



MENTOR TEACHER INFORMATION

Thank you for joining us on the journey.

Spring 2016

First Day of Field: Tuesday, January 12

Last Day of Field: Wednesday, May 5

Field Schedule:
Monday – Thursday
7:30am – 12:00pm

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EXCEPTIONAL STUDENTS AND ELEMENTARY EDUCATION PROGRAM ESEE

<p>What is the ESEE Program?</p>	<p>The College of Education has redesigned the undergraduate (BEd) elementary and special education teacher preparation program at the University of Hawai'i at Mānoa into a merged preparation program. The program was designed to improve teacher preparation and produce preservice teachers who enter the profession prepared with inclusive skills and pedagogy. Instructional technology, data-based decision-making, evidence-based practices, response to intervention, universal design for learning, and culturally relevant pedagogy are integrated throughout the newly designed program. Teacher candidates graduate eligible for K-6 elementary and special education licensure.</p>
<p>Partnership Period?</p>	<p>Two school years (4 semesters) during SY 2015-16 and 2016-17. Your participation as a mentor teacher during this two-year time frame is strictly voluntary and does not have to be consecutive; different mentor teachers can participant any given semester.</p>
<p>Will there be compensation?</p>	<p>Yes, schools will receive a stipend during the semesters that the teacher candidate is in the field or the student teacher is in a classroom. \$50 for field, \$200 for student teaching is paid to the school per UH candidate. Mentors can waive the stipend and enroll in SPED 629, a graduate level field-based action research course, for free. UH faculty will assist with development of an action research project.</p>
<p>Are there additional requirements?</p>	<p>Any mentor without prior training in co-teaching will be provided training in co-teaching. We utilize an apprenticeship model where candidates co-teach with their DOE mentor teacher. Prior to any placement, mentors and teacher candidates will have an orientation/relationship building workshop. Mentors will be asked to complete a written evaluation and conference with their candidates twice per semester. Mentors will be asked to provide feedback via online survey at the end of each semester for program improvement.</p>



ESEE PROGRAM COURSE PROGRESSION

Semester one courses:

ESEE 340: Teaching Reading in Inclusive Settings K-3
ESEE 320: Foundations of Assessment
ESEE 330: Introduction to Inclusive Teaching
ESEE 310: The Learner in the Environment I: Social and Cultural Contexts for Learning
ESEE 350: Field Experience I: Reading Intervention
ESEE 351: Field Experience: Rounds

Semester two courses:

ESEE 341: Teaching Reading in Inclusive Settings 4-6
ESEE 321: Formal Assessment
ESEE 331: Planning and Instruction: Science
ESEE 332: Planning and Instruction: Math
ESEE 311: Learner in the Environment II: Classroom and Behavior Management
ESEE 352: Field Experience II

Semester three courses:

ESEE 342: Integrating Writing and the Visual Arts
ESEE 333: Planning and Instruction: STEM
ESEE 334: Planning and Instruction: Integrating Social Studies and Performing Arts
ESEE 312: Learner in the Environment III: Behavior Intervention Project
ESEE 353: Field Experience III

Semester four courses:

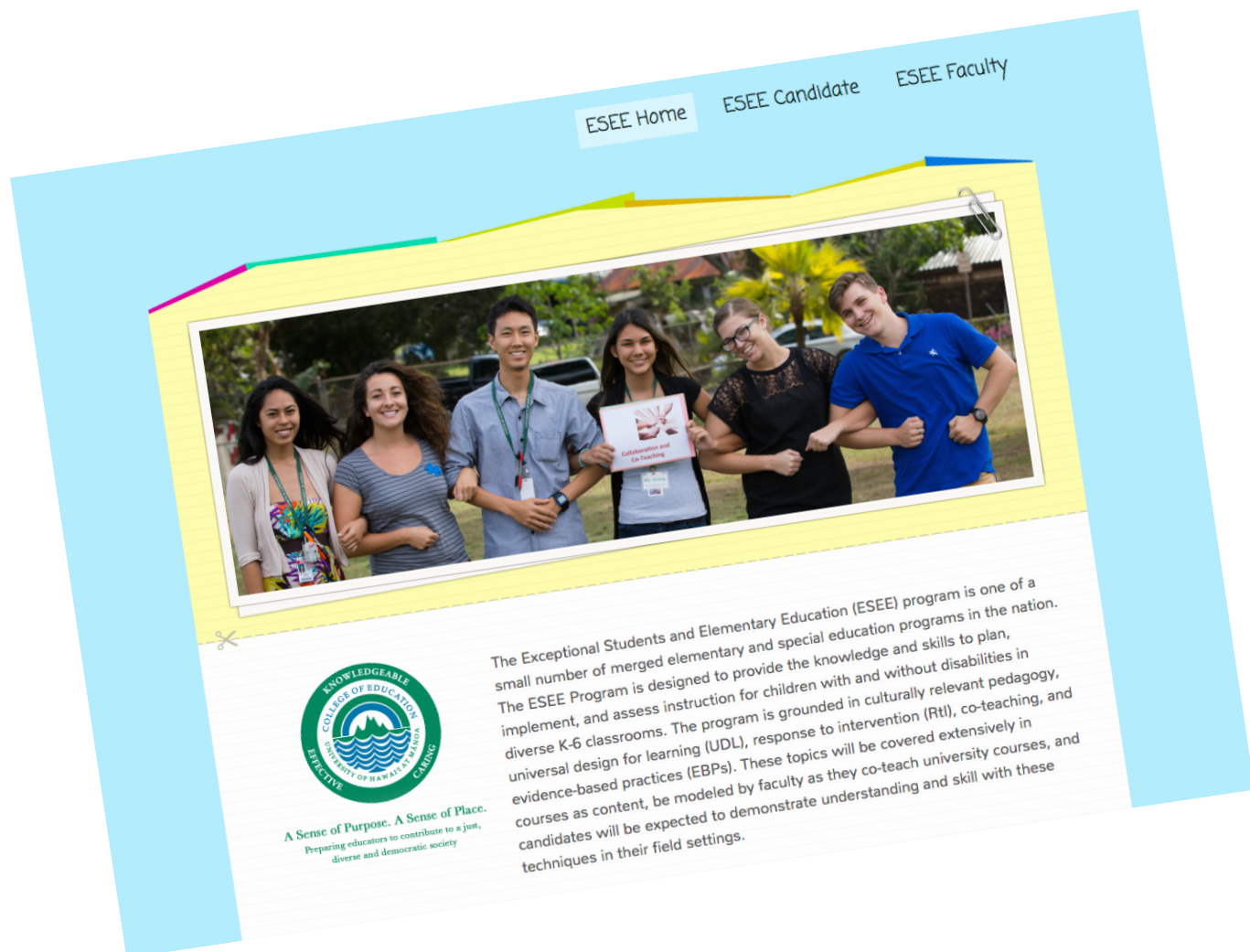
ESEE 354: Student Teaching
ESEE 355: Seminar



CHECK OUT OUR WEBSITE!

You will find a great deal of information about our new program, the UH faculty, our school partners, support for mentors, and candidate support at:

<http://eseeprogram.weebly.com/>



Forms and templates for the field experience are located under the “ESEE Mentor” tab.



SPRING 2016 WEEKLY SCHEDULE

Week	Dates	*Suggested Field Activities	Reminders & Due Dates
1/11 (Monday) SEMINAR			
1	(Tue) 1/12 – 1/14	Get to know students names as quickly as possible. Challenge yourself to recite them all by the end of the week. Establish routines for co-planning with your mentor.	Compile Media Release List Letter to the Parents Due: 1/16
2	1/18- 1/21	Get to know your teacher's style and values. Make sure you are meeting his or her expectations for professionalism.	
3	1/25 – 1/28	Facilitate instruction for individual students & small groups.	Schedule School Rounds
4	2/1 – 2/4	Facilitate instruction for individual students & small groups. Implement either a ONE TEACH, ONE ASSIST OR ONE TEACH, ONE OBSERVE co teaching strategy	Reflection #1: School Rounds Due 2/6
5	2/8 – 2/11	Start to practice routines such as morning business or read aloud.	Schedule teaching episodes, lesson plans, and formal observations with your mentor and field supervisors.
2/17 (Wednesday) SEMINAR			
6	2/15 – 2/18	Start to practice routines such as morning business or read aloud.	Schedule teaching episodes, lesson plans, and formal observations with your mentor and field supervisors.
7	2/22 – 2/25	Start to practice routines such as morning business or read aloud.	Teaching Episode #1: Get Your Feet Wet: Due 2/27
8	2/29 – 3/3	Continue to take on more teaching and leadership responsibility. Implement one PARALLEL TEACH lesson.	Schedule Mid-Term conference with your mentor. Prepare your Mid Term self-assessment.
9	3/7 – 3/10	Continue to take on more teaching and leadership responsibility.	Reflection #2: Mid Term Due 3/12



3/16 (Wednesday) SEMINAR (DOE is on Spring Break)			
10	3/16 - 3/24	DOE Spring Break	
11	3/21 - 3/25	UH Spring Break	
12	3/28 - 3/31	3/28 DOE Observance of Kuhio Day Continue to take on more teaching and leadership responsibility. Implement a new co-teaching strategy.	Schedule teaching episodes, lesson plans, and formal observations with your mentor and field supervisors. Thursday, March 31, 4:30-5:30pm Architecture Auditorium: Appropriate Use of Technology
13	4/4 - 4/7	Continue to take on more teaching and leadership responsibility. Co-plan and co-teach using a variety of strategies.	Teaching Episode #2: Instructional Conversation: Due 4/9
14	4/11 - 4/14	Complete formal lesson observations and/or solo teach. Co-plan and co-teach using a variety of strategies.	Complete Formal Lesson Observation Reflection #3 Self Observation: Due 4/16
15	4/18 - 4/21	Complete formal lesson observations and/or solo teach.	Complete Formal Lesson Observation
4/13 (Wednesday) Seminar (make arrangements to be absent from field)			
15	4/25 - 4/28	Complete formal lesson observations and/or solo teach. Implement one TEAM TEACH lesson.	Formal Lesson Observations (x2) DUE: 4/30 Schedule Final Evaluation
16	5/2 - 5/5	Release responsibilities. Say goodbyes and mahalos. Conduct final evaluation conference.	Reflection #4 Solo: DUE 5/7 Final Evaluation: DUE 5/7 FINAL Deadline for all work: Wednesday: 5/7
5/9 Final Field Seminar Exit Conference with Field Supervisors			



17	5/9 – 5/12	Make-up field days for absences as needed.	
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***All field activities are contingent upon the needs of the mentor and the classroom students. Deadlines are flexible if there is a legitimate concern about student learning, but must be discussed with field supervisors BEFORE the due date.**

UH and DOE:

Monday, January 18	Martin Luther King Jr. Day
Monday, February 15	President's Day
Monday-Friday, March 21-25	Spring Break
Friday, March 25	Kuhio Day
Friday, March 25	Good Friday

Other important UH Dates:

Wednesday, May 4	Last Day of Instruction
Thursday-Friday, May 5-6	Study Time
Monday-Friday, May 9-13	Finals
Thursday, March 31, 4:30-5:30 pm	Architecture Auditorium: Appropriate Use of Technology

Other important DOE dates:

Monday, March 28	Observance of Kuhio Day
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SUMMARY OF FIELD ASSIGNMENTS

SPRING '16 COURSEWORK

ESEE 311: Learner in the Environment II Classroom and Behavior Management

Knowledge and skills related to basic organizational management of an inclusive classroom, including scheduling, grouping, and stress and time management; and techniques of applied behavior management, emphasizing behavior change and practical implementation of learning principles.

ESEE 321: Assessment II Formal Assessment

Techniques in the assessment, planning, and instructional process appropriate for students with mild/moderate disabilities. Program development, which facilitates inclusion of students with disabilities in the general education environment, is stressed.

ESEE 331: Planning and Instruction Integrating Science and Technology

Examination of content, processes, strategies, and issues related to the teaching and learning of science and technology, including assistive technology, in inclusive elementary school settings, K-6.

ESEE 332: Planning and Instruction Math

Demonstration of the ability to teach and differentiate mathematics instruction based on learner needs, planning to facilitate inclusion of students with disabilities in the general education environment through evidence-based practices.

ESEE 341: Planning and Instruction Literacy II Teaching Reading in Inclusive Settings, 4-6

Demonstration of essential reading comprehension strategies, engaging students in complex text by planning, instructing, and assessing elementary students in grades 4-6, in inclusive settings.

ESEE 352: Field Experience II

Immersion of teacher candidates in a general education, inclusion, or a self contained special education field setting. A mentor teacher and a field supervisor from the university provide support and oversight.

Candidates are allowed (and encouraged) to “double up” on field assignments. Just as teachers often integrate multiple content areas to meet multiple learning goals, the candidates may also integrate their assignments as long as ALL requirements are met in a systematic and logical manner.



CLASSROOM EXERCISES

Letter & Media Release

Candidates will send home a note of introduction to students' families and work with the mentor to compile a list of students whose parents have given permission for audio/video recording and collection of work samples.

Mid-Term Evaluation

Candidate and mentor will complete the evaluation form (3 strengths, and 3 areas for development) and have a conference to discuss the candidate's progress.

End-Semester Evaluation

Candidate and mentor will complete the evaluation form based on the InTASC standards and have a conference to discuss the candidate's progress.

School Rounds

Candidates will work with their mentor teachers to arrange a visit to a variety of 2-3 other classrooms, SPED and GEN, at a variety of grade levels.

CLASSROOM TEACHING

IMPORTANT! For all classroom teaching, the candidates are responsible for the requirements of the field experience and will maintain open and effective communication throughout the semester, to include verbal planning in addition to providing a written plan to the mentor and incorporating the mentor's feedback well in advance.

Formal Observation: Teaching Episode #1: Get Your Feet Wet

Before mid-term, candidates schedule a formal observation with a field supervisor and will teach for a short period of time (20 min.). The candidate may do a read-aloud, learning routine, mini-lesson, scripted lesson, or small group instruction (such as station teaching) to establish his or her presence as a teacher in the classroom.

Formal Observation: Teaching Episode #2. Instructional Conversation

Candidates design an instructional conversation to facilitate with a small group (4-6) of students, incorporating one or more CREDE standards (Joint Productive Activity, Language & Literacy Development, Contextualization, Complex Thinking, Modeling, or Child Directed Activity.)

Formal Observation #3 & 4

Candidates create lesson plans on any topic or content area, incorporating methodologies presented within coursework, with direction from the mentor. The UH field supervisor observes and provides feedback.



Self Observation

Candidates plan an academic lesson using the formal lesson plan form then video tape their teaching. Candidates then view the videotaped lesson and complete the lesson plan observation form used by the field supervisors for formal observations.

Observation forms are to be completed based on components that are seen and **should be** observational **as well as** critical or evaluative in nature.

Solo Teaching

Candidates take full responsibility as the “lead” in co-planning and co-teaching for ALL classroom activities for one entire morning. Lessons, routines, procedures, and transitions must be planned in advance with the mentor. Mentors may remain in class as a co-teacher for the duration of the solo, and may step in as necessary. Candidates may choose to overlap this requirement with other course requirements or observations.



CANDIDATE PROFESSIONALISM

Professional Dispositions describe important professional behaviors of practicing teachers. The UH College of Education, Institute for Teacher Education, has adopted principles for professionalism to reflect the expectations of CEC, AECE, InTASC. All teacher candidates are required to demonstrate the following professional dispositions in all program-related activities (classes, field experiences, advising meetings, etc.):

1. Professional and ethical conduct
2. Effective work habits
3. Effective communication
4. Self-reflection
5. Collaboration

Arriving to School On Time

Candidates are expected to be in their field placements on each assigned field day, sign in (immediately when they arrive) and sign out (just before leaving) at the school office, wear their UH name badge, and remain at their placement for the entire time.

Planning Time

As professionals, teacher candidates are expected to find adequate daily (weekly) time to meet and plan with their mentors. The key is to assure that there is adequate time set aside each day to communicate with their mentor teacher and plan accordingly. Most candidates and mentors find that they need additional planning and discussion time beyond required field hours.

Non-Instructional Days

Field placement includes all professional development (PD) days, planning/collaboration days, teacher work days (without students), faculty meetings, teacher institute day, etc., that take place during the semester on field placement days. In addition, candidates are *highly encouraged* to participate in other school-based activities, such as: school-community events and meetings, field trips, parent-teacher conferences, and professional meetings, conferences, and workshops. Candidates are excused on school-observed state or federal holidays and during the school's breaks. The field supervisor, mentor teacher, and teacher candidate may agree to count other activities (e.g., field trips, professional conferences, workshops, and parent conferences that occur on other days such as Fridays) as field experience. Approval of these activities must be obtained prior to participation.

Absences

If the candidate will be absent from the field placement, he or she must call the mentor teacher AND BOTH of the field supervisors. **All absences on field experience days, excused and unexcused, need to be made up on Fridays and/or during the UHM finals week.**



Communication

Candidates maintain on-going communication with mentor teachers and field supervisors (e.g., due dates, events, cohort requirements). It is the candidate's responsibility to **check e-mail daily** to stay informed of any updates or reminders. Candidates are expected to provide a courtesy response to professional emails to indicate they have received and read the contents, and respond to e-mails, texts, and voicemails within 24 hours.

Appropriate Dress

Candidates are co-teachers in the classroom should dress and carry themselves as teachers -- as professionals, and not students. They have been advised to dress modestly (no spaghetti straps, bare exposure to mid-drift, short skirts, see-through blouses, etc.) Candidates should ask their mentors if they have questions about appropriate attire for their field placement.

Building Relationships

Candidates are responsible for building and maintaining positive relationships with mentor teachers, other school staff, other cohort members, and field supervisors. If they need help, problem-solving assistance, support, options, clarification, empathy, etc., they have been advised to take the initiative to ask for help, and inform team members early so that concerns can be addressed proactively.

Confidentiality and Privacy

Candidates are expected to respect the privacy of all of the people involved during their field experience. They may discuss issues and concerns for professional purposes provided that individuals are not identifiable. Gossip is neither professional nor appropriate.

Taking Initiative

Candidates are expected to co-plan and co-teach with mentors immediately, identifying the co-teaching models they are employing and specific observation goals each time they engage One-Teach-One-Observe. In addition, they are expected to make themselves useful in the classroom, not sit back and wait for someone to tell them what to do. Candidates are expected to learn routines and expectations, actively seeking opportunities to help, and interact with the children. They will gradually assume more leadership as the semester progresses.

Cell Phones

Candidates have been advised that cell phone use during class is considered a disruption and a distraction. This includes texting. When they arrive at school, they will switch their phones to silent and put them "out of site and out of mind." There are exceptions, and they are expected to inform their mentor and field supervisors of any unique situations.



Laptop Computers, Notebooks, and iPads in the Classroom

When in the field, candidates are expected to focus on interacting with their students, not completing homework, writing lessons, or doing research. Technology is only to be used to enhance instruction.

Social Media

Candidates are expected to use professional and ethical judgment when posting messages on Facebook or other social networks. Posting inappropriate comments about any University of Hawai'i or Partnership school student, faculty, or staff member, or person associated with them, violates the COE Code of Ethics and ESEE Professional Dispositions. Any candidate involved in posting such messages will be subject to consequences appropriate to the situation.

Failure to Meet Expectations

Candidates who do not meet expectations for **one** or more of the dispositions will face a Letter of Notice, Plan of Assistance for Improvement, or dismissal from the program.



APPRENTICESHIP THROUGH CO TEACHING

Traditional student teaching models generally involves a period of observation by the teacher candidate, followed by a gradual assumption of responsibility. Lessons are often developed in isolation with little co-planning and co-teaching.

The ESEE program utilizes the apprenticeship through co-teaching model in which the teacher candidate is highly involved from the beginning of the placement. The model relies on a strong relationship between the mentor teacher and teacher candidate and involves clear communication, collaboration, joint planning, and explicit instruction. The partnership between the two is stressed with the teacher candidate placed in the role of apprentice.

In the ESEE apprenticeship model, both the teacher candidate and the mentor teacher are trained in co-teaching strategies and go through activities designed to encourage the development of a relationship before the teacher candidate begins the field placement.

Effective use of co-teaching occurs when the teacher candidate and mentor teacher plan together and determine the style of teaching based on the lesson, the students, and the environment.

Strategy	Definition/Example
One Teach, One Observe	One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors. Example: One teacher can observe students for their understanding of directions while the other leads.
One Teach, One Assist	An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments. Example: While one teacher has the instructional lead, the person assisting can be the “voice” for the students when they don’t understand or are having difficulties.
Station Teaching	The co-teaching pair divides the instructional content into parts – Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations. Example: One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change.
Parallel Teaching	Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio. Example: Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.
Supplemental Teaching	This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated. Example: One teacher may work with students who need reteaching of a concept while the other teacher works with the rest of the students on enrichment.
Team Teaching	Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students’ perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions. Example: Both instructors can share the reading of a story or text so that the students are hearing two voices.



Co-Teaching Quick Planning Outline

Lesson Objective:

Essential Questions:

Lesson	Co-teaching Approach (can select more than one)	Mentor Teacher	Teacher Candidate	Considerations (may include adaptations, differentiation, accommodation, or student-specific needs).
Beginning: (may include: Opening; Warm Up; Review; Anticipatory Set)	<input type="checkbox"/> One Teach, One Assist <input type="checkbox"/> One Teach, One Observe <input type="checkbox"/> Parallel <input type="checkbox"/> Supplemental <input type="checkbox"/> Station <input type="checkbox"/> Team			
Middle: (may include: Instruction; Checking for Understanding; Independent or Group Practice)	<input type="checkbox"/> One Teach, One Assist <input type="checkbox"/> Parallel <input type="checkbox"/> Supplemental <input type="checkbox"/> Station <input type="checkbox"/> Team			
End: (may include: Closing, Assessments, Extension of the Lesson)	<input type="checkbox"/> One Teach, One Assist <input type="checkbox"/> Parallel <input type="checkbox"/> Supplemental <input type="checkbox"/> Station <input type="checkbox"/> Team			



PLANNING AS CO-TEACHERS

Before your planning session:

- ✓ Decide what lesson(s) you will use your hour of planning time for.
- ✓ Who will lead the planning time or will parts be shared? Usually the mentor teacher will lead in the beginning of the semester and the teacher candidate will take over as the semester progresses.
- ✓ Decide the materials that you will need and don't take on too much.
- ✓ Bring ideas for modifications and accommodations.
- ✓ Bring ideas for enrichment activities.
- ✓ When the teacher candidate is ready to take over a subject/or period, let him/her know ahead of time that they will be leading the planning time for that lesson. They should preview what they will be teaching and come to the planning time prepared with ideas and lessons where co-teaching could occur.

During co-planning (remember this time is to plan for co-teaching):

- ✓ Spend a few minutes communicating about questions or issues (may use planning sheet).
- ✓ Share what will be co-taught and ideas from curriculum.
- ✓ When will you co-teach? When will each of you teach solo?
- ✓ What co-teaching strategies will best meet the needs of the students?
- ✓ Eventually, try to incorporate all of the co-teaching strategies.
- ✓ Outline questions to be used for parallel, station, etc.
- ✓ Discuss a variety of assessment strategies.
- ✓ What do each of you need to do when you leave the planning session (tasks, gathering resources, copying, etc)?
- ✓ What, if any, changes do you need to make to the layout or organization of the classroom.

After co-planning:

- ✓ Teacher candidate writes up lesson plans when they have a teaching role.

Important points to Remember

- ✓ Planning is VERY important. Use the planning time wisely, focusing on lessons to be co-taught. Prioritize the time and don't allow outside distractions to take over.
- ✓ The goal is to have the cooperating teacher and teacher candidate actively engaged with students as much as possible. However, EVERY teacher candidate DOES need time to manage the classroom on their own.
- ✓ Full time responsibility means the teacher candidate leads all aspect of the classroom, including how the mentor teacher and other adults will be involved.
- ✓ University Supervisors ARE prepared in co-teaching, and should observe at least one co-taught lesson. When they do, they will be observing and evaluating only the teacher candidate.
- ✓ **Encourage an attitude that we're both TEACHING!**



MENTOR TEACHER RESPONSIBILITIES

Model	<ul style="list-style-type: none"> • Demonstrate the range of knowledge, skills and dispositions that come with experience; • Share a variety of strategies to use in the classroom; • Convey enthusiasm, passion for children, learning, and teaching; • Demonstrate professionalism;
Advisor	<ul style="list-style-type: none"> • Guide the candidate to apply course assignments meaningfully in the context of the classroom; • Ask questions and prompt reflection to help the candidate analyze field experiences and understand them better by; • Listen to the candidate and help them trouble-shoot when needed;
Coach	<ul style="list-style-type: none"> • Provide varied opportunities for candidate learning and teaching; • Recognize when the candidate needs support, direct assistance, or independence, offering supports and challenges as needed; • Facilitate candidate's progress in reaching the standards of professional competence, according to the INTASC principles; • Offer constructive criticism and ongoing feedback; • Provide a formal, end-semester candidate performance evaluation;
Colleague	<ul style="list-style-type: none"> • Create an environment in which the candidate feels comfortable in collaborating in the classroom; • Establish and maintain a trusting a professional relationship; • Facilitate networking and positive relationships between candidate and parents, faculty and administration at your school;
Partner	<ul style="list-style-type: none"> • Collaborate with UH faculty to develop connections between the field and the university classroom; • Review candidate's expectations; • Communicate openly with UH faculty about candidate's progress.
Paperwork	<ul style="list-style-type: none"> • Midterm: The teacher candidate will establish a date with you to review progress. Complete Mid-Semester Evaluation Form • Final: The teacher candidate will establish a date with you and the field supervisors to discuss evaluation. Complete: Professional Dispositions Form Complete: End-Semester Evaluation Form



APPENDIX

FORMS AND TEMPLATES

LESSON PLAN TEMPLATE

LESSON PLAN INSTRUCTIONS

PROFESSIONAL DISPOSITIONS FORM

MID-SEMESTER EVALUATION FORM

END-SEMESTER EVALUATION FORM



Lesson Plan Template

Exceptional Students & Elementary Education: ESEE Program
University of Hawai'i at Mānoa

I. OVERVIEW

Name:	Date:
Semester:	Year:
Grade Level:	Lesson Duration:
Lesson Title:	

II. LEARNING TARGETS

HCPS/CCSS Standard & Benchmark	Learning Objective(s)
	Essential Question:

Connections

Connections across standards:

Connections with prior learning and skills:

Connection to cultural/personal/community assets:

Language

Language Function (verb):	
Vocabulary, Syntax, and/or Discourse	Strategy for teaching, practicing and/or applying.

III. ASSESSMENT



Assessment

Description of assessment:

What is being assessed:

Assessment accommodations:

Type of feedback that will be given to students:

Evaluation Criteria of Assessment (Entire Class)

	Descriptor	Descriptor	Descriptor
Criteria			
Criteria			
Criteria			

SPED ONLY

IEP Objectives

Student A	
Student B	

SPED ONLY

IEP Evaluation Criteria

	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Developing Expectations</i>
Student A			
Student B			

IV. INSTRUCTIONAL METHODS

Preparation

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Differentiation, Modification & Accommodation	
ELL/MLL	
Struggling	
Accelerated	
504/IEP	
Others (describe)	

Time	Teacher Will...	Students Will...
	Section Header: Purpose	
	Section Header: Purpose	
	Section Header: Purpose	
	Section Header: Purpose	
	Section Header: Purpose	
	Section Header: Purpose	
	Section Header: Purpose	

V. ADDITIONAL ATTACHMENTS



Lesson Plan Instructions

Exceptional Students & Elementary Education: ESEE Program
University of Hawai'i at Mānoa

I. OVERVIEW

Name:	Date:
Semester:	Year:
Grade Level:	Lesson Duration:
Lesson Title:	

II. LEARNING TARGETS

CCSS/HCPS Standard & Benchmark	Learning Objective(s)
<p>A content standard is a goal statement that identifies the knowledge and skills to be learned within a lesson. List the number, text, strand, topic and/or benchmark associated with each standard. Cite only ONE standard, or if you are teaching an integrated lesson, cite TWO (maximum).</p> <p>Every standard that is cited here must be aligned with your assessment and instructional methods.</p> <p>For Math and English Language Arts, refer to the Common Core State Standards (CCSS): http://standardstoolkit.k12.hi.us/common-core/</p> <p>In Science, Social Studies, Health, PE, Fine Arts, and World Languages use the Hawaii DOE HCPS Standards: http://165.248.72.55/hcpsv3/</p>	<p>A learning objective is a short statement containing four parts:</p> <ol style="list-style-type: none"> 1. Condition = can be antecedents, materials, directions, cues, problems types, etc. 2. Who = the learner(s) 3. What = one behavior that is both observable and measurable 4. Criteria = to measure/determine how well/if the learner has mastered the lesson objective <p>Essential Question:</p> <p>An essential question is a provocative question designed to engage student interest and guide inquiry into the important ideas in a field of study. Rather than yielding right and wrong answers, essential questions are intended to stimulate discussion, re-thinking over time, and application across content areas.</p>

Connections

<p>Connections across standards: Standards or frameworks that are connected to targets, such as:</p> <p>CCSS/HCPS standards may provide interdisciplinary connections across content areas: http://standardstoolkit.k12.hi.us/common-core/</p> <p>General Learner Outcomes (GLOs) are the over-arching goals of standards-based learning for all students in all grade levels. Observable behaviors, which are demonstrated in daily classroom activities, are evidence of GLOs: http://doe.k12.hi.us/about/intro_standards.htm</p> <p>CREDE standards offer several principles consistent throughout various cultures and equally emphasized in educational literature as best practices for culturally and linguistically diverse children: http://manoa.hawaii.edu/coe/crede/sample-page/</p> <p>Connections with prior academic learning and skills: What do students know, what can they do, and what are they learning to do? Be specific and use concrete examples.</p> <p>Connection to cultural/personal/community assets: What do you know about your students' everyday experiences, cultural backgrounds and practices, and interests? Be specific and use concrete examples.</p>



Language

Language Function (verb): *The language function is basically the PURPOSE or reason for using language in this lesson. In other words, what communication function (skills) do the students need to communicate their understanding of content? Identify **ONE** language function (verb) essential to guide the learning in your lesson. Sample language functions include: analyze, argue, categorize, compare/contrast, describe, explain, interpret, predict, question, retell, summarize. You may choose one of these or another more appropriate for your learning segment.*

*In addition, address at least **TWO** out of three of the following: vocabulary, syntax and/or discourse.*

Vocabulary, Syntax, and/or Discourse	Strategy for teaching, practicing and/or applying.
<i>Content-specific vocabulary or key phrases related to learning outcomes</i>	<i>How will you support students to understand and successfully use this language?</i>
<i>Syntax is a set of conventions for organizing words (patterns), phrases, grammar, and symbols into structures.</i>	<i>How will you support students to understand and successfully use this convention?</i>
<i>Discourse refers to how people who are members of a discipline talk and write. It is how they create and share knowledge.</i>	<i>How will you support students to understand and successfully use this discourse structure?</i>

III. ASSESSMENT

Assessment

Description of assessment: *Design tasks that will provide students with multiple opportunities to demonstrate what they have learned as a result of your instruction. These assessments will measure how well students understand (not just remember).*

What is being assessed: *Your assessment task(s) must be aligned with your learning targets from Section II, especially the standards you have cited.*

Assessment accommodations: *Consider the individual needs of your students and differentiate or modify as needed. For example: more time, instructions read aloud, fewer problems, peer support, etc.*

Type of feedback that will be given to students: *Feedback should offer clear and specific information on student performance aligned with learning objectives and criteria. Students should be made aware of their strengths and their errors. Percentages, or number of correct problems in insufficient. Provide verbal and or written comments to students with specific details to direct attention.*



Evaluation Criteria of Assessment (Entire Class)			
	Levels of Performance: <i>These categories can be expressed through words (e.g. "Excellent," "Proficient," and "Developing" or symbols that are easily understood by emerging readers, such as smiley faces or scoops of ice cream.) Practice using at least three levels of performance.</i>		
Criterion <i>Succinctly label what you want the students to learn. They are aligned with the objectives (standards and benchmarks) and language function. A single word or phrase defines your criterion.</i>	Performance Descriptor <i>How good is good enough? Describe quality at each descriptor level.</i>	Performance Descriptor <i>The middle (proficient) should be the same criteria as your lesson objective.</i>	Performance Descriptor <i>Generally, descriptors to the left of the middle describe student performance that exceeds proficiency, and descriptors to the right of the middle describe performances that are below proficiency.</i>

SPED ONLY

IEP Objectives	
Student A Use pseudonyms to protect privacy	Choose an objective from the student's IEP that the student can be working on during the lesson. The objective may be aligned with the overall lesson or may be related to behavioral or social skills the student will work on during the lesson.
Student B Use pseudonyms to protect privacy	

IEP Evaluation Criteria			
	Exceeds Expectations	Meets Expectations	Developing Expectations
Student A	This is written above the criteria set by the IEP objective.	This level is set by the IEP objective criteria.	This is anything below the criteria set in the IEP objective.
Student B			

IV. INSTRUCTIONAL METHODS

Preparation
<p><i>Consider the variety of preparations you need to make before the lesson begins to ensure it will run smoothly.</i></p> <ul style="list-style-type: none"> • <i>Materials</i> • <i>Technology/Equipment</i> • <i>The organization of classroom space/furniture</i> • <i>Handouts</i> • <i>Charts/Graphic Organizers</i>

Time	Teacher Will...	Students Will...
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<p>How much time will you need?</p>	<p>Section Header: Purpose</p> <p><i>Provide a short, descriptive label for each “chunk” of instruction. Include detailed steps. Write succinctly, using bullet statements, but include enough information for a substitute to follow.</i></p> <p><i>Repeat rows of the table as many times as you need to include all portions or “chunks” of your lesson.</i></p>	<p><i>Describe specific responses you might expect from students.</i></p> <p><i>Students should be actively involved.</i></p>
<p>How much time will you need?</p>	<p>Section Header: Purpose</p> <p><i>Opening sections of the lesson may include:</i></p> <ul style="list-style-type: none"> • <i>Completing Bellwork: What are the regular classroom routines that help students practice control and start off with focus?</i> • <i>Establishing Purpose: What is the importance or relevance of the lesson? How is it connected to other activities of the classroom/school/community?</i> • <i>Activating Schema: What do students already know? What have they experienced related to the content of the lesson?</i> • <i>Engaging Students: How can you create interest for the students? How will you raise questions and problems, cultivate curiosity and wonder?</i> • <i>Reviewing Material: What are the key terms or concepts students have already learned in prior lessons?</i> <p><i>EXAMPLE: In a Direct Instruction lesson plan, the first step is to gain focus and attention, “Attending Cue,” followed by an introduction of the topic to create engagement, “Anticipatory Set.”</i></p> <p><i>EXAMPLE: In a Discovery Learning lesson plan, the first step is to “engage” students in the learning task, making connections to past and future activities.</i></p>	<p><i>Describe specific responses you might expect from students.</i></p> <p><i>Students should be actively involved.</i></p>
<p>How much time will you need?</p>	<p>Section Header: Purpose</p> <p><i>Middle sections of your lesson may include:</i></p> <ul style="list-style-type: none"> • <i>New Information: How will you impart or help students construct new knowledge and/or skills?</i> • <i>Modeling: How will you demonstrate your expectations and/or support struggling learners?</i> • <i>Experiences: What will you do together to explore the new knowledge and/or skills?</i> • <i>Exploration: What will students experiment or explore to discover or uncover something new?</i> • <i>Questions: How will you ask questions at the appropriate level of content mastery? How can you help students deepen their thinking?</i> • <i>Formative Assessment: Are students “getting” it?</i> • <i>Self-Assessment: How will students evaluate their own work and set goals?</i> • <i>Peer-Assessment: How will students share, peer-assess, or conference with others in class?</i> 	<p><i>Describe specific responses you might expect from students.</i></p> <p><i>Students should be actively involved.</i></p>



	<ul style="list-style-type: none"> • <i>Group-Practice: What will students do on their own to apply, analyze, or synthesize information?</i> • <i>Co-teaching: How will students be grouped to maximize their learning?</i> <p><i>EXAMPLE: In a Direct Instruction lesson plan, the middle of a lesson is usually defined by “Introduction and Modeling of New Knowledge/Skills” and “Guided Practice” to scaffold the learning.</i></p> <p><i>EXAMPLE: In a Discovery Learning lesson plan, the middle of the lesson usually begins with student “exploration” followed by the process of “explanation” in which information is presented to make the process, concept, or skill clear.</i></p>	
How much time will you need?	<p>Section Header: Purpose *</p> <p><i>Final sections of the lesson may include:</i></p> <ul style="list-style-type: none"> • <i>Elaboration: How will students apply concepts they have learned and draw conclusions?</i> • <i>Reflection: How will you draw focus back to the purpose of the lesson? How will you deepen and connect the learning?</i> • <i>Sharing: How will students celebrate and appreciate the accomplishments of their peers?</i> • <i>Summative Assessment: How will students individually and independently demonstrate their learning?</i> <p><i>EXAMPLE: In a Direct Instruction lesson plan, the end of the lesson often includes and opportunity for “Independent Practice” and “Closure.”</i></p> <p><i>EXAMPLE: In a Discovery Learning lesson plan, the end of the lesson often includes “elaboration” in which students apply or extend the new information and “evaluation” of conceptual understanding.</i></p>	<p><i>Describe specific responses you might expect from students.</i></p> <p><i>Students should be actively involved.</i></p>

Differentiation, Modification & Accommodation	
ELL/MLL	<p><i>All classrooms include learner variability. In this section, plan to explicitly address these variations. For example, consider incorporating the principles of Universal Design for Learning to provide options for representation, engagement, and expression. Consider using Instructional Conversations (CREDE), or Co-Teaching strategies to meet the needs of specific groups. You may also choose to differentiate the content, process for delivering content, assessment products, and/or the learning environment.</i></p> <p><i>Address a minimum of TWO types of learners in this section.</i></p>
Struggling	
Accelerated	
504/IEP	
Others (describe)	

V. ADDITIONAL ATTACHMENTS

Attach class handouts, assignments, assessments, slides, or interactive whiteboard image.



Professional Dispositions Evaluation Form

Exceptional Students & Elementary Education: ESEE Program
University of Hawai'i at Mānoa

	First Name	Last Name
Teacher Candidate		
Mentor Teacher		
Field Supervisor (SPED)		
Field Supervisor (GEN)		
	UH Email	School
Teacher Candidate		
Mentor Teacher		

Semester: S2 S3 ST

Person completing this form:

Teacher Candidate Mentor Teacher Field Supervisor

Date this form was filled out:

1. Professional and Ethical Conduct	Not observed	Needs improvement	Meets expectations
Responds to feedback in a solution-oriented manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows concern for children's well-being and safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contributes to a safe physical, social, and emotional environment in the COE and in field experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Believes that all students can learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Treats children and others fairly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



2. Effective Work Habits	Not observed	Needs improvement	Meets expectations
Dresses appropriately for school setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is punctual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is organized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meets program requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meets deadlines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coordinates assignments among mentor teachers, instructors, and field supervisors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Effective Communication	Not observed	Needs improvement	Meets expectations
Communicates clearly, openly, and respectfully with all members of the College of Education and partner school communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asks questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaks and writes in a clear and grammatically correct manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



4. Self-reflection	Not observed	Needs improvement	Meets expectations
Is aware and insightful about his/her own psychological, emotional, and professional characteristics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitors how he/she affects others and adjusts behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Collaboration	Not observed	Needs improvement	Meets expectations
Initiates and maintains balance collaboration by filling the roles of both leader and supporter as needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Dispositions Assessment

<input type="checkbox"/> Does Not Yet Meet Expectations Teacher candidate is not meeting program expectations for professional conduct, and needs a plan of assistance for immediate improvement and additional support.	<input type="checkbox"/> Meets Expectations Teacher candidate is meeting program expectations for professional conduct, and is demonstrating a professional demeanor.
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(Space for additional comments on the following page)



EVALUATION OF TEACHER CANDIDATE

Exceptional Students & Elementary Education: ESEE Program
University of Hawai'i at Mānoa

2015 --- 2016 Academic Year

MID-TERM and FINAL evaluations request that mentor teachers provide written evidence of areas of strength and areas for development for the teacher candidates working in their classrooms.

Teacher candidates are responsible for arranging conferences with their mentor at MID-TERM and toward the END of the field placement to discuss the evaluation.

Teacher candidates are also responsible for self-evaluating, providing the mentor with evidence to support their assessments.

The mentor teacher's FINAL evaluation is an official document. The UHM field supervisor collects the signed forms to file with the program.

The evaluations are organized according to the Teacher Assessment and Support Consortium Model Core Teaching Standards (InTASC), which align with the Association for Childhood Education International (ACEI) Council for Exceptional Children (CEC) standards.

<p>InTASC <i>Interstate Teacher Assessment and Support Consortium Model Core Teaching Standards</i></p>	<p>ACEI <i>Association for Childhood Education International</i></p>	<p>CEC <i>Council for Exceptional Children</i></p>
<p>1. Learner Development 2. Learner Differences 3. Learning Environments</p>	<p>I. Development, Learning, and Motivation</p>	<p>1. Learner Development and Individual Learning Differences 2. Learning Environments</p>
<p>4. Content Knowledge 5. Application of Content</p>	<p>II. Curriculum</p>	<p>3. Curricular Content Knowledge</p>
<p>6. Assessment</p>	<p>IV. Assessment</p>	<p>4. Assessment</p>
<p>7. Planning for Instruction 8. Instructional Strategies</p>	<p>III. Instruction</p>	<p>5. Instructional Planning and Strategies</p>
<p>9. Professional Learning and Ethical Practice 10. Leadership and Collaboration</p>	<p>V. Professionalism</p>	<p>6. Professional Learning and Practice 7. Collaboration</p>



MID-SEMESTER
Field Experience Evaluation Form
Exceptional Students & Elementary Education: ESEE Program
University of Hawai'i at Mānoa

First Name		Last Name
Teacher Candidate		
Mentor Teacher		
UH Email		School
Teacher Candidate		
Mentor Teacher		

Person completing this form Teacher Candidate Mentor Teacher Semester: 2 3

Strengths
1.
2.
3.

Areas for Development
1.
2.
3.



Teacher Candidate: _____
Mentor Teacher: _____

Date: _____
Date: _____



**END-SEMESTER
Field Experience Evaluation Form**

Merged Program in Special Education and Elementary Education K-6 - University of Hawai'i at Mānoa

First Name		Last Name
Teacher Candidate		
Mentor Teacher		
UH Email		School
Teacher Candidate		
Mentor Teacher		

Person completing this form: Teacher Candidate Mentor Teacher

Semester:

2

I. The Learner and Learning

Please provide evidence of strengths and areas for development with respect to:

- InTASC 1. Learner Development
- InTASC 2. Learning Differences
- InTASC 3: Learning Environments

Strengths

Areas for Development



II. Content Knowledge

Please provide evidence of strengths and areas for development with respect to:

InTASC 4. Content Knowledge

InTASC 5. Application of Content

Strengths

--

Areas for Development

--

III. Instructional Practice

Please provide evidence of strengths and areas for development with respect to:

InTASC 6. Assessment

InTASC 7. Planning for Instruction

InTASC 8. Instructional Strategies

Strengths

--

Areas for Development

--



IV. Professional Responsibility

Please provide evidence of strengths and areas for development with respect to:

InTASC 9. Professional Learning and Ethical Practice

InTASC 10. Leadership and Collaboration

Strengths

Areas for Development

Signatures indicate review of this evaluation.

Teacher Candidate _____

Date _____

Mentor Teacher _____

Date _____

UHM Field Supervisor (GEN) _____

Date _____



UHM Field
Supervisor (SPED)

Date

This evaluation should be signed by the Teacher Candidate, the Mentor Teacher, and both the UHM field supervisors. The Teacher Candidate and Mentor Teacher should each receive copies, and the UHM field supervisor should collect the originals. Thank you for your assistance.