

Bá'ólta'í Adoodlełgi Bína'nilingo Bił Haz'á  
Center for Diné Teacher Education

# Apprenticeship Packet



II

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# Bá'ólta'í Adoodleelgi Bína'nilingo Bił Haz'á

## Center for Diné Teacher Education

Spring 2015

Yá'át'ééh,

This packet contains:

- Desired outcomes for Apprenticeship.
- Roles and Responsibilities of the Teacher Candidate, Mentor, and Faculty Supervisor.
- Administrative forms that you are responsible for:
  - Apprenticeship History
  - Need to Know
  - Timecard
- Formative and Summative Observation Assessments.
- Teacher Candidate Self-Assessment.

If you have questions, visit with your College Supervisor for Apprenticeship, or see me.

Sincerely,



Daniel McLaughlin, Ph.D., Chairperson  
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## Apprenticeship II Candidate Learning Outcomes

Arizona Department of Education / InTASC outcome	CDTE outcome
<b>Nahat’á</b>	
<b>Learner development.</b> Understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (InTASC standard #1).	Designs and plans instruction.
<b>Learning differences.</b> Uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow enable each learner to meet high standards (InTASC standard #2).	
<b>Content knowledge.</b> Understands the central concepts, tools of inquiry, and structures of the discipline(s) that he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content (InTASC standard #4).	
<b>Planning for instruction.</b> Plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content area, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context (InTASC standard #7).	
<b>Íiná</b>	
<b>Learning environments.</b> Works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation (InTASC standard #3).	Creates and maintains a positive learning environment
<b>Application of content.</b> Understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity and collaborative problem solving related to authentic local and global issues (InTASC standard #5).	
<b>Instructional strategies.</b> Understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways (InTASC standard #8).	Implements and manages instruction and assessment
<b>Assessment.</b> Understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making (InTASC standard #6).	
<b>Siihasin</b>	
<b>Professional learning and ethical practice.</b> Engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner (InTASC standard #9).	Demonstrates professionalism.
<b>Leadership and collaboration.</b> Seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession (InTASC standard #10).	

## Apprenticeship II Roles and Responsibilities

Dates	Teacher Candidate	Mentor Teacher	College Supervisor
Mon Jan 26- Thu Feb 5	<ul style="list-style-type: none"> <li>• Focus on mentor's expectations and management of classroom routines.</li> <li>• Become familiar with students and mentor's teaching plans (lesson plan requirements and format, monthly plan, unit plan, and/or yearly plan).</li> <li>• Grade papers, make bulletin boards, participate in classroom organization and management.</li> <li>• Teach small groups from Mentor's lesson plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Review school policies and procedures.</li> <li>• Introduce Teacher Candidate to building colleagues and other personnel.</li> <li>• Introduce Candidate as teacher.</li> <li>• Model lessons – provide feedback to Candidate.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe at least one lesson per two-week period. In the first meeting, go over packet.</li> <li>• Ensure initial forms are completed: Apprenticeship History, Need to Know, and Mentor Agreement.</li> <li>• Review how timesheets are completed and signed-off for each week.</li> <li>• Assemble Teacher Candidate's Field Experiences folder.</li> </ul>
Mon Feb 23- Thu Mar 5	<ul style="list-style-type: none"> <li>• Spend first day observing – re-establishing presence in the classroom; observe any changes in classroom procedures.</li> <li>• Prepare materials, evaluate students' work, make bulletin boards, review performance based and/or standardized tests.</li> <li>• Participate (but not necessarily lead) in classroom instruction and management – by teaching small group lessons that the Mentor develops.</li> </ul>	<ul style="list-style-type: none"> <li>• Model lessons – provide feedback to Candidate.</li> <li>• Review Candidate's written plans – offer suggestions.</li> <li>• Observe Candidate's lessons – offer both oral and written feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe at least one lesson per two-week period.</li> <li>• Complete a formal observation of Candidate and complete an observation form.</li> <li>• Talk with Candidate and Mentor about what is working and challenges.</li> </ul>
Mon Mar 30- Thu Apr 9	<ul style="list-style-type: none"> <li>• Spend first day observing – re-establishing presence in the classroom; observe any changes in classroom procedures.</li> <li>• <b>Plan and teach small and whole groups from Mentor's lesson plans.</b> <b>Plan and teach small- or half-group lessons from your own lesson plans.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Model lessons – provide feedback to Candidate.</li> <li>• Review Candidate's written plans – offer suggestions.</li> <li>• Observe Candidate's lessons – offer both oral and written feedback.</li> <li>• Complete and discuss with Candidate Summative Observation Assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe at least one lesson per two-week period.</li> <li>• Continue with formal observations and documentation.</li> <li>• Ensure all forms are completed and assembled in the Candidate's folder.</li> </ul>

# Apprenticeship II History

Candidate \_\_\_\_\_ Mentor \_\_\_\_\_

Date \_\_\_\_\_ Semester \_\_\_\_\_

**Directions.** *This form is for documenting important information from your Mentor Teacher about your Apprenticeship II classroom. Keep the original. Make a copy for your College Supervisor. Turn in to Supervisor by Mon Feb 9.*

## Classroom Setting

- A. Grade level:  K  1  2  3  4  5  6  7  8
- B. Subjects (Middle/junior high only) \_\_\_\_\_
- C. Classroom organization:  
 Self-contained (all subjects)  Departmentalized  
 Resource (pull-out)  Itinerate (roving)
- D. Language emphasis:  
 English only  English and Navajo (indicate %'s \_\_\_\_\_)  
 Navajo only
- E. Indicate approximate percentage of ethnic representation in this classroom:  
 Navajo  Other American Indian  Anglo  
 African-American  Asian  Other (indicate): \_\_\_\_\_
- F. Identify the type(s) of learning exceptionalities in this classroom:  
 Mainstreamed  MR  E/BD  LD  Severe  G&T
- G. Identify the full range of academic abilities in this classroom:  
 Full range  Average  Remedial  Gifted/honors
- H. Instructional format (allocate 100 points among the formats listed below):  
 Lecture/discussion  Questioning/discussion  Learning centers  
 Contracts/projects  Inquiry/problem-solving  Tutorials  
 Cooperative learning  Thematic units

# Apprenticeship II

## Need to Know

Candidate \_\_\_\_\_ Mentor \_\_\_\_\_

Date \_\_\_\_\_ Semester \_\_\_\_\_

**Directions.** *This form is for documenting important information from your Mentor Teacher about your Apprenticeship II classroom. Keep the original, and make a copy for your College Supervisor. Use additional sheets if necessary and attach. **Turn in to Supervisor by Mon Feb 9.***

1. When is the best time for us to plan on a daily and weekly basis?
2. Where do I park? Where and with whom do I sign in?
3. Whom should I call if I am going to be absent or late? What is the number?
4. May I call you on your cell? What is your number?
5. Do you have any special considerations or "pet peeves" that I should take into consideration (for example, punctuality, dress, interactions in the classroom, etc.)?
6. Do you coach a sport, sponsor a club, chair a committee, or participate in other extra-curricular activities at school? If so, may I observe and/or participate? When would be a good time? Where should I report?
7. May I have a tour of the building and/or campus? When would be a good time?
8. Will you introduce me to people at the school whom I need to know?
9. Are there any children at your school with special needs? What must I know about them?

# Apprenticeship II Timecard

Candidate \_\_\_\_\_ Mentor \_\_\_\_\_

Date \_\_\_\_\_ Semester \_\_\_\_\_

**Directions to the Teacher Candidate.** *Specify the week, indicate daily check in and check out times, and have your Mentor Teacher initial each day in the spaces below. Turn in to your College Supervisor prior to the last week of the semester. Add additional sheets if make-up time is necessary. **Turn in to Supervisor by Mon Apr 13.***

Week	Mon	Tue	Wed	Thu	Fri (optional)
First week					
Second week					
Third week					
Fourth week					
Fifth week					
Sixth week					

# Apprenticeship II

## Formative Observation Assessment

Candidate \_\_\_\_\_

Mentor \_\_\_\_\_

Date \_\_\_\_\_

Semester \_\_\_\_\_

**Directions to observer.** Choose from among the criteria below to identify aspects of instruction that are working, and one aspect that can be improved. Identify next steps on the following page.

*Things that are working*

*Things to work on*

**1. Designs and plans instruction**

- a. Specifies desired learning outcomes for lessons
- b. specifies teaching procedures for lessons
- c. Specifies resources for lessons
- d. Specifies procedures for assessing student progress
- e. Plans for student diversity, abilities, and styles
- f. Addresses all levels of students' knowledge and understanding

**2. Creates and maintains a positive learning climate**

- a. Uses K'è to relate to students
- b. Communicates enthusiasm for student learning

- c. Demonstrates warmth and friendliness
- d. Shows sensitivity to needs/feelings of students
- e. Provides feedback to students about behavior
- f. Maintains positive classroom behavior
- g. Manages disruptive behavior

**3. Implements and manages instruction and assessment**

- a. Begins lessons effectively
- b. Presents information clearly
- c. Gives clear directions and explanations
- d. Uses student responses/questions
- e. Maximizes opportunities for all to participate

- f. Provides student feedback throughout lesson
- g. Promotes student retention and understanding
- h. Uses effective closure/summarization techniques
- i. Uses instructional material effectively
- j. Uses instructional technology effectively
- k. Promotes individual student learning
- l. Uses teaching methods appropriately/effectively
- m. Uses instructional time effectively
- n. Demonstrates knowledge of subject
- o. Manages conditions for teaching and learning



*Teacher Candidate's next steps*

*Observer's next steps*

Next visit \_\_\_\_\_

Focus \_\_\_\_\_

# Apprenticeship II

## Summative Observation Assessment

Candidate \_\_\_\_\_ Mentor \_\_\_\_\_

Date \_\_\_\_\_ Semester \_\_\_\_\_

**Directions to Mentor Teacher.** For each criterion, provide a number related to the scale below, or check the box, that best approximates the performance of the Teacher Candidate. **Turn in to Supervisor by Mon Apr 13.**

5 = candidate uses this skill appropriately and consistently with a high degree of competence and confidence

4 = candidate uses this skill appropriately and consistently

3 = candidate uses this skill appropriately

2 = candidate is beginning to incorporate this skill in her/his instructional repertoire

1 = candidate has not developed or used this skill

NA = not applicable or not observed

### 1. Designs and plans instruction.

- a. Specifies desired learning outcomes for lessons.....
- b. Specifies teaching procedures for lessons.....
- c. Specifies resources for lessons.....
- d. Specifies procedures for assessing student progress.....
- e. Plans for student diversity, abilities, and styles .....
- f. Addresses all levels of students' knowledge and understanding .....

### 2. Creates and maintains a positive learning climate.

- a. Uses K'è to relate to students.....
- b. Communicates enthusiasm for student learning .....
- c. Demonstrates warmth and friendliness.....
- d. Shows sensitivity to needs/feelings of students .....
- e. Provides feedback to students about behavior .....
- f. Maintains positive classroom behavior.....
- g. Manages disruptive behavior .....

### 3. Implements and manages instruction and assessment.

- a. Begins lessons effectively .....
- b. Presents information clearly .....
- c. Gives clear directions and explanations.....
- d. Uses student responses/questions .....
- e. Maximizes opportunities for all to participate .....
- f. Provides student feedback throughout lesson .....
- g. Promotes student retention and understanding .....
- h. Uses effective closure/summarization techniques .....
- i. Uses instructional material effectively.....
- j. Uses instructional technology effectively .....
- k. Promotes individual student learning.....
- l. Uses teaching methods appropriately/effectively .....
- m. Uses instructional time effectively.....
- n. Demonstrates knowledge of subject .....
- o. Manages conditions for teaching and learning .....

#### 4. Demonstrates professionalism.

<p>a. Attendance  // Frequently absent  // Rarely absent  // Exemplary attendance</p>	<p>b. Punctuality  // Frequently late  // Generally punctual  // Always on time</p>	<p>c. Professional appearance  // Occasionally inappropriate  // Usually dressed OK  // Always appears in professional manner</p>
<p>d. Oral expression  // Makes frequent errors  // Inarticulate  // Articulate  // Expressive, animated</p>	<p>e. Written expression  // Contains frequent errors and is unclear  // Is organized and expressive  // Communicates effectively to parents, administrators, and colleagues</p>	<p>f. Tact and judgment  // Thoughtless: insensitive to others  // Sometimes insensitive and disruptive  // Maintains good relations with others  // Diplomatic, highly sensitive to others</p>
<p>g. Reliability  // Sometimes fails to complete assigned tasks  // Sometimes needs to be reminded  // Responsible: attends to tasks on schedule  // Self-starter: perceives needs and attends to them</p>	<p>h. Self-initiative  // Passive: depends on others for direction, ideas, guidance  // Has good ideas, works with limited supervision  // Creative and resourceful, implements plans independently</p>	<p>i. Self-confidence  // Anxious: often appears self-conscious, nervous  // Arrogant: has unfounded beliefs in abilities  // Usually confident and comfortable in classroom  // Realistically self-assured: competently handles class demands</p>
<p>j. Collegiality  // Prefers to work in isolation  // Reluctant to share ideas and materials  // Often participates in team efforts  // Willingly shares ideas and materials</p>	<p>k. Student interactions  // Can appear threatening or antagonistic to students  // Shy: hesitant to work with students  // Relates easily and positively with students  // Outgoing: actively seeks opportunities to work with students</p>	<p>l. Responsive to students  // Does not attempt to accommodate needs of unique learners  // Makes negative comments about students' abilities to learn  // Usually accepts responsibility for all students' learning  // Consistently responds to learning needs of all students</p>
<p>m. Responsive to feedback  // Defensive: unreceptive to feedback  // Receptive but doesn't implement suggestions  // Receptive and adjusts performance accordingly  // Eager: solicits suggestions and feedback from others</p>		<p>n. Ability to reflect and improve performance  // Reluctant to analyze teaching performance  // Makes some effort to review teaching skills  // Actively seeks ways to assess teaching abilities  // Consistently deepens knowledge of classroom practice and students' learning</p>
<p>o. Professional characteristics: A = always, U = usually, S = seldom  ___ Commitment: demonstrates genuine concern for students and is dedicated to the teaching profession  ___ Creativity: seeks opportunities to provide unique learning experiences and develops imaginative lessons  ___ Flexibility: responds to unforeseen circumstances in an appropriate manner and modifies plans or actions when necessary  ___ Integrity: maintains high ethical and professional standards and responds to district policies appropriately  ___ Organization: is efficient; successfully manages multiple task simultaneously and establishes/ maintains effective classroom routines and procedures  ___ PERSISTENCE: strives to complete tasks and improve teaching skills  ___ Positive disposition: possesses pleasant interpersonal skills; is patient, resilient, optimistic, and approachable</p>		

**Please note: *this form can be completed in hard copy or online in a survey that will be sent to the Mentor Teacher at the end of Apprenticeship.***

# Apprenticeship II

## Teacher Candidate Self-Assessment

Candidate \_\_\_\_\_ Mentor \_\_\_\_\_

Date \_\_\_\_\_ Semester \_\_\_\_\_

**Directions to the Teacher Candidate.** *Answer the questions below after you have received and discussed your Summative Observation Assessment from your Mentor Teacher. Add additional sheets if necessary. Turn in to Supervisor by Mon Apr 13.*

**Please comment on your professional and personal strengths.**

**In what areas can you improve?**

**How can Apprenticeship II be improved?**