Ratings: In meeting this standard, the intern is  
1. Making limited progress  
2. Making some progress  
3. Making good progress  
4. Making exceptional progress

I. Knowing Subject Matters and How to Teach Them

1. The intern understands the subject matter(s) as needed to teach it (them) to students.

The intern:
  a. knows and understands the main goals, core concepts, and important practices of the disciplines that she/he teaches.
  b. understands how the disciplines are applied, used, practiced, and can make connections between the subject matter and own life.
  c. monitors and assesses own understanding of the subject matter, notices when understanding is inadequate for teaching, and uses a variety of resources for support to continue learning about the subject matter.
  d. represents subject matter knowledge and ways of knowing accurately and appropriately in teaching.
  e. knows what is likely to be difficult for students and finds ways to address those difficulties.
2. The intern effectively plans to teach for understanding of the subject matter.

The intern:

a. identifies central concepts, information, and skills critical for students to understand, and sets instructional goals accordingly.
b. frames worthwhile purposes taking into account district and/or school curriculum guidelines, subject matter standards (e.g., NCTM), and students' backgrounds, learning needs, and interests.
c. considers a wide range of teaching resources, evaluating their appropriateness and making necessary adaptations.
d. integrates or connects subject matter areas where appropriate.
e. constructs units and lessons that make the core aims, central concepts, important information, tools of inquiry, and important practices of a discipline meaningful for students.
f. combines questions, tasks, materials, and participation structures that will engage students, stimulate and support their thinking, organize their in-depth exploration of topics, and otherwise promote genuine understanding.
g. plans coherent units and lessons that have beginnings, middles, and endings: that are connected sensibly to preceding and following units and lessons, that are connected sensibly to other subjects: and that suit the place and the time of year.
h. provides good reasons for decisions about content and instruction.

3. The intern effectively assesses student’s understanding of the subject matter and uses those assessments to teach.

The intern:

a. prior to instruction, finds out what students already know, believe, or feel about the matter to be taught; figures out how that prior experience is likely to affect instruction; and plans accordingly.
b. monitors, documents, and studies individual and group work throughout the course of instruction and uses that information to make decisions about what to do next.
c. constructs or selects assessment tasks (assignments, tests, questions, etc.) that allow and require students to show their understanding, e.g., ability to connect ideas, use ideas, solve problems, apply skills.
d. in evaluating students' work, distinguishes between genuine understanding and other performances.
e. treats assessments as information not only about student learning but also as information about the quality of instruction, and acts accordingly.
f. gives students written and oral feedback in a timely manner that focuses on supporting learning, as distinct from simply giving a grade.

The intern can reasonably respond to questions:
“What is important to know and learn in the subject matter and why?”

“What do I need to learn in order to strengthen subject matter, and how can I do this?”

“What are my students learning? How do I know?”

“What is my vision of good teaching and why?”

“Where am I developmentally in reaching this vision?”

“How am I assessing and modifying my practice and my vision as I learn more about teaching, learning, subject matter, and context?”

“How am I becoming more informed about what good teaching entails?”
## II. Working with Students

| 1. The intern teaches lessons that are coherent and engaging for students. |
|:---|:---|
| **The intern:** | **Strengths and Evidence** | **Aspects of Teaching Practice to Work On** |
| a. teaches coherent lessons organized about some framework, having clear aim and focus, proceed reasonably from a thoughtful beginning to a thoughtful ending, and keep all students involved. | | |
| b. leads class discussions that explore problems and ideas, that elicit diverse responses from many students, and that get students to think. | | |
| c. helps the students to make connections between new content and prior learning. | | |
| d. asks appropriate and stimulating questions, listens carefully, and responds thoughtfully to students’ ideas, comments, and questions. | | |
| e. adjusts or adapts lessons to accommodate students’ individual needs and abilities and to include all students in class activities. | | |
| f. adapts own role to the activity she/he is trying to produce among students, e.g., tries to figure out when to talk and when to listen in a class discussion. | | |
| g. monitors and checks for students’ understanding (prior knowledge, throughout lesson) and flexibly adjusts plans in response to students’ actions and other contingencies. | | |

| 2. The intern treats students as thinkers and doers with intentions of their own. |
|:---|:---|
| **The intern:** |  |  |
| a. values and respects each student’s thinking and actively elicits and considers students’ thinking in planning and teaching. |  |  |
| b. demonstrates curiosity about what students already know, what they are thinking, and how they understand or make sense of what they are learning. |  |  |
| c. understands and uses a variety of approaches to encourage students’ development of critical thinking, problem solving, and performance skills. |  |  |
| d. seeks and uses information about students’ prior knowledge in planning; builds on information about student understanding gained from such tasks for further planning. |  |  |
| e. continually elicits and responds to student ideas in order to shape and challenge student understanding. The intern thinks about: How are students making sense of this? How are they going astray? |  |  |
| f. connects class topics, materials and activities to students’ out-of-school activities and experiences. |  |  |
| g. understands how to motivate students to learn and how to maintain students’ interest even in the face of temporary failure. |  |  |
The intern respects and teaches all of the students placed in his or her care.

The intern:

a. treats all students as capable of learning, focuses on their capacities and strengths rather than on their deficits and weaknesses, and strives to create conditions in which they can learn.

b. interacts and communicates clearly with students, making students feel cared for and listened to.

c. seeks ways to encourage all students to participate in the activities of the class.

d. understands how children learn and develop, and organizes activities that support their intellectual, social, and personal development.

e. uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the students.

f. discovers relevant differences among students, accommodates those differences or uses them as resources in the classroom, and modifies the task or environment as needed to support students’ continued involvement in learning.

g. learns about students’ interests, strengths, and cultural backgrounds in order to connect class topics and activities to students’ experiences (and interact with them effectively).

h. understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

i. takes particular care on behalf of students who face particular challenges in school, e.g., students with learning disabilities, students who have been victims of discrimination.

j. effectively uses outside resources (home, school, community) to support students’ learning and to deal with their problems.

The intern can reasonably respond to questions:

“Who are my learners?”

“What experiences, background, perspective do they bring to their own learning and to their interactions with others?”

“What more do I need to know about learners to make sound decisions about how to engage them in learning?”

“How can I build on and accommodate my students diverse backgrounds, learning needs, and interests?”
### III. Creating and Managing a Classroom Learning Community

<table>
<thead>
<tr>
<th>Strengths and Evidence</th>
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<tbody>
<tr>
<td>Aspects of Teaching Practice to Work On</td>
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</table>

#### 1. The intern creates a safe, caring, productive environment in the class.

The intern:
- develops and refines a clear and reasonable approach to classroom management, plans specifically for the management of instruction and students.
- has classroom management strategies which match and support instructional goals and analyzes and works to improve the fit between classroom management strategies and instructional goals.
- establishes and maintains regular routines for classroom activity.
- establishes consequences for inappropriate behavior that are fair and appropriate and follows through on the consequences.
- develops shared values and expectations with students regarding their interactions, academic work, and individual and group responsibilities.
- organizes and introduces activities so that students are prepared for them and can carry them out successfully.

#### 2. The intern makes the class an inclusive community.

The intern:
- creates an environment that supports and respects inquiry, exploration, and intellectual risk-taking.
- actively engages students together in making sense of meaningful concepts and skills.
- employs a variety of participation structures (whole group, small group, individual, etc.) that suit the lesson goals and tasks.
- creates a classroom learning environment in which students and teachers are jointly engaged in developing shared expectations and/or standards for their joint work.
- understands and builds appropriate connections between learning community qualities and subject matter goals.
- helps students to learn to work alone and with others and to participate in decision making, problem solving, and conflict resolution.
- uses knowledge of effective verbal, nonverbal and media communications techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- models effective communication when presenting ideas and information and asking questions, and promotes effective communication among students.
3. The intern promotes self-regulation and self-discipline by students.

The intern:
- sets norms for social interaction among students that foster respect and cooperation.
- uses multiple strategies (e.g., nonverbal cues, proximity, voice) to manage student behavior and keep students on task.
- helps students to understand rules and routines and to learn to follow them.
- employs management strategies that encourage personal responsibility and self-motivation in students.
- deals with minor disruptive behavior such as talking inappropriately in reasonable and consistent ways that regain students’ attention and keep the class moving.
- works with students who have severe behavioral or emotional problems in an organized and professional way that helps them to develop and follow through on reasonable plans to overcome their problems.

The intern can reasonably respond to questions:

“What is my vision of how this class will function as a community of learners?”

“What purposes support that vision?”

“How will I organize students for learning, and why have I chosen that organization?”

IV. Working and Learning in a School and Profession

1. The intern works well as a teacher in a school community.

The intern:
- satisfies the expectations for a responsible adult member of the school in appearance, manner and communication.
- is “good to work with”—punctual, reliable, responsible, friendly, energetic, and reasonable.
- works with other school personnel in an open, civil, and constructive manner that respects their roles in the school.
- reacts appropriately to stressful situations.
- works with parents and guardians in an open, civil, and constructive manner that treats them as partners in their child’s education.
- participates in the life of the school, including taking advantage of professional development opportunities available to teachers.
2. The intern is thoughtful about planning, evaluation, assessment, and improvement.

The intern:
   a. in setting academic, social, and moral goals, considers alternatives, chooses among them reasonably, and can explain why the goals chosen are important.
   b. in deciding what to do, considers alternatives, chooses reasonably among them, and can explain why those choices are reasonable.
   c. thinks both for now and for later, remembers what’s important, and anticipates problems.
   d. having planned carefully, also implements those plans flexibly in light of developments.
   e. systematically seeks information about the consequences of actions, and uses that information in making decisions for the future.

3. The intern works productively with the MSU field instructor and mentor teacher in ways that support his/her learning to teach.

The intern:
   a. works with the mentor teacher and field instructor in an open, civil, and constructive manner that acknowledges their roles in the intern’s education.
   b. negotiates reasonable observer, co-teaching, and lead teaching roles with the mentor teacher, and keeps the bargains made.
   c. engages in open and honest communication with the mentor teacher and field instructor about the situations, issues, and challenges that the intern faces.
   d. seeks feedback from the mentor teacher and field instructor and treats that feedback as an opportunity to learn.
4. The intern reflects on his or her experiences and seeks opportunities for continued learning and improvement.

<table>
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<tr>
<th>The intern:</th>
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<tbody>
<tr>
<td>a. uses the contents of the 800-level courses to guide and inform his or her work in the classroom and school.</td>
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<td>b. figures out how events and outcomes in the current situation may be relevant to other situations, and tries to recall how past situations may provide guidance in the current one.</td>
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<td>c. studies how his or her choices and actions affect others, and adjusts his thinking and actions accordingly.</td>
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<td>d. considers different perspectives, arguments, and alternatives, even when they are different from or conflict with his/her own.</td>
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<td>e. uses co-planning, co-teaching, and other forms of collaborative work to learn about teaching.</td>
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<td>f. uses writing such as a journal as a tool in planning and for reflecting on her teaching and her students’ learning.</td>
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<td>g. seeks interaction with other professionals who can help the intern carry out immediate duties and learn for the future.</td>
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<td>h. makes and carries out plans for his/her own learning.</td>
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<td>i. demonstrates a disposition to think about teaching not only in terms of “what works” in a lesson but also to consider questions of purposes and alternatives.</td>
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The intern can reasonably respond to questions:

- “What professional norms and expectations function in my school and district?”
- “What is a reasonable response to those norms and expectations?”
- “What are my responsibilities to colleagues, parents, and the community at large?”
- “How can I become a contributing member of the education profession?”

Indicator grade at this point in the semester:

- Pass (P)
- Pass with concern (PC) (This grade requires a written Professional Growth Plan for the intern.)
- No Grade (N)

<p>| Fall midterm grade |  | Spring midterm grade |  |</p>
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<th>Fall final grade</th>
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