

## EDUC 667: MANAGEMENT AND THE LEARNING ENVIRONMENT

### TEXT:

Rutherford, P. (2002). *Why didn't I learn this in college? Teaching and learning in the 21<sup>st</sup> century*. Just ASK publications, Inc.

Wong, H.K. and Wong, R.T. (2001) *How to be an effective teacher: The first days of school*. Harry K. Wong Publishing, Inc.

### **COURSE DESCRIPTION:**

*This course addresses the analysis and management of students in the classroom based on research, organizational practices to create a positive classroom climate through pro-active management of the classroom, and social skills development of all students including those students with disabilities, behavioral difficulties, and limited English language skills.*

### **COURSE PURPOSE:**

*The purpose of the course is to provide a practical guideline for optimum classroom management. MAT candidates will gain knowledge and skills needed for reflective decision-making. Candidates learn to continually assess students, their teaching, and the environment to promote successful student learning. Candidates take a first step towards an instructional leader by understanding their role in effective classroom management.*

### **COURSE OUTCOMES AND ASSESSMENTS:**

*Upon successful completion of this course, the teacher candidate will be able to demonstrate knowledge, skills and dispositions as determined by the knowledge and skill base required by Association for Childhood Education International (ACEI, 2007), the Maryland Teacher Technology Standards (MTTS), the Interstate Teacher Assessment and Support Consortium (InTASC, 2011), International Reading Association's Standards for Reading Professionals, in collaboration with the National Council for Accreditation of Teacher Educators, as well as the knowledge base required by the Maryland State Department of Education. The outcomes also reflect the characteristics of the Educational Professions Department Unit Outcomes: Dedicated Professional (DP), Continuous Assessor (CA), Instructional Leader (IL), and Collaborative Bridge Builder (CB).*

COURSE OUTCOMES (Candidates will demonstrate knowledge of :)	ASSESSMENTS (Candidates will be measured by :)	CF	INTASC	MTTS	ACEI
<b>KNOWLEDGE</b>					
1. research on classroom management.	<ul style="list-style-type: none"><li>Literature</li><li>Management Plan (Instructional Leader)</li></ul>	IL	#1	I, II, IV	1.0

	<ul style="list-style-type: none"> <li>Examination</li> </ul>				
2. the role of the classroom teacher in promoting a positive learning environment.	<ul style="list-style-type: none"> <li>Examination</li> <li>Expert Presentation (Reflective Decision maker)</li> </ul>	RD	#3	V	1.0
3. different models for classroom discipline.	<ul style="list-style-type: none"> <li>Examination</li> <li>Management Plan including models of discipline (Reflective Decision-Maker)</li> </ul>	RD	#1	I, II, V	3.2, 3.4
4. strategies to promote active engagement of students.	<ul style="list-style-type: none"> <li>Examination</li> <li>Expert Presentation and Management Plan (Reflective Decision-Maker)</li> </ul>	RD	#5	V, VI	3.2, 3.4, 3.5
5. the antecedent, behavior and consequences of student behavior.	<ul style="list-style-type: none"> <li>Expert Presentation (Continuous Assessor)</li> </ul>	CA	#1, #2, #3	IV	3.2, 4.0
6. observational instruments to interpret and manage student actions.	<ul style="list-style-type: none"> <li>Examination</li> <li>Expert Presentation (Continuous Assessor)</li> </ul>	CA	#1, #2, #3	IV, V	3.2, 4.0
7. research and best practices when managing students with emotional and behavioral disabilities.	<ul style="list-style-type: none"> <li>Examination</li> <li>Management Plan (Instructional Leader)</li> </ul>	IL	#1, #2	III, VI	1.0, 3.2
8. positive social skills development of students that lead to intrinsic control and motivation.	<ul style="list-style-type: none"> <li>Expert Presentation (Instructional Leader)</li> </ul>	IL	#1, #2, #3	II, V	1.0, 3.2, 3.4, 3.5
9. integral responsibilities of the classroom teacher and how to coordinate those duties effectively.	<ul style="list-style-type: none"> <li>Management plan (Reflective Decision-Maker)</li> </ul>		#1, #2, #3	II, IV, V	3.5

COURSE OUTCOMES (Candidates will be able to :)	ASSESSMENTS (Candidates will be measured by :)	CF	INTASC	MTTS	ACEI
<b>SKILLS</b>					
1. explore management practices.	<ul style="list-style-type: none"> <li>Management Plan (Reflective Decision-Maker)</li> </ul>	RD	#1, #2, #3	V	1.0
2. identify best practices of classroom management.	<ul style="list-style-type: none"> <li>Expert Presentation (Reflective Decision-Maker)</li> </ul>	RD	#1, #2, #3, #7	V, VI	1.0, 3.2
3. plan using different models of discipline.	<ul style="list-style-type: none"> <li>Management Plan</li> <li>Expert Presentation (Instructional Leader/Reflective</li> </ul>	IL/R D	#1, #2, #3, #7	IV	3.2, 3.4, 3.5

	<i>Decision-Maker)</i>				
4. develop a proactive management plan that keeps students actively engaged in learning and communicates behaviors to families.	<ul style="list-style-type: none"> <li>Expert Presentation//Management Plan (Reflective Decision-Maker/Collaborative Bridge Builder)</li> </ul>	RD/C BB	#1, #2, #3, #7	IV, V	3.2, 3.4, 3.5, 5.2
5. demonstrate knowledge of social skills development.	<ul style="list-style-type: none"> <li>Reflections</li> <li>Management Plan (Reflective Decision-Maker)</li> </ul>	RD	#1, #2, #3	V	3.2, 3.5
6. develop the ability to manage time.	<ul style="list-style-type: none"> <li>Protocols/Discussions (Reflective Decision-Maker)</li> </ul>	RD	#1, #2, #3	I, V	1.0, 4.0

COURSE OUTCOMES (Candidates will be able to demonstrate:)	ASSESSMENTS (Candidates will be measured through :)	CF	INTASC	MTTS	ACEI
<b>DISPOSITION</b>					
1. an appreciation for the efficacy of a well-managed classroom	<ul style="list-style-type: none"> <li>Management Plan and Reflections (Reflective Decision-Maker/Continuous Assessor/Collaborative Bridge Builder)</li> </ul>	RD/CA/CBB	#1, #2, #3	IV, V	5.1

### **Please note!**

It is the responsibility of the student to make sure all assignments are submitted by the due date. Missing more than one class will automatically drop the student's final grade by one letter grade. Appeals can be submitted in writing within a week of the missed class explaining the reason for missed class to have grade reduction reviewed. After one week from the missed class, the appeal will no longer be considered. Partial attendance is subject to a partial grade reduction without prior email/discussion. Emergencies are considered as part of an appeal.

### **Grading Scale**

A	93% to 100%	Outstanding achievement; for only the highest accomplishment
B	83% to 92%	Praiseworthy performance; above average
C	73% to 82%	Average; for satisfactory performance
D	63% to 72%	Below average achievement
F	Below 63%	Very unsatisfactory performance

### **DIVERSITY:**

It is essential for an educator to have an awareness of diversity and develop strategies to meet the needs of all learners.

In this course, teacher candidates will explore the cultural and social influences on language and literacy development. Teacher candidates will study the social, cultural, and environment factors that can foster language and literacy skills. The course will also explore the importance of family/home support and communication in the development of these skills. The course will investigate reading development and teacher candidate will consider differentiation with regards to specific learners and their needs. Teacher candidates will learn how to support and scaffold language learning for English Language Learners. Specific activities that will explore diversity topics include in class activities, field experiences, video-based discussions, and assigned readings. Teacher candidates will be assessed on their understanding of these topics through written exams, the book file assignment, the vocabulary lesson plan, the running record and fluency plan assignment, and the caregiver newsletter assignment.

### **ACADEMIC DISHONESTY:**

The University considers academic dishonesty to be impermissible and subject to disciplinary actions.

“Academic dishonesty is defined to include any form of cheating and/or plagiarism. Cheating includes but is not limited to, such acts as stealing or altering testing instrument; falsifying the identity of persons for any academic purposes; offering, giving or receiving unauthorized assistance on an examination, quiz, or other written or oral record. Plagiarism is the presentation of written or oral material in a manner which conceals the true source of documentary material; or the representation of material which uses hypotheses or conclusions, evidence, data, or the like, in a way that the student appears to have done work which he/she did not, in fact do” (The Pathfinder, Frostburg State University)

### **DISRUPTIVE STUDENT BEHAVIOR**

“The University will not tolerate disorderly or disruptive conduct which substantially threatens, harms, or interferes with University personnel, orderly processes, and functions. A faculty member may require a student to leave the classroom when his/her behavior disrupts the learning environment. A student found responsible for disruptive behavior may be administratively withdrawn from the course.” (Student code of Conduct)

### **GENERAL COURSE REQUIREMENTS:**

- 1) Each student is expected to be prepared for each class and to contribute to the community of learners online by being a positive participant in discussions, presentations, and projects. **If a student is being disruptive or not willing to participate, the professor reserves the right to remove the student from the class (refer to Disruptive Student Behavior excerpt above).** Upon removal, the student may be marked absent. The student will be responsible for material covered in class.
- 2) Consistent attendance is expected both in the online/virtual environment and for class meetings. A student who must be absent from class should make every attempt to communicate directly with the instructor prior to the absence. **One (1) class absence may result in the lowering of the student’s final grade in the course by one letter grade.**
- 3) All assignments should be submitted on the specified due date. Extensions are available upon request. Requests need to be made in advance not moments before the assignment is due. The only exception to this would be an extreme emergency. **Assignments turned in late, without prior arrangement, are subject to a grade level deduction 10 points per day.** Assignments turned in late within the day they are due will be deducted accordingly based on how late the assignment is that day, i.e. half day

late 5 points, more than half the day 7-8 points, or less than half the day would be around 3 points. This will be determined by the professor. **Assignments submitted more than one week late will not be accepted.** All assignments should be word-processed, submitted in the appropriate manner (hard copy, Blackboard, email). Hard copy submissions should be accompanied with the appropriate rubric.

- 4) Students receiving a grade below a B will be given the opportunity to re-submit the assignment. The initial assignment and resubmission will be averaged together for a new score. It must be completed within the agreed time frame of the professor and candidate. Late assignments will not be eligible for resubmission.

### **DISPOSITION EXPECTATIONS:**

- a. This program is preparing you to become a teacher. One of the many things a teacher is expected to do on a daily basis is to communicate with others. Therefore, it is the candidate's responsibility to check Bb, email and the syllabus for information pertaining to assignments, grading and upcoming changes to the schedule. The policy of "three before me" asks that each candidate check three resources **before** emailing me. As a teacher you need to be resourceful, so it's is best to begin now. Lastly teachers need to be problem solvers on a daily basis. When you are presented with a problem that you need to solve, please come to me prepared with at least one, if not more solutions as to how you could solve the dilemma you are facing. This is a very important skill to master not only for teaching, but for life itself.
- b. Cell Phone usage and/or text messaging is prohibited during class sessions. All cell phones should be turned on silence/vibrate during class meetings. Exceptions will be made only when concerning family or medical emergencies and the need for these exceptions should be communicated to the instructor **prior** to the start of the class session.
- c. Late arrival or early leave from a class session should be communicated to the course instructor prior to that class session. **Missed class time could result in a grade level deduction, 10 points.** Any missed class time must be made up as determined by the course instructor. Consistent departure from the time of class meetings (consistently late; consistently leaving early) will result in a grade deduction.
- d. If there is a disagreement or question regarding scoring of any assignment, please arrange to meet with the course instructor to discuss the assignment outside of class time or following a class session.
- e. The use of a laptop in class would be at the discretion of the professor. If candidates are using the laptop for recreation as opposed to academics the professor reserves the right to ask the candidate to shut the laptop down.

### **FLU and BAD WEATHER PRECAUTIONS**

Any updates or changes to assignments as a result of a bad weather or flu related event will be communicated to candidates through Bb. Should any other circumstances arise which require the University campus to close, check Bb to see what the schedule will be for our course that evening. There may be course assignments posted via blackboard for that evening.

### **COURSE ASSIGNMENT DESCRIPTIONS:**

#### **Assessment #1: Participation/reflections:**

**10 points**

Candidates will participate in class discussions both small group as well as whole group. If there is an expectation to complete a brief reflection after class, the candidate will submit the assignment to the professor. It may be requested that the assignment be submitted to Bb or to the professor via email, or possible even in hardcopy. Candidates should submit the document in the requested format.

**Assessment #2: Readings/Bb posts:** **10 points**

Candidates will read the required materials prior to class. Any candidate who shows up to class unprepared will be asked to leave and return when he or she is prepared. All material missed while not in class will be the candidate's responsibility.

Bb postings will have a set time for the "original post" to be due. The responses to your classmates will also have a time that they will be due as well. It is expected that the candidates will honor the posting times.

**Assessment #3: Educational Philosophy:** **20 points**

Candidates will craft a preliminary version of their Educational Philosophy. Your philosophy should encapsulate your key ideas (about 4-6 bulleted ideas) that you stand for as a teacher. These should be non-negotiable topics when it comes to what you believe as a teacher candidate. Candidates will incorporate their Educational Philosophy into their Live Binder assignments too.

**Assessment #4: Export Theory Presentation:** **20 points**

Candidates will select a partner and a behavioral theorist on which to conduct brief research. Your format is up to you, but it must be something you can share in class either via technology or a hard copy handout. The criteria for the research will be the following:

- Who is your theorist? Provide a brief background/history.
- Introduce the theory for which he or she is best known.
- Explain how a teacher would implement it in his or her classroom.
- Are their pros/cons to the theory from your perspective? List and explain them from your perspective.
- State and explain any and all key points we should take away from your presentation?

**Assessment #5: Live Binder: Management Plan/Danielson Domain 2** **100 points**

Candidates will sign up for the free Live Binder site. Each candidate will create a Live Binder with five (5) tabs for this activity. The five (5) tabs will be from Danielson's Domain 2. Within each tab the candidate will provide examples in the form of webpages, documents, videos clips, or whatever other format presentable with the LiveBinder to fully represent each of the five (5) tabs. There should be a minimum of three (3) examples within each of the five (5) tabs. Candidates are welcome to add additional information within a tab and to even add additional tabs.

The tabs will be:

- *Philosophy (written by the candidate) To complete this tab, the candidate will add examples of educational quotes, inspirations poems, favorite authors, inspiration video clips/Prezis etc.*
- ***Establishing a Culture of Learning: examples of building relationships and developing classroom environment.***
- *Managing Classroom Procedures: examples of management strategies, the theorists will appear in this tab and perhaps in others as well.*
- *Managing Student Behavior: examples of behavior plans, ideas, etc.*
- *Organizing Physical Space: examples of classroom design, personal desk space, classroom library, etc. One of your three examples in this section should be a description of or picture of what you would like your classroom to look like~ dream big!*

## **Assessment #6: Final: Management Scenarios**

**50 points**

*Candidates will select two (2) scenarios from a list to respond to using their knowledge gained from this course. Information should include information from the readings, a connection to at least one theorist, as well as our classroom discussions.*

*\*The schedule is subject to change at Professor's discretion.*

<p>6/18: Preview the syllabus/assign class numbers/sign in cursive/Tech Ice breakers//Class Doji</p> <p><b>Theorists:</b> candidates will create expert groups for theorists/explain criteria for presentation of theorist. <b><i>This is due next Monday, 6/24/13</i></b></p> <p><b>Theorists:</b> Fredric Jones, Barbara Coloroso, Jacob Kounin, Richard Curwin, William Glasser, Thomas Gordon, Carolyn M. Evertson, Arlene Harris, Lee and Marlene Canter, B.F. Skinner, John Dewey, Jerome Bruner, Erik Erikson, Edward Thorndike, Lev Vygotsky, and Abraham Maslow</p> <p><b>Becoming a teacher:</b> Aspirations/Fears/Goals... Whip Around.</p> <p><b>SIGN UP FOR:</b> Dropbox, Bester Summer School vist: partners/LiveBinders, SymbalooEDU</p> <p><b>Discuss:</b> LiveBinder and Domain 2 activity, <b><i>due Monday, July 1<sup>st</sup>, 2013.</i></b></p> <p><b>For class~articles:</b> <i>Knowing All Our Students, OR</i></p>	<p>6/19: For Class: <b><u>Wong Text:</u></b> Positive Expectations/Section A, pages 3-16. Protocol: Text Rendering/4 A's.</p> <p><b><u>Bucketfiller Activities/story</u></b> Connect to relationships and bullying (crinkled paper activity/Divide "bully" books up among groups. Ss read and determine how they would use the books with their class... Bucket books: bucket filler/dipper)</p> <p><b><u>Review/Questions:</u></b> LiveBinder management plan, <b><i>due Monday, July 1<sup>st</sup>, 2013.</i></b></p> <p><b>*Miss Manners in the Classroom activity</b></p> <p><b><u>Rutherford Text:</u></b> Preuse section II. <i>A Good Place to Learn.</i> Skim and Scan for class this section. Discuss. Plan B activities: What to do when Plan A doesn't work. Protocol: chart chat.</p> <p><b><u>For class~ article:</u></b> <i>School-Home Communication Strategies and Homework!</i> Select protocol for article.</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p><i>Watching and Learning</i> Model: Protocols discussion of articles, Text Rendering and 4 A's.</p> <p><b>Four Corners Activity</b>~ Sort with different ideas for each aspect of managing a classroom and/or students. Links to overview of Management and the Learning Environment. Work from four of the five components of Domain 2/Danielson</p> <p><b>Wordle:</b> Teacher Survival Bag activity (Wordle.net)</p>	<p><b>Relationships:</b> How/Why... students, families, colleagues, administration, stakeholders</p> <p>Communication: home and school/ phone, email, planners.</p> <p>Selecting appropriate homework for your culture of students.</p> <p>Technology~ using it for communication, homework and teaching in general.</p>
<p>6/24: For Class: <a href="#">Wong Text: Positive Expectations/Section B, pages 35-69. Protocol: Text Rendering/4 A's. Five students/one per section.</a></p> <p><b>For Class ~ article:</b> <a href="#">Hopes, Goals, and Classroom Rule</a> <a href="#">Select protocol discussion of article.</a></p> <p>Routines/Rules/Y charts/Modeling~ teaching procedures/Rewards and Consequences/goal setting for students and yourself. Importance of rituals: Jensen text, chapter 15.</p> <p>Modeling/Transitions/Fire Drills/Classroom procedures: bathroom/lunch/breakfast/inside recess/going home... How? first day~ week</p> <p><b>Educational Philosophy:</b> Work on developing your educational philosophy. Pull from the readings in Wong as well as the articles we have discussed. <a href="#">Your philosophy is due Wednesday, June 26<sup>th</sup>, 2013.</a> This will also become part of your LiveBinder tab.</p> <p><a href="#">Rutherford text: VIII. Organizational systems for You, the Learners, and the Classroom.</a></p> <p><b>Introduce:</b> Symbaloo</p> <p><b>Review the expectations for the Bester visit.</b> <b>Connect to Danielson Domain 2 packet.</b></p>	<p>6/26: For Class: <a href="#">Wong Text: Classroom Management Section C, page 83-171: Protocol: Text Rendering/4 A's. Five students/one per section.</a></p> <p><b>For Class~ article:</b> <a href="#">The Power of Morning Meeting</a> <a href="#">Select protocol discussion of article.</a></p> <p>Introduce: Prezi and search and share as examples for assignment tonight. <a href="#">Your assignment is due next Friday, July 5<sup>th</sup>, 2013.</a></p> <p>Complete/review/discuss any thoughts from yesterday's discussion about Routines/Rules and Rewards/Goal setting</p> <p>Revisit the "corner" that matches today's topic: "Classroom Management"</p> <p><b>Scenarios:</b> <a href="#">Final assessment activity #1 Due via Bb Assignment link prior to class Monday, July 1<sup>st</sup>, 2013.</a></p>
<p>7/1: (combined with Reading Materials course)</p> <p><b>For class~ article:</b> <a href="#">Coaching Children in Handling Everyday Conflicts, Teacher-Child Problem-Solving Conferences</a></p>	<p>7/3: (Combined with Reading Materials course) Possibly as an online class. TBA.</p> <p>Db~ articles: <i>Scenes from Sammy and His Behavior Problems, Breathing In and Breathing Out</i></p>



<p><a href="#">Protocol discussion of articles.</a></p> <p>Revisit chart to discuss options for communicating with students: “Corner~ Planning/Organization and Preparation to Teach”</p> <p>Unpacking the Common Core: standards and understanding how they work in a classroom (Reading Materials course)</p>	<p>Protocol discussion of articles.</p> <p>Symbaloo and Prezi search for management resources examples. You will not be creating a Symbaloo board or a Prezi at this time. You are searching for pre-made examples. Post and share on Bb. <b><i>Original posts are due for each activity by Friday, July 5<sup>th</sup>, 2013 at 9:00 pm. Respond to two (2) of your classmates for EACH of the activities by Sunday, July 7<sup>th</sup>, 2013 at noon.</i></b></p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## RESOURCES:

### **eResources:**

Character Counts: <http://charactercounts.org>

Partnership for 21<sup>st</sup> Schools: <http://www.21stcenturyskills.com>

Kagan Publishing & Professional Development: <http://kaganonline.com>

Harvard School of Education. Project Zero (Howard Gardner):  
<http://www.pz.harvard.edu/index.htm>

Dan Olweus: <http://www.olweus.org>

Olweus Bullying Prevention Program; reprinted in Everston & Emmer, 2009, p. 200:  
<http://www.stopbullyingnow.com>

Exceptionality (GATE and Special Education) National Association for Gifted Children:  
<http://www.nagc.org>

Assistive Tools: Cambium Learning Group: <http://www.intellitools.com>

### **Candidate eTool resources:**

GlogsterEDU: <http://edu.glogster.com/>

ClassDojo: [www.classdojo.com](http://www.classdojo.com)

Edmodo: [www.edmodo.com](http://www.edmodo.com)

Scootpad: [www.scootpad.com](http://www.scootpad.com)

Wonderopolis: [www.wonderopolis.com](http://www.wonderopolis.com)

Twitter: [www.twitter.com](http://www.twitter.com)

Pinterest: [www.pinterest.com](http://www.pinterest.com)

Weebly: <http://education.weebly.com/>

## **Selected References**

- Bloom, L.A. (2009). *Classroom management: Creating positive outcomes for all students*. Upper Saddle River, NJ: Merrill.
- Canter, L., & Canter, M. (2001). *Assertive discipline: Positive behavior management for today's classroom*. (3<sup>rd</sup> ed.) Los Angeles: Canter & Associates.
- Eisner, E. (1985). *The educational imagination: On the design and evaluation of school programs* (2<sup>nd</sup> ed.). New York: Macmillan.
- Gardner, H. (1991). *The unschooled mind: How children think and how schools should teach*. New York: Basic Books.
- Glasser, W. (1998a). *Choice theory in the classroom*. New York: Harper Collins.
- Hunter, M. (1982). *Mastery learning*. ElSegundo, CA: TiP Publications.
- Kagan, S. ((1994). *Cooperative learning*. San Clemente, CA: Kagan Cooperative Learning.
- Maslow, A. (1943). A theory of human motivation. *Psychological Review*, 50, 370-396.
- McTighe, J. & Wiggins, G. (2004). *Understanding by design: Professional development workbook*. Alexandria, VA: ASCD.
- Olwues, D. (1999). *Core program against bullying and antisocial behavior: A teacher handbook*. Bergen, Norway: Research Center for Health Promotion, University of Bergen.
- Skinner, B.(1954). The science of learning and the art of teaching. *Harvard Educational Review*, 24, 86-97.
- Tyler, R. (1949). *Basic principles of curriculum and instruction*. Chicago: University of Chicago Press.

# FROSTBURG STATE UNIVERSITY

## Master of Arts in Teaching Elementary ***MENTOR OBSERVATION FORM***

INTERN \_\_\_\_\_ MENTOR \_\_\_\_\_

PDS \_\_\_\_\_ Grade \_\_\_\_\_

DATE \_\_\_\_\_ Content Area \_\_\_\_\_

**This observation utilizes 3 of the 4 domains of the Danielson Framework for Teaching.**

**Check the following and write below:**

RATING ELEMENTS	U=0	NI=1	SAT.=2	EFF.=3	OUTST.=4
<b>Domain 1: Planning and Preparations</b>					
Demonstrates clear understanding of content based on CCSS Connection to prior and upcoming instruction across curriculum					
Clearly defined procedures					
Relevant assessments					
<b>Domains 1: Planning and Preparation, Domain 2: The Classroom Environment, and 3: Instruction</b>					
Clearly articulated the content to students					
Followed lesson objectives					
Adapted for individual differences					
Actively engaged students					
Used assessments during lesson to guide instruction					
Related well with students					

Outstanding – Candidate went beyond the preparation/implementation of the element.

Effective – Candidate met the preparation/implementation of the element.

Satisfactory -- Candidate met the element but with some difficulties in preparation/implementation.

Needs Improvement – Candidate attempted the element with many difficulties in preparation/implementation.

Unsatisfactory - Candidate did not attempt the element.

**Written Comments, Questions, Suggestions:**

(Please write to support your assessments)

## **Frostburg State University Teaching Internship Performance Rating- Program Outcome-Practicum I – Mid-term Evaluation**

Intern's Name \_\_\_\_\_ Internship \_\_\_\_\_ Dates \_\_\_\_\_  
Intern's FSU ID Number \_\_\_\_\_  
Days Present \_\_\_\_\_ Days Tardy or Absent \_\_\_\_\_ Internship School \_\_\_\_\_  
Subject(s)/Grade(s) \_\_\_\_\_  
Hours of: Teaching \_\_\_\_\_ Observation \_\_\_\_\_ Other \_\_\_\_\_ Total \_\_\_\_\_  
Dates of Visits \_\_\_\_\_ Dates \_\_\_\_\_ of \_\_\_\_\_ Observation \_\_\_\_\_  
University Supervisor \_\_\_\_\_  
Mentor \_\_\_\_\_ Teacher \_\_\_\_\_  
Recommended Final Grade (Pass/Fail) \_\_\_\_\_ Date of Conference \_\_\_\_\_

This performance rating had been mutually agreed upon by:

\_\_\_\_\_  
Intern Date Mentor Teacher Date Supervisor Date

I have read my final evaluation: \_\_\_\_\_ / \_\_\_\_\_ (Signature of Intern/Date)

## **Frostburg State University Teaching Internship Performance Rating- Program Outcome-Practicum I – Final Evaluation**

Intern's Name \_\_\_\_\_ Internship \_\_\_\_\_ Dates \_\_\_\_\_  
Intern's FSU ID Number \_\_\_\_\_  
Days Present \_\_\_\_\_ Days Tardy or Absent \_\_\_\_\_ Internship School \_\_\_\_\_  
Subject(s)/Grade(s) \_\_\_\_\_  
Hours of: Teaching \_\_\_\_\_ Observation \_\_\_\_\_ Other \_\_\_\_\_ Total \_\_\_\_\_  
Dates of Visits \_\_\_\_\_ Dates \_\_\_\_\_ of \_\_\_\_\_ Observation \_\_\_\_\_  
University Supervisor \_\_\_\_\_  
Mentor \_\_\_\_\_ Teacher \_\_\_\_\_  
Recommended Final Grade (Pass/Fail) \_\_\_\_\_ Date of Conference \_\_\_\_\_

This performance rating had been mutually agreed upon by:

\_\_\_\_\_  
Intern Date Mentor Teacher Date Supervisor Date

I have read my final evaluation: \_\_\_\_\_ / \_\_\_\_\_ (Signature of Intern/Date)

[Type text]

**\*Note:** Please write legibly on this evaluation form. **This form is not valid unless it has all required information/signatures.** Original form must be submitted to the FSU Education Professions Department @ USMH at the end of the internship experience.

**Directions:** This evaluation system links the Charlotte Danielson Framework for Teaching (4 domains) and the Association for Childhood International Elementary Standard by *indicator* to the Frostburg State University Conceptual Framework. Rate the intern's level of progress on each area using the scale below. An intern must be evaluated **acceptable** or better on each competency to receive a final grade of Pass. The **intern** will evaluate him/herself on each area **prior** to the mentor teacher/supervisor evaluations.

**5-Distinguished:** intern performed at a level well beyond that expected of a pre-service candidate (this rating should be reserved to highlight exceptional strengths) with depth in reflection that indicates adjustments in teaching practice

**3-Proficient:** intern performed commendably; reflective of successful efforts

**1-Basic:** intern performed adequately with few exceptions; reflective of acceptable efforts with regards to teaching practice

**0-Unacceptable:** intern performed at a level less than acceptable; reflective of the need to strengthen and/or develop

### **Charlotte Danielson's Framework for Teaching**

#### Domain 1: Planning and Preparation

- Component 1a – Demonstrating Knowledge of Content and Pedagogy
- Component 1b – Demonstrating Knowledge of Students
- Component 1c – Demonstrating Knowledge of Setting and Instructional Outcomes
- Component 1d – Demonstrating Knowledge of Resources
- Component 1e – Designing Coherent Instruction
- Component 1f – Designing Student Assessments

#### Domain 2: Classroom Environment

- Component 2a – Creating an Environment of Respect and Rapport
- Component 2b – Establishing a Culture of Learning
- Component 2c – Managing Classroom Procedures
- Component 2d – Managing Student Behavior
- Component 2e – Organizing Physical Space

#### Domain 3: Instruction

- Component 3a – Communicating with Students
- Component 3b – Using Questioning and Discussion Techniques
- Component 3c – Engaging Students in Learning
- Component 3d – Using Assessment in Instruction
- Component 3e – Demonstrating Flexibility and Responsiveness

#### Domain 4: Professional Responsibilities

- Component 4a – Reflecting on Teaching
- Component 4b – Maintaining Accurate Records
- Component 4c – Communicating with Families
- Component 4d – Participating in a Professional Community
- Component 4e – Growing and Developing Professionally
- Component 4f – Showing Professionalism

MAT RATING	PRACTICUM I – Mid-term			PRACTICUM I - Final		
I. ROLE OF A DEDICATED PROFESSIONAL Domains 3, 4	Intern	Mentor Teacher	Supervisor	Intern	Mentor Teacher	Supervisor
Exhibits a solid base of content knowledge (ACEI 1.0)						
Exhibits a solid base of professional knowledge (ACEI 1.0)						
Possesses a sound knowledge of curriculum as influenced by local, state and national standards (ACEI 1.0)						
Exhibits professional dispositions (e.g., caring, ethical, passionate, accepting diversity, responsible and ethical behavior) (ACEI 5.1)						
Communicates effectively in spoken, written, visual and technologically assisted forms of communication (ACEI 3.5)						
<b>COMMENTS:</b> (Initial in space provided)						

MAT RATING :	PRACTICUM I – Mid-term			PRACTICUM I - Final		
II. ROLE OF AN INSTRUCTIONAL LEADER Domains 2, 3	Intern	Mentor Teacher	Supervisor	Intern	Mentor Teacher	Supervisor
Promotes active learning (ACEI 3.4)						
Communicates high expectations for all students (ACEI 3.5)						
Creates effective learning environments (ACEI 3.4)						
Manages student behavior appropriately (ACEI 3.4)						
Accommodates for a range of differences in culture, developmental levels and learning styles (ACEI 3.2)						
Models innovation and creativity in teaching (ACEI 3.4)						
Uses a variety of instructional strategies (ACEI 3.5)						
Develops activities which promote problem-solving and critical thinking (ACEI 3.3)						
Uses technology appropriately to promote learning ACEI 3.5)						
Exhibits skills in short and long-range planning (ACEI 3.1)						
Uses a variety of questioning strategies (ACEI 3.3)						
<b>COMMENTS:</b> (Initial in space provided)						

MAT RATING	PRACTICUM I – Mid-term			PRACTICUM I - Final		
III. ROLE OF A CONTINUOUS ASSESSOR Domains 1, 3	Intern	Mentor Teacher	Supervisor	Intern	Mentor Teacher	Supervisor
Demonstrates understanding of the concepts, purposes, strategies, and best practices of assessment (ACEI 4.1)						
Uses curriculum standards as indicators of student learning to create or select appropriate assessments (ACEI 4.1)						
Uses various assessment strategies to accommodate all learners (ACEI 4.1)						
Creates and/or uses multiple assessment measures that are authentic to real world situations (ACEI 4.1)						
Uses technology to facilitate the collection, presentation and interpretation of data (ACEI 3.5)						
Collects, analyzes, and uses assessment data to improve instruction/learning (ACEI 4.1)						
Demonstrates understanding of how classroom assessment contributes to the process and purpose of educational research (ACEI 4.1)						
Monitors and reports student/school progress effectively and professionally (ACEI 5.1)						
<b>COMMENTS:</b> (Initial in space provided)						

MAT RATING	PRACTICUM I – Mid-term			PRACTICUM I - Final		
IV. ROLE OF AN EDUCATIONAL ADVOCATE Domains 2, 3, 4	Intern	Mentor Teacher	Supervisor	Intern	Mentor Teacher	Supervisor
Embraces the belief that all students have the right and ability to learn (ACEI 3.5)						
Exhibits enthusiasm for the subject matter he/she teaches (ACEI 1.1)						
Supports programs that work to promote safe school, home and community environments (ACEI 5.1)						
Values the increasingly diverse nature of current and emerging school populations (ACEI 3.2)						
<b>COMMENTS:</b> (Initial in space provided)						



MAT RATING	PRACTICUM I – Mid-term			PRACTICUM I - Final		
<b>V. ROLE OF A COLLABORATIVE BRIDGE BUILDER</b> <b>Domains 2, 3, 4</b>	Intern	Mentor Teacher	Supervisor	Intern	Mentor Teacher	Supervisor
Promotes cooperative learning opportunities (ACEI 3.5)						
Links subject matter within and across discipline and/or grade levels (ACEI 3.1)						
Builds effective school/home/community partnerships (ACEI 5.2)						
Creates powerful learning communities within the classroom and the school (ACEI 3.4)						
Treats all students and members of the educational community equitably and respectfully (ACEI 3.4)						
Promotes effective prosocial behavior in and among students (ACEI 3.4)						
<b>COMMENTS:</b> <b>(Initial in space provided)</b>						

MAT RATING	PRACTICUM I – Mid-term			PRACTICUM I - Final		
<b>VI. ROLE OF A REFLECTIVE DECISION MAKER</b> <b>Domains 3, 4</b>	Intern	Mentor Teacher	Supervisor	Intern	Mentor Teacher	Supervisor
Views classroom instruction as a continuous set of decision-making opportunities (ACEI 5.1)						
Exhibits ability to identify and analyze classroom instructional problems (ACEI 5.1)						
Exhibits ability to identify and analyze classroom management problems (ACEI 5.1)						
Monitors the effectiveness of one's own instructional practices and decisions (ACEI 4.1)						
Strives for continuous self-improvement as measured by learner success data (ACEI 5.1)						
Encourages the students to engage in thoughtful, productive self-criticism (ACEI 3.3)						
<b>COMMENTS:</b> <b>(Initial in space provided)</b>						

[Type text]

**Practicum I Mid-Evaluation Comment(s)**

**Intern's Name**\_\_\_\_\_

Please make any narrative comments you feel would aid in the evaluation of this intern's experiences or which more adequately explain the performance rating.

**Teacher Intern:**

**Cooperating Teacher:**

**University Supervisor:**

Once this performance rating is complete, please return form to the University Supervisor at the end of each teaching experience. The University Supervisor will submit the form to the Placement Office where it will be filed, documenting the internship evaluation. The University has the authority to suspend or terminate a teacher intern's experience for unsatisfactory performance at any stage of his/her internship. The University also has the authority and responsibility to place conditions on any suspended intern before he/she can return to a teaching internship.

**PURSUANT TO FEDERAL LAW, THE INTERN HAS THE RIGHT TO INSPECT THIS EVALUATION FORM AND THE INFORMATION CONTAINED HEREIN.**

**Intern's Signature**

[Type text]

**Final Evaluation Comment(s) Intern's  
Name**

Please make any narrative comments you feel would aid in the evaluation of this intern's experiences or which more adequately explain the performance rating.

**Teacher Intern:**

**Cooperating Teacher:**

**University Supervisor:**

Once this performance rating is complete, please return form to the University Supervisor at the end of each teaching experience. The University Supervisor will submit the form to the Placement Office where it will be filed, documenting the internship evaluation. The University has the authority to suspend or terminate a teacher intern's experience for unsatisfactory performance at any stage of his/her internship. The University also has the authority and responsibility to place conditions on any suspended intern before he/she can return to a teaching internship.

**PURSUANT TO FEDERAL LAW, THE INTERN HAS THE RIGHT TO INSPECT THIS EVALUATION FORM AND THE INFORMATION CONTAINED  
HEREIN.**

**Intern's Signature**

[Type text]