteria ignored.*

3. Media/Resources (print and non-print materials)

MEETS REQUIREMENTS: *Wide variety of motivating media and resources used; selection from school, home, community, etc.; always appropriate to objectives and learner needs and interests; promotes internally motivated inquiry.*

DOES NOT MEET REQUIREMENTS: *Rarely, or never uses media or resources; heavy reliance on text or workbook; when used, fills time but does not promote learning.*

4. Content Organization

MEETS REQUIREMENTS: *Orders and sequences the content to meet learner needs; recognizes that text organization may be inappropriate; uses advance organizers and in-progress and post-organizers well; fosters student capability in recognizing structure and patterns in content.*

DOES NOT MEET REQUIREMENTS: *Rigidly follows the text or curriculum without consideration of learner needs; content is a smorgasbord of information; absences of use of organizers; students are not helped to discover structures and patterns of content.*

5. Methods Specific to Subject Area

MEETS REQUIREMENTS: *Knowledgeable about and chooses subject-specific methods that promote student understanding of, and facility with, areas of study.*

DOES NOT MEET REQUIREMENTS: *Is not familiar with or use of researched subject-specific methods.*

6. Instruction

a) Questioning Skills

MEETS REQUIREMENTS: *Excellent use of questions; choice; steps in conducting; wait time; cognitive level; prompts, probes and redirects; and distribution.*

DOES NOT MEET REQUIREMENTS: *Rarely uses questions; unaware of effective steps, use of wait time, and cognitive level,; up and down rows distribution; repeats questions and student answers; accepts chorus responses and call-outs.*

b) Discussion Skills

MEETS REQUIREMENTS: *Topic is clearly established, students are tactfully assisted in remaining focused on the topic; student answers/exchanges are clarified as needed; participation is promoted.*

DOES NOT MEET REQUIREMENTS: *Topic focus is not clearly established or maintained; clarification/responding to student exchanges does not occur; the discussion is dominated by a few students or by teacher talk.*

<i>c) Presentation/Demonstration Skills</i>
MEETS REQUIREMENTS: <i>Well prepared and organized; respected as a motivating learning facilitator; demonstrates effective interpersonal skills; clear explanations and demonstrations; checks for understanding; helps students discover the scope and sequence of content.</i>
DOES NOT MEET REQUIREMENTS: <i>Disorganized, unprepared, unclear; much off task student behaviour; does not check for understanding nor help students discover the structure of the content.</i>
<i>d) Promotion of Higher Order Thinking Skills</i>
MEETS REQUIREMENTS: <i>Specific instruction in the nature and use of thinking skills and processes; emphasis on problem solving and critical thinking skills; learning outcomes and evaluation reflect emphasis on thinking skill acquisition; asks many “why” and “what if” questions.</i>
DOES NOT MEET REQUIREMENTS: <i>Sole focus on the facts and information of an area of study; right answer emphasis; no opportunity for problem solving or critical thinking.</i>
<i>e) Cross Curriculum Competencies</i>
MEETS REQUIREMENTS: <i>C.C.C.s are always planned for and attended to during instruction; learning outcomes and evaluation incorporates growth in C.C.C. capabilities.</i>
DOES NOT MEET REQUIREMENTS: <i>CELs ignored or only token attention given.</i>
<i>f) Concept Formation and Attainment</i>
MEETS REQUIREMENTS: <i>Prior analysis; students learn critical and non-critical attributes and appropriate definitions; effective examples and non-examples and understanding extended over time; effective selection of the number and sequence, concepts presented in a lesson or unit interrelated.</i>
DOES NOT MEET REQUIREMENTS: <i>No prior analysis; definitions often “muddled” with non-critical attributes; definitions presented without emphasis on understanding; relationships not identified; poor selection of examples and absence of non-examples.</i>
<i>g) Skills Teaching</i>
MEETS REQUIREMENTS: <i>Prior analysis of skills; developmental level of students accommodated and desired skill level determined; demonstrations always clear and systematic; effective guided practice and feedback before independent practice.</i>
DOES NOT MEET REQUIREMENTS: <i>No prior analysis; readiness of students ignored; absence of or ineffective demonstrations; absence of guided practice and feedback.</i>
<i>h) Use of Information Teaching Strategy</i>
MEETS REQUIREMENTS: <i>When used, fits content and learner needs; effective principles of lecture and assigned question methods demonstrated; stimulates student participation; makes effective use of audio-visual aids, discussion, and question and answer.</i>
DOES NOT MEET REQUIREMENTS: <i>Exclusive use of expository approach; instruction highly abstract and not learner centered; students’ passive; no use of audio-visual aids, discussion or question and answer.</i>

<i>i) Use of Cooperative Learning</i>
MEETS REQUIREMENTS: <i>Aware of the class group and small groups as a social system; provides instruction in interpersonal and group skills; use of a variety of small group and cooperative learning methods; has students evaluate group effectiveness.</i>
DOES NOT MEET REQUIREMENTS: <i>Instruction totally teacher-centered; no interaction among students; class does not develop as a supportive, academic-task-oriented, cohesive learning entity.</i>
<i>j) Use of Inquiry Method</i>
MEETS REQUIREMENTS: <i>When used fits content and learner needs and instruction is highly learner centered; student discovery fostered; appropriate learning materials available; sensitive to learners' experiential backgrounds; learners presented with problems or issues to be explored and solved.</i>
DOES NOT MEET REQUIREMENTS: <i>Instruction exclusively teacher-centered and expository or deductive; information centered instruction.</i>
<i>k) Use of Experiential Learning</i>
MEETS REQUIREMENTS: <i>Students actively engaged; simulated or "real-life" experiences; learners discover concepts and generalizations or skills and processes or attitudes; experiential learning cycle followed (experiencing, sharing, discovering patterns, deriving principles and applying).</i>
DOES NOT MEET REQUIREMENTS: <i>Activities normally teacher and text centered; experiential cycle not used.</i>
<i>l) Transition Teaching</i>
MEETS REQUIREMENTS: <i>Deliberate provision for transfer (bridging) within the subject, across subjects and to life; examples used are relevant and interesting to students.</i>
DOES NOT MEET REQUIREMENTS: <i>Makes no attempt to bridge previous and new learnings, or transfer learnings within the subject or to other subjects or life.</i>
<i>m) Individual Differences & Learning Styles</i>
MEETS REQUIREMENTS: <i>Sensitive to learning style, diversity issues and socio-economic issues that impact on individual students; selects appropriate teaching methods and student activities; variety of instructional methods and student activities used; resources and assignments individualized; frequent participation by individual students in selection of content, resources and activities.</i>
DOES NOT MEET REQUIREMENTS: <i>No variety in instructional methods or student activities; assignment and resource selection not individualized; discourages self-directed learning.</i>
<i>n) Assessment Methods</i>
MEETS REQUIREMENTS: <i>Consistent match between course learning outcomes, teaching methods and activities; relates outcomes to adjustments to follow-up. Balance of low level and higher level items; encourages and provides for student self-evaluation and student evaluation of teaching effectiveness; variety of formal and informal techniques used.</i>
DOES NOT MEET REQUIREMENTS: <i>Inaccurate assessment of previous knowledge, no relationship between course learning outcomes, teaching methods and activities; minimum feedback to students; emphasis on recall of facts and information; no variety.</i>

E. PERSONAL QUALITIES

<i>1. Personal Professional Image</i>
MEETS REQUIREMENTS: <i>Meets the expectations of the general and professional communities with respect to commitment, appearance and actions; respect displayed for students, colleagues, the school, parents and community; high ethical standards; belief in the importance of the profession.</i>
DOES NOT MEET REQUIREMENTS: <i>Shows disrespect or disdain for the values of students, colleagues, the profession and the community; disregards the Code of Ethics; dress and mannerisms in questionable taste.</i>
<i>2. Self Confidence</i>
MEETS REQUIREMENTS: <i>Shows understanding of personal strengths and weaknesses; sets challenging but achievable goals; willing to try provisionally in new situations.</i>
DOES NOT MEET REQUIREMENTS: <i>Has either an inflated or self-denigrating image; engages in destructive or self-pitying behaviour; expectations of self are consistently too high or too low.</i>
<i>3. Maturity and Dependability</i>
MEETS REQUIREMENTS: <i>Fulfills commitments responsibly; positive but realistic self-concept and is concerned with self-betterment; acts independently but sensitive to the needs and feelings of others; accepts and acts on constructive criticism, cooperative and pleasant but not compliant; addresses problems in a professional rather than personal way.</i>
DOES NOT MEET REQUIREMENTS: <i>Unreliable; duties fulfilled in a haphazard or sloppy way; must be reminded or checked up on; defensive when constructive criticism is offered; moody and uncooperative; problems taken personally rather than handled professionally.</i>
<i>4. Personal Initiative</i>
MEETS REQUIREMENTS: <i>When appropriate, assists the teacher or students without having to be told to do so; volunteers constructive suggestions; assumes responsibility for, and initiates, personal professional development in consultation with the cooperating teacher.</i>
DOES NOT MEET REQUIREMENTS: <i>Apathetic; always has to be told, never offers; lays responsibility for personal professional development on the cooperating teacher.</i>
<i>5. Response to Stress and Conflict</i>
MEETS REQUIREMENTS: <i>Calm and composed under stress; maintains “professional cool,” seeks and fosters satisfactory solutions to disagreements, conflicts or misunderstandings; handles emergency situations calmly and expeditiously; seeks assistance when appropriate.</i>
DOES NOT MEET REQUIREMENTS: <i>Easily flustered; displays unprofessional behaviour such as sarcasm or blaming rather than seeking solutions; never admits that help may be needed; avoids addressing problems or differences.</i>

6. Communication

a) Spoken

MEETS REQUIREMENTS: Audible, clear, pleasant and expressive; clarity of pronunciation; absence of distracting mannerisms; excellent language usage modelled; language matches students' ability levels; able to relate to students through language; use of Cree, Dene, or Michif in the classroom as appropriate.

DOES NOT MEET REQUIREMENTS: Mumbles, inaudible or monotone; abrasive quality; incorrect enunciation; distracting mannerisms; inappropriate English usage for context; language used and student ability incongruent; students have difficulty in understanding verbal messages; little effective effort to improve language usage.

b) Nonverbal

MEETS REQUIREMENTS: Facial expressions, gestures and body language match and enhance the verbal message; eye contact used to encourage or deter as appropriate; pauses used to enhance understanding and recall or, if appropriate to deter minor disruptions; physical contact used effectively and discretely if warranted.

DOES NOT MEET REQUIREMENTS: Physical presence is lifeless, or verbal and nonverbal messages are contradictory; seldom uses appropriate eye contact; physical contact or proximity create discomfort; annoying mannerisms evident.

c) Written

MEETS REQUIREMENTS: Written communications meet the style and usage conventions of the teaching profession and are free from technical errors. All aspects of written planning are easily understood, match students development level; professional English usage and style modelled; are well organized, and legible.

DOES NOT MEET REQUIREMENTS: Many or most aspects of written planning are difficult to understand, contradictory, confusing, and illegible and do not meet professional requirements of teachers.

THE SEMINAR

GENERAL SEMINAR INFORMATION

Each year NORTEP attempts to build cooperating teacher/pre-intern team relationships through use of a seminar. Feedback from past seminars indicates that cooperating teachers find the seminars a worthwhile experience and a necessary part of their involvement. Questionnaire results suggest that the seminar does have a significant impact on team relationships.

During the fall semester pre-interns take EPS 215 (instructional methodology and pedagogy) and ED 215(field component). After taking a week of class, the pre-interns go out into the schools for a week early in the month of September. Then again ***towards the end of September*** the pre-interns return to the field for a second week. At the beginning of this second field week NORTEP invites co-operating teachers to participate in a ***one day*** seminar with their pre-interns.

There may be ***three locations for the seminar*** (depending on the number of placements in the outlying areas); one at a West side location, one at an East side location and one held in La Ronge for the central region of the North. Travel, meals, and accommodations are provided for by NORTEP for all the seminars. The NORTEP Field Coordinator will provide dates and more detailed information in the fall when school starts.

SEMINAR OBJECTIVES

- **Participants will be given the opportunity to work on an effective team relationship.**
- **Participants will be given information on NORTEP and the developmental teacher training model. The Professional Development Process (PDP) will be modelled.**
- **Cooperating teacher/NORTEP pre-intern pairs will be given the opportunity to examine their team planning and to construct a plan to follow up on, after returning to the schools.**
- **The seminar will equip cooperating teachers with skills for effective supervision of NORTEP pre-interns, with particular emphasis upon student growth, varying supervisory styles and encouraging reflection.**

SEMINAR NORMS

- **Commitment to understand each other.**
- **The provisional try. Attempt the tasks being presented in the seminar.**
- **Commitment to share ideas.**

**The following dialogue and activity will be utilized during the seminar.*

DEVELOPING WORKING RELATIONSHIPS SHORT VERSION DIALOGUE

The conversation which you are about to begin is intended to point toward more effective human relations in a work setting. Tasks are accomplished more effectively if persons who work together have the capacity to exchange ideas, points of view, feelings, attitudes and opinions freely. It is also important that you be able to clarify assumptions that you make about each other in relation to the work to be done.

The basic purpose of the discussion which you are about to have is to foster greater understanding of each other at work. By telling about oneself and by sharing perceptions about each other you will be working toward a higher level of trust.

Directions

- Take turns initiating the discussion. The discussion prompts consist of a series of open-minded statements. Each of you should complete each statement orally.
- All of this discussion is **confidential**.

Dialogue Begins

1. *Usually I am the kind of person who...*

2. *When things aren't going well I...*

3. *I like such things as...*

4. *In conflict situations between people, I usually...*

5. *The best supervisor I ever had...*

6. *The worst supervisor I ever had...*

Have a brief discussion of what your responses to the last four items say about what you believe to be valuable in work relationships. What impressions do you have of each other now? Share these.

7. I usually react to negative criticism by...

8. When I am approaching a deadline, I...

9. I prefer to get feedback...

10. I prefer to work with people who...

11. While teaching, I'm best at...

12. My greatest weakness as a teacher is...

13. I'm hoping that...

Have a brief discussion of how this conversation is going so far. How open are you being? How do you feel about your participation up to this point?
--

14. To me, commitment means...

15. I think you see me as...

16. To provide for my professional growth, pre-internship should be divided...

17. To maintain a reasonably normal life, I need to...

18. In order to build my repertoire of teaching skills I want to...

19. So that I feel equal as a member of the profession, I need...

20. If I am to understand my profession, I need...

21. My own personal goals are to...

22. You and I can...

Have a brief discussion of your reactions to this conversation. Summarize this conversation. Summarize your learnings about yourself.

- a. Did you find it difficult to share any particular items? Did “inner voices” stop you? Do you agree that the voices should have stopped you? If not can you turn down the voices and take charge yourself?
- b. Did you find it difficult to listen carefully to your partner and concentrate on others’ meanings? Some of the difficulty arises from our feelings and/or other distractions. But were there inner voices again? What did they say? Did you agree with what they said? Did they say “I have to be ready for my turn – to be perfect!” Is it more important for you to be perfect, or to hear what your partner is saying?
- c. Share any feelings you have had around this encounter. It is useful to say “I felt really happy when...” or “I felt disappointed when...” especially if your partner asks you to explain and then repeats back to you in his/her own words what he/she heard you say.
- d. In comparison to when you started the encounter do you now feel more open or less open? More trusting or less trusting? Closer or farther?

This discussion was intended to open up a dialogue which should be carried on continuously in your working relationship.

PLAN FOR BACK HOME - Pre-intern Expectations Inventory

1. School Expectations:

Model Question: Is the pre-intern meeting the expectations of a school staff member?

	Yes	Partly	No
Arriving at the time teachers are expected to get to school?			
Letting the principal and NORTEP know if and why they may need to be absent?			
Participating in supervision?			
Attending staff meetings?			
Remaining after school?			
Involvement in extra-curricular activities?			
Greeting the students in the classroom as they come in at the beginning of the day, after lunch, after recess?			

2. Communication

Model Question: Is the pre-intern communicating NORTEP expectations to the co-op?

Is the co-op relaying school expectations to the pre-intern?

	Yes	Partly	No
Promptly informing the co-op of NORTEP class dates?			
Explaining, sharing NORTEP class expectations?			
Explaining assignments for the week(s)?			
Discussing, setting study time?			
Relaying to the pre-intern school expectations, school news, student progress, program changes, special events etc.			
Is the pre-intern different from a teacher aide?			

3. Planning

Model Question: Is the professional development process happening?

	Yes	Partly	No
Are we meeting together on a regular basis?			
Do we talk about <ul style="list-style-type: none"> ● the students? ● planning? ● pre-intern involvement? ● future targets? ● other? 			
Is the pre-intern familiarizing themselves with the curriculum for this grade level?			
Is the planning done jointly?			
Is some planning being done independently by the pre-intern?			
Is the pre-intern doing written planning?			

4. Management:

Model Question: Is the pre-intern meeting the management expectations?

	Yes	Partly	No
Is the pre-intern involved in developing and maintaining acceptable student behaviour in the classroom? How? Describe?			
Is the pre-intern involved in developing and maintaining acceptable student behaviour on the playground, in the halls, etc.? How? Describe?			

5. Feedback:

Model Question: Is feedback encouraging and bringing about change?

	Yes	Partly	No
Is the cooperating teacher observing the pre-intern teaching on a regular basis?			
Is there time when the pre-intern's development as a teacher can be discussed?			
Does the pre-intern ask for feedback?			
Is the cooperating teacher able to give the pre-intern positive comments to encourage the pre-intern and develop their confidence?			
Does the cooperating teacher discuss feedback with the pre-intern?			
Does the pre-intern attempt to change those behaviours that she/he has received feedback about?			
Does the pre-intern actively apply the feedback they have received?			

Responding to Pre-intern Expectations and Involvement

- 1. Using the *Expectations Inventory*, list any expectations which still have to be met and suggest some times to do them.**
- 2. List in order of priority the ways in which the pre-intern will become more involved in the classroom.**
- 3. Our planning times together will be ...**
- 4. We will review the pre-intern's progress on meeting expectations on ...**
- 5. We will review the pre-intern's involvement in the classroom on ...**
- 6. We will develop a plan for further involvement on...**

APPENDIX

1. **POLICY – The Use of NORTEP Student Teachers as Substitutes**

The issue of substitute teaching by NORTEP students was raised at the NORTEP Review Committee meeting held in March 1985. A motion was passed instructing the NORTEP Council and staff to examine the problem and to propose a policy.

It has been common practise in many schools to use NORTEP students as substitutes from time to time, in a reasonable manner, usually in the same classroom in which they are placed. It is generally thought that this practise does not have a legal basis since they are uncertified. NORTEP students have voiced concerns regarding the conflict they face in wanting to help when a substitute is required and yet placing them in a position where there may be no legal protection for them should an accident occur.

From a teacher education perspective, the faculty at NORTEP believe that the development of a student teacher is arrested in the substitute teaching situation due to increased anxiety, lack of feedback, not to mention the legal concerns of the student teacher. It should be stressed that the placement of a student teacher with a co-operating teacher is for the ultimate purpose of producing a highly qualified teacher, not a teacher aide. The development must occur in a safe environment and if substituting is a regular occurrence, it may in fact, impede student teacher development in an educationally productive atmosphere.

Provincial school divisions are now required to hire only substitutes who are certified to teach – even if that certificate is of a probationary type. Issuing probationary certificates to student teachers is unacceptable since this would probably encourage a more frequent use of them as substitutes.

Apparently school divisions can bill back some substitute costs to the Department of Education which provides some relief to the financial burden of hiring substitutes other than NORTEP student teachers.

At a meeting held in April 22, 1985, superintendents, student teacher representatives, a school administrator, an education co-ordinator, and NORTEP faculty, reached a consensus to propose a policy for all NORTEP placements which would not allow the use of NORTEP student teachers as substitutes. The NORTEP Council adopted the following policy May 1985:

“.... that NORTEP students not be used as substitute teachers and that the policies relating to this matter be amended effective September 1, 1985. CARRIED.”

2 NORTEP Year Two/Three Field Placement Request

Please submit to the Field Coordinator by: _____

Pre-Internship field experience includes:

Year 2- spring, 2 weeks

Year 3- fall: 5 weeks, winter: 4 weeks, spring: 3 week block

Pre-internship field experience is expected to be in the *community you were selected from*.

A significant number of field placement requests are for La Ronge & Area, however, placements can be made only with availability of cooperating teachers. Only the Field Coordinator submits field placement requests to School Administrators or Directors whom in turn place pre-interns with volunteer cooperating teachers. Therefore, selections for placements in La Ronge & Area will be made according to the following prioritization list.

- 1. Pre-Intern selected from the La Ronge/area (funded accordingly)
- 2. Pre-Interns with school age children
- 3. Single parents with children who require daycare.
- 4. Pre-Interns who have other dependants or family commitment.

Remember, consideration for Year 4 students being placed in La Ronge & area is also part of pre-intern placement process. Keep in mind that you are also expected to complete your *internship* (fall/year 4) in *a different community* from where you were placed for your pre-internship experience.

A request or a request of special consideration to be placed in La Ronge, (#2, 3, and 4) needs to be submitted to the Field Coordinator in letter form and attached to this placement request form. Please include the grade(s) and school(s) your child/children are attending in La Ronge.

NORTEP encourages students not only to develop and seek out new and diverse experiences but also expects students to be flexible with where their field placements may be. Every attempt will be made to satisfy all needs however the reality of the situation will dictate the outcome.

Name

Community Selected From

Grade Range Preference: (K-3, 3-5, 6-9) _____

I will do my pre-internship field experience in the community that I was selected from?
YES NO

If no, please attach a letter of outlining the reason(s) for your request.

All field experience placements are made by the field coordinator. Any contact with a potential school could nullify your potential placement.

3 NORTEP Attendance Procedure

i) COOPERATING TEACHER

Weekly Attendance Forms:

- Cooperating teachers fill out and sign the weekly attendance forms.
- Remind NORTEP pre-interns to submit /attach NORTEP Leave Authorization Request Form to attendance form

ii) PRINCIPAL

Leave Authorization Request Forms:

- Complete the section of the NORTEP Leave Authorization Request form indicating whether or not you approve of the student's leave. Include any information you feel the NORTEP Field Co-ordinator would find pertinent regarding the request. Student submits to field coordinator.

iii) STUDENT

Weekly Attendance Forms

- Fax the signed form (by your cooperating teacher) **or** submit to the Field Co-ordinator **on the Monday after field**

Nortep Leave Authorization Request Form.

- Must be signed by the administrator and submitted to the field coordinator **well in advance** of the proposed absence. When it is not possible, (such as in some cases for a Compassionate Leave) the form needs to be submitted as soon as possible
- These days are to be only when absolutely necessary
Examples for the use of the Leave Authorization Request form would be for:
 - Medical, optical, dental appointments, treatments outside the community.
 - Conferences, seminars, field trips.
 - Compassionate leave.
- All additional documentation (i.e. appointments) **must** be attached to the attendance form or faxed to the field coordinator immediately upon the arrival back to the school field placement.
- Must be signed by the administrator immediately following a sick day absence and submitted to the Field Coordinator with the attendance form.

Please notify your faculty advisor of the leave as well.

4 NORTEP WEEKLY ATTENDANCE FORM

FAX TO: MINNIE MCKENZIE FAX: 425-3580
FIELD COORDINATOR PHONE: 425-4437
NORTEP
BOX 5000
LA RONGE, SK
S0J 1L0

NAME OF NORTEP STUDENT: _____

FIELD PLACEMENT: _____

NAME OF COOPERATING TEACHER:

SIGNATURE OF COOPERATING TEACHER:

DATE OF FIELD WEEK: _____

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

L - LATE

S - SICK

EA - EXCUSED ABSENCE (advance notice given; appropriate reason-**NORTEP leave authorization must be filled out and handed in with attendance sheet**)

UA - UNEXCUSED ABSENCE (no advance notice given; inappropriate reason)

**PLEASE HAVE STUDENTS FAX THIS FORM AT THE END OF THE FIELD WEEK.
OR SUBMIT THIS FORM ON THE FOLLOWING MONDAY TO THE FIELD
COORDINATOR AT NORTEP**

5 NORTEP LEAVE AUTHORIZATION REQUEST FORM

**SEND TO: MINNIE MCKENZIE
FIELD COORDINATOR, NORTEP
Fax: 425-3580
Phone: 425-4437**

Date received: _____

To Be Completed by NORTEP Student

Name: _____ Date: _____

Community: _____ School: _____

Proposed Dates of Absence: _____ No. of Days: _____

Comments:

Student Signature

To Be Completed By Principal

Approval Recommended: Yes _____ No _____

Comments:

Principal's Signature

To Be Completed By NORTEP

Type of Leave: Authorized with pay _____
 Authorized without pay _____
 Unauthorized _____

Comments:

Field Coordinator's Signature

Date

Letter for days missed in field 3.0

(Date)

Dear _____
(Student)

This letter is to remind you that you have missed 3.0 days in your field placement.

Policy 1.4 states: When a student has missed in excess of 1.5 in a 3 credit hour class or **3.0 days in a 6 hour** class for any reason, including illness or compassionate leave, a letter will be written to the student informing them of the problem and indicating the necessity of improving attendance. (NORTEP-NORPAC Policies and Procedures: Operational Manual, pg. 146)

Missing three days in your field placement per term **may result in withdrawal** from the program. Please arrange a time to meet the field coordinator prior to your next field week to discuss your attendance.

Sincerely,

Minnie McKenzie
Field Coordinator
NORTEP

c.c. Dr. Herman Michell, President, NORTEP/NORPAC
Instructor
Faculty Advisor

NORTEP Pre-Internship Field Experience Placement Guidelines

As a ***general rule***, students are required to complete their internship in a school ***outside*** of their home community (the community that funded you) and ***not*** in a community where you have already had field experience. Both the U of R and the U of S have similar rulings (not in the school/community that you attended as a K-12 student).

The rationale behind such guidelines is that the internship should provide you with a ***new experience*** within a new community/school, as such experiences offer the potential for the most professional growth.

Due to the increased number of Interns and Pre-interns needing placements in the field and due to the number of students who have families or have relocated their families to La Ronge, the number of requests for La Ronge & Area schools has increased substantially. It has reached a point where the above rule needed to be adjusted to accommodate this situation.

The key point is to ensure that you have a ***new experience*** (different from the pre-internship experience) and in a community or school which will offer you objective evaluation. So the following list outlines the general request guidelines:

1. Placement in a new community would be ***first choice***.
2. The provincial school system and the band school system ***are considered*** to provide different teaching experiences.
3. Gordon Denny and Pre Cam elementary schools ***are not*** considered to offer different experiences.
4. An elementary school, high school, alternative program or adult education institution ***are considered*** to offer different/new experiences.

However, the significant increase in requests for La Ronge & Area placements has created a supply and demand problem. The number of placements available are often less than the number of requests made. Our local schools can only support so many placements. Therefore, selections for placements in La Ronge & Area will be made according to the following prioritization list.

1. Students with children who have done their pre-internship in another community.
2. Students with school age children.
3. Single parents with children who require daycare.
4. Students who have other dependants or family commitments.
5. Students without dependants.

Exceptions to the above can be made for ***special or extenuating circumstances*** by submitting a detailed written request (outlining the reasons or need) to the Faculty for consideration. **Decisions on these requests are made on an individual need basis.**

Every attempt will be made to respond to requests but Co-op availability will be the determining factor.

Pre-Internship Field Experience Placement Request Form:

- Fill out and return to the Field Coordinator as soon as possible but no later than _____
- Prioritize three different communities, with your first choice being the most preferred community or School. Consideration will be given only if choices follow the set guidelines.
- Also provide some preferred grade ranges (ie. K-4, 1-3, 5-7, etc.). Specific grade requests cannot always be accommodated, particularly in small schools.

Student Signature: _____ *Date:* _____

1. *First School/Community preference* _____

Second School/Community preference _____

Third School/Community preference _____

2. *First grade range preference* _____

Second grade range preference _____

3. *Please state why you have made this request and give reasons supporting your position
Should a letter be required for extenuating circumstances please attach.*

* Note: **Once a placement has been made/confirmed by a school, it will not be changed.**
Contacting any potential cooperating teachers and/or school personnel on your own, will nullify potential placement. All placements are done by the Field Coordinator.