

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

Apprenticeship Packet: Teacher Candidate



III

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Apprenticeship III Candidate Learning Outcomes

InTASC standard	NES Professional Knowledge– Elementary Test Competency	BAEE Course Outcome
<p>Content Knowledge #4: Content knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p> <p>Instructional practice #7: Planning for instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<p>Assessment, Instruction, and the Learning Environment 0006 Understand principles and practices associated with various instructional approaches and how to apply these principles and practices to promote all students' achievement of instructional goals. 0007 Understand principles and practices of motivation and communication and how to apply these principles and practices effectively to promote students' active engagement and learning. 0008 Understand how to structure and manage the classroom to establish a safe, inclusive, and positive environment that is organized and productive; fosters excellence; and promotes learning, appropriate student behavior, and effective work habits.</p>	<p>Nitsáhákees:</p> <ul style="list-style-type: none"> • Demonstrate elementary-level content knowledge. <p>Nahat'á:</p> <ul style="list-style-type: none"> • Design and plan instruction. <p>Iiná:</p> <ul style="list-style-type: none"> • Implement and manage instruction and assessment. <p>Siih Hasin:</p> <ul style="list-style-type: none"> • Demonstrate professionalism.

Apprenticeship III

Roles and Responsibilities

Dates	Teacher Candidate	Mentor Teacher	College Supervisor
9/8-17	<ul style="list-style-type: none"> • Review all aspects of the classroom as well as instructional plan for the year and grading period. • Focus on mentor’s expectations and routines. • Become familiar with Mentor’s teaching plans (lesson plan requirements and format, monthly plan, unit plan, and/or yearly plan). • Spend first day observing and establishing presence in the classroom; observe any changes in classroom procedures. • Grade papers, make bulletin boards, participate in classroom organization and management. • Plan and teach small and whole group lessons (direct and inquiry lessons). 	<ul style="list-style-type: none"> • Review school policies and procedures. • Introduce Teacher Candidate to building colleagues and other personnel. • Introduce Candidate as teacher. • Model lessons – provide feedback to Candidate. • Review Candidate’s written plans – offer suggestions. • Observe Candidate's lessons – offer both oral and written feedback. 	<ul style="list-style-type: none"> • Observe at least one hour per week each week. In the first meeting, go over packet. • Ensure initial forms are completed: Apprenticeship History, Need to Know, and Mentor Agreement. • Review how timesheets are completed and signed-off for each week. • <i>Assemble Teacher Candidate’s</i> Field Experiences folder.
10/12-1022	<ul style="list-style-type: none"> • Spend first day observing – re-establishing presence in the classroom; observe any changes in classroom procedures. • Grade papers, make bulletin boards, participate in classroom organization and management, and participate in PTC's (where feasible). • Plan and teach small and whole group lessons (direct and inquiry lessons). 	<ul style="list-style-type: none"> • Model lessons – provide feedback to Candidate. • Review Candidate’s write plans – offer suggestions. • Observe Candidate's lessons – offer both oral and written feedback. 	<ul style="list-style-type: none"> • Observe at least one hour per week each week. • Complete a formal observation of Candidate and complete an observation form. • Talk with Candidate and Mentor about what is working and challenges.
11/2-11/12	<ul style="list-style-type: none"> • Spend first day observing – re-establishing presence in the classroom; observe any changes in classroom procedures. • Grade papers, make bulletin boards, participate in classroom organization and management. • Develop and teach an instructional unit. Plan and teach small and/or whole group lessons (direct and inquiry lessons) within the unit. 	<ul style="list-style-type: none"> • Model lessons – provide feedback to Candidate. • Review Candidate’s written plans – offer suggestions. • Observe Candidate’s lessons – offer both oral and written feedback. • Complete and discuss with Candidate Summative Observation Assessment. 	<ul style="list-style-type: none"> • Observe at least one hour per week each week. • Continue with formal observations and documentation. • Ensure all forms are completed and assembled in the Candidate’s folder.

Apprenticeship III

History

Candidate _____ Mentor _____

Date _____ Semester _____

Directions. *This form is for documenting important information from your Mentor Teacher about your Apprenticeship III classroom. Keep the original. Make a copy for your College Supervisor. Complete prior to the end of the first week of Apprenticeship III.*

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

**Submit completed copy to College Supervisor
Will be filed in Candidate's Folder**

Apprenticeship III

Need to Know

Candidate _____ Mentor _____

Date _____ Semester _____

Directions. *This form is for documenting important information from your Mentor Teacher about your Apprenticeship III classroom. Keep the original, and make a copy for your College Supervisor. Use additional sheets if necessary and attach. **Complete prior to the end of the first week of Apprenticeship III.***

1. When is the best time for us to get together to talk about and plan for teaching?
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 at home? 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 III 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.*

Week	Mon	Tue	Wed	Thu	Fri
First segment					
Second segment					
Third segment					

**Submit completed copy to College Supervisor
Will be filed in Candidate's Folder**

Apprenticeship III

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 III

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. **Complete and discuss with Candidate Teacher in last week of Apprenticeship III.**

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.....
- 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>		

Apprenticeship III

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 your College Supervisor prior to the last week of the semester.*

Please comment on your professional and personal strengths.

In what areas can you improve?

How can Apprenticeship I be improved?

**Submit completed copy to College Supervisor
Will be filed in Candidate's Folder**