

2022-23

Master of Arts in Teaching

*Handbook for
Mentor Teachers*

Competence

Character

Service

Leadership



SEATTLE PACIFIC
UNIVERSITY

*School of Education
3307 Third Ave. W.
Seattle, WA 98119*

Director of Field Placements:

Emily Huff, M.A.
huffe@spu.edu
206.281.2375

Program Chair:

Jill Heiney-Smith, Ed.D.
heineysmithj@spu.edu
206.281.2372

Welcome!

On behalf of the faculty and staff of the Teacher Education program at Seattle Pacific University, I would like to thank you for your willingness to work with a Master of Arts in Teaching (MAT) teaching candidate for the 2022-23 school year. It is commendable that you have chosen to share your teaching experience, interpersonal skills, and expertise with a new generation of teachers. Ultimately, our desire is that a spirit of collegiality would develop out of this relationship.

This *Handbook for Mentor Teachers* is meant to introduce you to features of the MAT program and important internship policies. It is designed to serve as a guide for you in your vital role as the mentor teacher during the internship.

Please give special attention to the section titled *Mentor Teacher – Roles and Responsibilities*. This section highlights specific responsibilities and expectations for classroom success. It includes a “checklist” that may be helpful as you prepare for your intern. Also, please note additional mentor development materials, along with a copy of this handbook, are located at <https://wiki.spu.edu/display/SMTR/SOE+Mentor+Teacher+Resources>.

A field supervisor from our program will contact you during the first few weeks of September. All field supervisors have been trained in supporting mentor teachers and will be sure to check in with you across the academic year in case there are any issues that need to be addressed. This individual will arrange an appointment to talk with you and answer any questions you have as well.

Mentoring an SPU candidate qualifies you for clock hours and a “thank you” honorarium. Teachers who mentor an MAT candidate through full internship will qualify for 30 clock hours. MAT mentors are eligible for an honorarium amount of up to \$250; this amount will be adjusted for abbreviated internships or internships in which the candidate works with more than one mentor teacher. Registration instructions for clock hours and stipends will be emailed to you by the placement team.

If you have any questions about internship or other aspects of the program, please do not hesitate to contact either me (heineysmithj@spu.edu, 206.281.2372) or the Director of Field Placements, Emily Huff (huffe@spu.edu, 206.281.2375).

Once again, thank you for your participation in the Master of Arts in Teaching program, and I wish you the very best this school year.

Sincerely,



Jill Heiney-Smith, Ed.D.
Graduate Teacher Education Program Chair
Seattle Pacific University
heineysmithj@spu.edu | 206.281.2372



Emily Huff, M.A.
Director of Field Placements
Seattle Pacific University
huffe@spu.edu | 206.281.2375

Table of Contents

Internship Timeline.....	4
Degree and Certification Program Overview	5
MAT Internship.....	5
Mentor Teacher – Roles and Responsibilities	6
Teacher Candidate Evaluation	12
Internship Policies	14
Program Standards	17
Co-Teaching – An Internship Teaching Model	19
Lesson Planning Guide.....	23

Internship Activity Timeline for the MAT Program 2022-23

May be modified according to the needs and demands of your classroom.

December/January

- Prepare for internship

February

- Internship formally begins 2/6
- Read the Blueprint List of Internship Activities and Internship Activity Timeline
- Work with mentor to set up classroom, plan curricula for the year, attend school and district in-service, etc.
- Intern observes instruction and classroom management
- First reflection due to supervisor by 2/15
- Intern works one-on-one with a student or with small groups of students to supplement instruction
- February Release Day 2/24

Early March

- Begin teaching (non-content rich) lessons to practice classroom management and communication strategies
- Intern visits other classrooms to observe various teaching environments
- Begin to experiment the various co-teaching strategies
- Over the next several weeks, assume more responsibility as appropriate

Mid-March

- Evidence of growth and readiness to teach is documented by mentor and university supervisor

Late-March

- March Release Day 3/31
- Mid-Point of internship conference at the end of March to discuss progress in DA & IPC (formative assessments)
- Second reflection due to supervisor by 3/31

Early April

- Take primary responsibility for planning and instruction in two subject areas (elementary), or 2-3 periods (secondary)
- Evidence of growth and readiness to teach is documented by mentor and university supervisor.

Mid-late April

- By mid-April, intern assumes full-time responsibility for planning, instruction and assessment (total of 4-6 weeks)
- Mentor co-teaches according to the strategies agreed upon
- Education Job & Community Engagement Fair 4/18 - *Upper Gwinn*
- April Release Day - 4/28

May

- The final day of internship is reached once a candidate has accumulated at least 70 days, or 14 weeks, of full-time student teaching
- Third reflection due to supervisor by 5/15
- Portfolio Presentations – timing arranged by groups
- May Release Day- 5/26
- Year-end internship conference at the end of May for summative assessments of DA & IPC

*Note: In general, the release days are set aside to focus on coursework, program responsibilities, and personal health. If the suggested monthly Friday date does not work for your internship, you may schedule another date with your mentor that suits your situation better. SPU cannot require school districts to provide these release days to students who are working in districts during their internships.

Supervisor Visits:

Winter Quarter: 2-3 visits

Spring Quarter: 4-5 visits

*At least one supervisor observation will be remote through GoReact - TBD to choose timing with supervisor

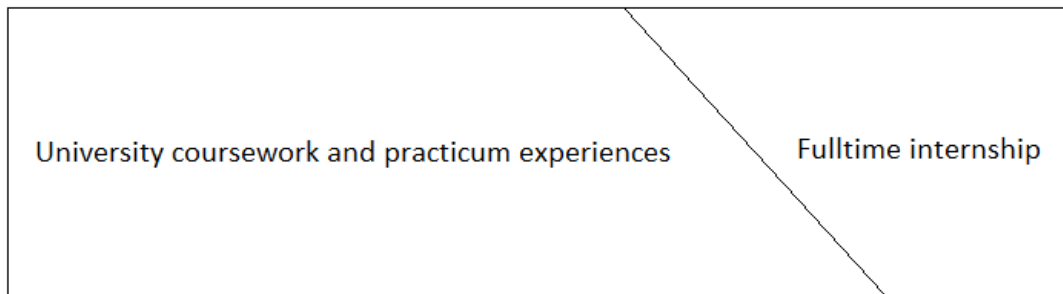


Degree and Certification Program Overview

The Master of Arts in Teaching (MAT) program at Seattle Pacific University integrates a residency teacher certification program with a graduate degree. The MAT program is designed to prepare students who already have a bachelor's degree to teach. Students intern for 14 weeks, while simultaneously completing integrated coursework.

Practicum Experiences

Students have more university classes at the beginning of the program, and fewer at the end. The figure below describes this trend of decreasing coursework, followed with increasing internship responsibilities.



Two-Year Program

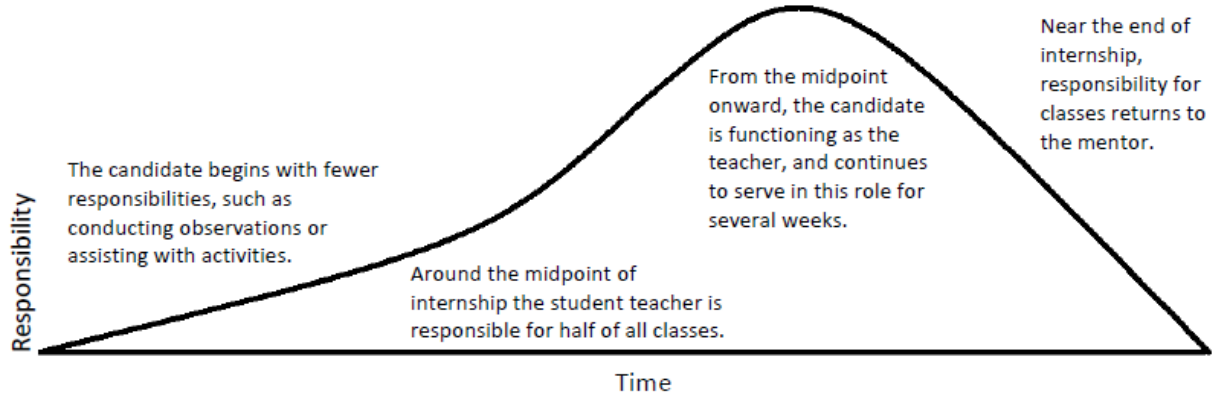
Coursework involves field-based, online, and on-campus classes. Classes held on-campus meet one or two nights per week, usually between 4:30 p.m. to 7:30 p.m. In online classes, students engage in virtual learning environments and benefit from asynchronous discussion formats. Field-based classes allow interns to apply skills and concepts they are learning at their school sites.

Your intern has already participated in two practicum experiences, along with completion of numerous courses. This initial work provides a foundation of success during full-time internship.

MAT Internship

In general, and to the extent that it is possible, MAT internship follows a co-teaching model, in which the mentor teacher and teacher candidate work together to share responsibilities for the classroom. These responsibilities include collaborative lesson planning, instruction, and assessment. A more detailed description of co-teaching follows in a separate section of this handbook.

In addition, candidates are integrated into class activities over time, eventually assuming responsibility for classes after the midpoint of the mentorship, continuing in this role for several weeks. Near the end of internship, the candidate returns responsibility for classes to the mentor. The co-teaching model provides some methods for increasing and decreasing the candidate's level of responsibility over time.



Mentor Teacher – Roles and Responsibilities

Mentor teachers are identified collaboratively with partner schools as instructional leaders. Part of the induction process for mentor teachers includes providing them with a comprehensive set of internship expectations, and development on how to work with adult learners. Likewise, mentor teachers should be fully certificated school personnel with a minimum of three years of professional experience in the role they are supervising. A summary of requirements for mentor teachers according to Washington Administrative Code (WAC) 181-78A-264(3)(e) include:

- Possess a valid Washington teacher certificate
- Have a record of a minimum of three years of successful full-time teaching experience
- Possess teaching skills that qualify the teacher to be a suitable model for an intern
- Possess classroom management skills that qualify the teacher to be a suitable model
- Possess interpersonal and communication skills evidenced by positive working relationships with others in the school
- Have the desire to work with a beginning teacher
- Be willing to invest time and effort for positive growth and development of another teacher
- Understand that teaching competence develops over a period of time as the beginner gains experience and confidence
- Be willing to give the teacher candidate gradually increasing teaching and management responsibilities
- Be willing to share with the teacher candidate both responsibility and recognition for accomplishment

For the candidate's success to be optimum, the mentor teacher needs to balance support for the candidate with interdependence and also independence. The amount of support, while abundant at first, should be gradually decreased as the candidate gains experience and confidence. The mentor teacher serves as a model for the candidate. In this capacity, the mentor teacher becomes the candidate's closest advisor. Certain preparations can be made by the mentor teacher to establish an atmosphere in which the candidate can learn and grow professionally.

Preparing the Class. A discussion with the students is necessary to help them understand a student teacher's role in the classroom. It is important that the students understand that this person is a teacher in a certification program at a local university who will be working with the class for the year and who is to be given as much respect as any other teacher. It is helpful to emphasize the team teaching that will be possible with another teacher in the classroom. The additional teacher can provide more help for individuals in the class and enriched educational opportunities.

Teaching and Working Together. Both the mentor teacher and the candidate must have a clear understanding of the candidate's role and responsibilities, and of the co-teaching process. Attention should be given to building procedures, schedule, and classroom routines in an early orientation. A folder of these items, as well as a school policy handbook, will facilitate the candidate's initial understanding of this information.

A Place for the Candidate. The mentor teacher should provide a place in the classroom for the student teacher to keep books, supplies, and other teaching materials. If possible, another teacher's desk should be provided as this not only helps classroom organization, but also communicates to the students that another teacher will be working with them.

Considering the Parents. The parents should be informed that a candidate will be participating in the school's instructional program. A newsletter, email, or some other method of communication accomplishes this, and it can mention the following advantages of having a student teacher, such as:

- Add another trained adult to work with students
- Provide one-to-one assistance for students on occasion
- Contribute to ideas about curriculum and instruction
- Assist with daily activities

It is important that the parents understand that the candidate works under close supervision of the mentor teacher and a qualified field supervisor. The mentor teacher may want to ask the candidate to write a paragraph or so of introduction for inclusion in an initial communication to parents.

Suggested Checklist for the Mentor Teachers

Because of differences in schools, teachers, and students, each internship setting provides a unique set of experiences. To ensure the best possible experience for the candidate and to reduce misunderstandings and problems, the following suggestions and preparations may be helpful to the mentor teacher in working with the candidate.

In preparation for the school year, the mentor teacher should:

- Accept the candidate as a beginning teacher, who will share the challenges of teaching as well as some of the rewards.
- Read the *Mentor Teacher Handbook* and other material provided by the program.
- Talk with the candidate about expectations and responsibilities according to program documents.

During the first week of the internship the mentor teacher should:

- Explain the school mission, philosophy, objectives, and other special features.
- Find out about the candidate's interests and strengths so that the mentor teacher can draw upon them and help build the candidate's positive image.
- Provide a secure place in the classroom for the candidate to keep books, supplies, other teaching materials, and personal belongings. Providing another teacher desk or workspace is the best way to do this.
- Gather a set of textbooks that the candidate will be using, including teacher manuals when these are available.
- Provide information about teaching schedule, subjects, curricula and discuss potential classes or subjects where the candidate may begin sharing responsibility.
- Spend some time discussing building procedures and classroom routines. A folder of these items as well as a school policy handbook will facilitate the candidate's initial understanding of policies and procedures. This folder could include:
 - Arrival and departure times for teachers and students
 - Acceptable student behavior expectations for outside of the classroom
 - Bus regulations and duties
 - Hall duty, lunchroom duty, etc.
 - Office routine, copying procedures, mailboxes, etc.
 - Routine duties within the classroom
 - Standard rules governing student behavior and behavior management
 - Attendance procedures
 - Use and care of the whiteboards/chalkboards and audiovisual equipment
 - Straightening furniture and placing chairs in proper place at dismissal time
 - Preparing the room for the next day

- Explain any staff-specific policies: when and where faculty meetings are held; the policy for coffee and providing treats in the teachers' room; the policy for using the school telephone for personal or school business.
- Give a guided tour of the school including the lunchroom, restroom, teachers' room and other available facilities.
- Show the teaching candidate where technology and audio-visual equipment is found. Inform the candidate how items can be obtained and any regulations for use.
- Introduce the candidate to teachers in neighboring rooms.
- Introduce the Special Education teaching staff, if applicable.
- Allow the candidate to read student information needed for differentiation such as IEPs and 504s.
- Introduce special consultants and other school personnel: secretary and other office staff, custodians, school nurse, PE teacher, music teacher and others.
- Introduce the candidate to the librarian and ask the librarian to give the candidate an orientation.
- Give the candidate a seating chart.
- Arrange a specific time for a more formal, weekly conference with the candidate.

When the candidate initially meets the students, the mentor teacher should:

- Introduce the candidate in a way that will enhance the candidate's status. For example: "This is Miss Smith who will be our second teacher (or co-teacher) this term. She has had experiences that will be of special help in our work. We're glad she is going to be with us."
- Encourage the candidate to look for certain characteristics in students: responsiveness, reticence, attentiveness, etc.
- Encourage the candidate to associate names with faces as quickly as possible (nametags may be helpful, or a detailed seating chart).
- Invite the candidate to participate actively, assisting individuals and working with the teacher.

To help make the teaching experiences more successful, the mentor teacher is expected to:

- Set high standards and expect the candidate to meet them.
- Preview the candidate's lesson plans and expect that the candidate be able to present plans for inspection at least one day before teaching.
- Determine if the candidate's record keeping procedures for assessments and grades are adequate and organized. Make suggestions that will improve the candidate's planning and record keeping.
- Evaluate the candidate's teaching performance for strengths and weaknesses and assist the candidate in self-evaluation.
- Let the candidate assume additional responsibilities gradually.
- Realize that beginners make mistakes and help the candidate accept responsibility for mistakes that are made as a beginning teacher.

- Refrain from criticizing the candidate in front of the students, and if possible, refrain from interrupting the candidate's lesson.
- Give suggestions for improvement in private conferences.
- Expect the candidate to attend all professional meetings that are required of the teacher.
- Provide guidance so that the candidate develops good personal relationships with administrators, coworkers, parents and students.
- Build the candidate's self-confidence through sincere and specific reinforcement.

Throughout the internship the mentor teacher is expected to:

- Give the candidate a sense of responsibility (ownership) for the classroom, possibly by assigning on-going routine tasks, or by asking for suggestions on certain aspects of the physical environment.
- Give the candidate the opportunity to practice using classroom technology and web-applications such as Smart-Boards and Skyward.
- Allow the candidate to evaluate sets of papers and keep appropriate records.
- Provide frequent and regular informal feedback on the candidate's progress with specific information on strengths and needs.
- Participate with the field supervisor and the candidate in a mid-term and final evaluation conference.
- Be willing to write a letter of recommendation using school or district letterhead for the candidate. Candidates understand that positive letters of recommendation are earned by being responsive to feedback, demonstrating growth, and consistently showing competence according to professional standards. Mentor teachers may choose to provide letters of reference, showing contact information and duration of work with the candidate, rather than a letter of recommendation.

Letter of Recommendation and Reference

An important goal for student teachers is to secure a positive letter of recommendation and reference from their mentor teachers. Candidates may request this letter and provide the mentor with a list of strengths and accomplishments that may be included in the letter to facilitate writing. Mentor teachers are encouraged to write a letter that summarizes the candidate's performance across the school year. Candidates understand that they are responsible for earning a positive recommendation and reference from their mentor teachers.

The SPU Center for Career and Calling (www.spu.edu/depts/cdc) suggests a number of qualities of strong recommendation letters, including the following:

1. The letter is one page and typed in dark ink on school district letterhead.
2. The most helpful letters identify skills which characterize the candidate's performance, evaluate the relative strength of those skills, and offer clear examples.
3. A typical letter begins with a factual description of the teaching context, including the:
 - Name of candidate and inclusive dates of the internship
 - School/district and grade level(s) and subjects taught
 - Classroom demographics: socio-economic, cultural, and learning styles
4. In the body of the letter, comments could be made about:
 - Personal or professional qualities of the candidate that contributed to teaching success.
 - Professional relationships such as:
 - Work with parents, teachers, and other professionals
 - Contributions to team or subject area meetings
 - Extracurricular involvement or other "extra effort" activities
 - Subjects taught and lessons planned (note specific units taught, especially original approaches, and creativity and resourcefulness in integrating subjects, supplementary materials, visual, etc.)
 - Provisions made for exceptional students
 - Lesson presentation
 - Specific teaching strengths
 - Learning activities and motivating strategies
 - Questioning and responding techniques
 - Behavior management strategies
 - Ability to work with students; individual and group rapport
 - Learning climate
 - Transitions and routines
5. The final paragraph might include:
 - A summary of the candidate's major strengths
 - An appraisal of his/her professional potential
 - A recommendation for appropriate teaching level, setting, and student population

Teacher Candidate Evaluation

Evaluation is ongoing across the entire program and it occurs informally and formally. By fulfilling their evaluation responsibilities, the candidate, mentor teacher, and field supervisor develop the feedback systems to promote growth, intervene when challenges arise, and support candidates toward becoming effective educators.

Informal Assessments

Informal Conferences. Regular, informal conferences are formative opportunities that provide the candidate with information on strengths and areas needing improvement in teaching generally, or specific areas such as classroom management and productive interpersonal skills. The intent of an informal conference is to provide feedback and support. Informal conferences also serve as a time to reinforce strengths exhibited by the candidate or to discuss areas of improvement.

Informal conferences take place between the mentor teacher and candidate. These conferences provide an opportunity to answer questions, solve problems, and share constructive criticism. Regular conferences are also held between the field supervisor and the candidate. The field supervisor observes, takes notes, and often discusses the observations with the candidate. At times when the conference is not held, observation notes are made available for mentor and candidate inspection.

It is expected that the candidate will take an active role in the informal conferences by providing insightful self-evaluative information and by asking questions. The field supervisor regularly observes and provides feedback in the form of narrative comments and conferences. The mentor teacher is also encouraged to provide written as well as oral feedback on lessons as part of informal conferencing.

Frequent Reflective Writing. The candidate is expected to reflect on growth and progress through reflective writing. All student teacher candidates maintain an electronic portfolio for this purpose.

At several points during student teaching, candidates write and submit portfolio reflections to their field supervisors and coursework instructors. Candidates organize their writing around the following prompts.

1. Citation of the program standard (either criteria, element, or example) along with an interpretation of what the standard means.
2. Presentation of evidence with description. The description includes context and related research or theory associated with the creation of the evidence.
3. Justification of how the evidence demonstrates competence, or emerging competence, on the program standard.
4. Summary of what was learned as a result of creating the evidence or having the experience.
5. Comment on the implications for student learning.

6. Propose specific changes or next steps to increase effectiveness in the area under examination.

Formal Assessments

Formal Conferences. Formal conferences are held two times during the internship period, one at the midpoint of internship and one at the endpoint of internship. The field supervisor, mentor teacher, candidate, or school principal may request additional conferences. The field supervisor, mentor teacher, and the candidate will mutually schedule conference dates. Building administrators are also welcome to participate.

The mid-term conference is for identifying strengths and weaknesses, resources for improving, and goal setting. The final conference is for analyzing growth between the midpoint and endpoint of internship, identifying future steps for improvement, and for summarizing the candidate's performance overall. The final conference is accomplished in a three-way meeting between mentor, field supervisor, and candidate. The conference is facilitated by the field supervisor. All participants may reference the following assessments for guiding discussions and analyzing performance.

Internship Evaluation. The Internship Performance Criteria form is for improving student teaching during internship. The eight criteria and rubrics are aligned with Washington Teacher Evaluation expectations for practicing teachers. Candidates self-assess their performance on rubrics across the program and field experiences. Field Supervisors use the tool for providing feedback (formative) and evaluating performance (summative) at the conclusion of supervised clinical practice. Evidence justifying marks on rubrics may be identified through observation, reflection, and discussion. Internship Evaluation Criteria follow

1. Expectations: The teacher communicates high expectations for student learning.
2. Instruction: The teacher uses research-based instructional practices to meet the needs of all students.
3. Differentiation: The teacher acquires and uses specific knowledge about students' cultural, individual intellectual and social development and uses that knowledge to adjust their practice by employing strategies that advance student learning.
4. Content Knowledge: The teacher uses content area knowledge, learning standards, appropriate pedagogy and resources to design and deliver curricula and instruction to impact student learning.
5. Learning Environment: The teacher fosters and manages a safe and inclusive learning environment that takes into account: physical, emotional and intellectual well-being.
6. Assessment: The teacher uses multiple data elements (both formative and summative) to plan, inform and adjust instruction and evaluate student learning.
7. Families and Community: The teacher communicates and collaborates with students, families and all educational stakeholders in an ethical and professional manner to promote student learning.

8. Professional Practice: The teacher participates collaboratively in the educational community to improve instruction, advance the knowledge and practice of teaching as a profession, and ultimately impact student learning.

Disposition Assessment. The Disposition Assessment is used across the program for self-assessment, field supervisor, instructor, or mentor teacher referral, along with evaluation of student teaching performance. The dispositions that follow are organized according to the School of Education's Four Commitments, and they are aligned with residency certification program standards. Each disposition is defined with synonyms shown in parentheses.

University Field Supervisors and mentor teachers use the disposition assessment to evaluate candidates in a collaborative manner at program midpoint and endpoint.

Service

Perceptive (insightful, aware, conscientious)
Collegial (friendly, welcoming, cooperative)

Competence

Organized (systematic, logical, commonsense)
Reflective (contemplative, thoughtful, coherent)
Attentive (observant, with-it, alert)

Leadership

Productive (industrious, self-motivated)
Professional (modest clothing, punctual)
Flexible (malleable, adaptable)

Character

Compassionate (helpful, empathetic, supportive)
Respectful (honest, polite, courteous)
Poised (self-assured, determined)

Internship Policies

Supervision. The School of Education teacher education internship program at Seattle Pacific University is designed to be consistent with state law and School of Education policies. It is important that all parties be aware of implications for WAC 181-44-010. This law is specific in requiring that a properly certified teacher be responsible for the classroom at all times.

In practice, this means the mentor teacher is present in the room to supervise the work of the candidate early in the experience, and that throughout the experience a certified teacher present in the building retains legal responsibility for the students and the classroom. Although the mentor teacher maintains legal responsibility, a mark of a successful internship is that the candidate has assumed as much of the regular teacher's professional load as circumstances and the candidate's availability will allow.

Intern Substitute Certificate. The intern substitute teacher certificate is issued under special circumstances for a limited period of service to a teacher candidate who is undergoing student teaching, but does not yet meet requirements for a regular teacher certificate. A school district or educational service district must initiate the request for the intern substitute certificate.

Intern substitute certificates are only valid for service as a substitute teacher in the classroom(s) to which the candidate is assigned as a student teacher. Although a school district initiates the request, the School of Education approves candidates after completion of the Intern Substitute Certification Petition. Petitions from candidates are considered after the midpoint of clinical field experience. A complete petition requires the recommendation of the 1) field supervisor, 2) mentor teacher, and 3) building

administrator. Field supervisors distribute petitions to candidates. Candidates return completed petitions to the Certification Office for final processing.

Absence from Internship and Release Days. Internship is full-time for 14 weeks of student contact time (spring or mid-winter breaks do not contribute to the 14 weeks total). MAT candidates may request 2 days of absence for personal activities and an additional 1.5 days for professional training and job placement activities. Candidates requesting absence from internship due to illness in excess of 5 days are expected to discuss implications with their mentor teacher, field supervisor, and program chair. Additional release days once a month, as noted in the Internship Activity Timelines, will be set aside from internship for students to focus on coursework and other tasks, such as other classroom observations. If those particular dates do not work for your circumstance, your intern may schedule with you other suitable dates. Employees may not be able to take this time away from work; this policy applies to SPU internship, not employment. However, employees are highly encouraged to arrange release days and find substitutes if their administration is agreeable.

Teacher Strikes. Teacher strikes sometimes occur during contract negotiations if the teacher's union and a school district's administration are not able to come to an agreement. SPU policy requires that teacher candidates will not report to their school site until the strike has ended, even if asked by school or district administration. Teacher candidates may seek SPU support to navigate communication. If a teacher candidate feels that participation in the strike is an ethical imperative, they should reach out to the appropriate SOE faculty members to discuss the implications.

During a strike, teacher candidates are responsible for informing their mentor teacher and principal that they will not be reporting to their internship while the strike is in effect. They are also responsible for communicating with their field supervisor about the strike.

If, as a result of the strike, a teacher candidate is not able to meet program requirements, the School of Education will evaluate if any accommodations can be made.

Teacher Candidate – Roles and Responsibilities

The teacher candidate is a learner who serves a role as a support teacher by observing, assisting, and gradually assuming full teaching responsibilities. Although the candidate is a learner, it is important from the beginning for the candidate to convey a teacher image to school personnel and the students. Professional behavior and competent performance of responsibilities help convey a teacher image.

Professional Responsibilities

1. Realize that the candidate is under the direction of both the mentor teacher and the field supervisor and is required to accomplish the tasks that are assigned by them.
2. Contribute to the class by sharing ideas and actively supporting the mentor teacher and others in the classroom and school setting.
3. Convey an interested and enthusiastic attitude regarding classroom or school activities.
4. Be as dependable and industrious as a regularly employed competent teacher. This is accomplished by:
 - Completing tasks thoroughly and on time

- Conveying a positive attitude of responsibility toward faculty meetings, parent-teacher meetings, school programs, etc.
 - Being punctual to school, meetings, and appointments. This includes arriving at least 30 minutes before class begins and staying at least 30 minutes after class ends.
 - Dressing and acting professionally
5. Cooperate in arranging a conference time that is convenient for the mentor teacher in order to talk about teaching methods and the students' progress.
 6. Demonstrate interest by asking questions, seeking clarification, and offering suggestions.
 7. Demonstrate a willingness to change by accepting and using suggestions made by the mentor teacher and the field supervisor.
 8. Attend individual or small group sessions as called by the field supervisor.
 9. Communicate regularly and openly with the field supervisor regarding the assigned teaching schedule, progress being made, and problems as they may occur.
 10. Demonstrate a willingness to implement improvements suggested by the mentor teacher and/or field supervisor.

Communication Responsibilities

1. Notify the mentor teacher and field supervisor of absence due to illness or emergency. Both the field supervisor and the mentor teacher should be notified by 7:00 a.m. or by such a time as they request.
2. Arrange for a conference time with the mentor teacher and field supervisor to discuss each formal observation within 24 hours of that observation.
3. Inform the field supervisor of weekly teaching responsibilities, when requested.
4. Complete all other communication requirements as requested by the mentor teacher, the field supervisor, and/or the university program chair.

Teaching and Planning

1. Perform routine tasks planned by the mentor teacher that will enable the teacher candidate to become acquainted with the students and accustomed to working with them.
2. Articulate a classroom management plan during the first days of the internship. This should include relevant seating charts.
3. Carefully align unit plans, lesson plans and assessments with State and/or district competencies (e.g. EALRs, GLEs, CCSS, NGSS).
4. Keep a record of students' performance in each class for which responsibility has been assigned. The accepted format for this should be worked out with the cooperating teacher.
5. Deploy formative and summative assessment techniques.

Program Standards

Expected outcomes for student teachers are expressed as program standards derived from RCW 28A.405.100, which are aligned with State-designated teacher preparation approval standards shown in WAC 181-78A-270. Program standards include criteria (e.g. 1.), elements (e.g. 1.1), and examples. Any level of the program standard is appropriate for reflection, feedback, or evaluation.

1. *Expectations* - The teacher communicates high expectations for student learning.

1.1 Demonstrating Knowledge of Content and Pedagogy

E.g. Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for groups of students.

1.2 Communicating with Students

Teacher's explanation of content is appropriate and connects with students' knowledge and experience.

1.3 Engaging Students in Learning

The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.

2. *Instruction* - The teacher uses research-based instructional practices to meet the needs of all students.

2.1 Using Questioning and Discussion Techniques

Most of the teacher's questions are of high quality. Adequate time is provided for students to respond.

2.2 Engaging Students in Learning

Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.

2.3 Reflecting on Teaching

Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.

3. *Differentiation* - The teacher acquires and uses specific knowledge about students' cultural, individual intellectual and social development and uses that knowledge to adjust their practice by employing strategies that advance student learning.

3.1 Demonstrating Knowledge of Students

Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of – students.

3.2 Demonstrating Flexibility and Responsiveness in Lesson Adjustments

Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.

3.3 Demonstrating Flexibility and Responsiveness in Persisting to Support Students

Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.

4. *Content Knowledge* - The teacher uses content area knowledge, learning standards, appropriate pedagogy and resources to design and deliver curricula and instruction to impact student learning.

4.1 Demonstrating Knowledge of Content and Pedagogy

Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.

4.2 Setting Instructional Outcomes

All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.

4.3 Designing Coherent Instruction in the area of Learning Activities

All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students.

4.4 Designing Coherent Instruction in the area of Lesson and Unit Structure

The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.

5. *Learning Environment* - The teacher fosters and manages a safe and inclusive learning environment that takes into account: physical, emotional and intellectual well-being.

5.1 Creating an Environment of Respect and Rapport

Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.

5.2 Managing Classroom Procedures through Transitions

Transitions occur smoothly, with little loss of instructional time.

5.3 Managing Classroom Procedures through Performance of Non-Instructional Duties

Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.

5.4 Managing Student Behavior by Establishing Expectations

Standards of conduct are clear to all students.

5.5 Managing Student Behavior by Monitoring

Teacher is alert to student behavior at all times.

6. *Assessment* - The teacher uses multiple data elements (both formative and summative) to plan, inform and adjust instruction and evaluate student learning.

6.1 Designing Student Assessments around Criteria and Standards

Assessment criteria and standards are clear.

6.2 Designing Student Assessments with an Emphasis on Formative Assessment

Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used.

6.3 Designing Student Assessments to Inform Planning

Teacher plans to use assessment results to plan for future instruction for groups of students.

6.4 Using Assessment to Provide Feedback to Students

Teacher's feedback to students is timely and of consistently high quality.

7. *Families and Community* - The teacher communicates and collaborates with students, families and all educational stakeholders in an ethical and professional manner to promote student learning.

7.1 Communicating with Families

Teacher communicates with families about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns.

8. *Professional Practice* - The teacher participates collaboratively in the educational community to improve instruction, advance the knowledge and practice of teaching as a profession, and ultimately impact student learning.

8.1 Participating in a Professional Community

Relationships with colleagues are characterized by mutual support and cooperation.

8.2 Growing and Developing Professionally

Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration.

Co-Teaching – An Internship Teaching Model

Introduction

The student-teaching experience has long been the highlight of the teacher preparation program. It is the time of apprenticeship and being mentored by strong, experienced classroom teachers for preparation of the teacher candidate to have their own classroom. Past practices during the student-teaching experience have focused on the teacher candidate spending their initial weeks in silent observation and gradually assuming the role of teaching until they solo for the last weeks of their experience. While the length and expectations of student-teaching vary widely across programs, the traditional model has not changed significantly since the 1920's (Guyton, 1990).

As there is a continued move toward accountability in education, it is critical that programs prepare tomorrow's teachers with the best training for their increasingly diverse classrooms. Highly effective teachers in today's classroom find it advantageous to collaborate with other classroom teachers, paraprofessionals, parent volunteers, special educators and community members to meet the academic needs of their students (Brownell, 2002).

What is Co-Teaching?

Co-Teaching is a teaching and learning situation where two teachers (a cooperating teacher and a teacher candidate) work together in a classroom with the same group of students; both sharing the planning, organization, delivery and assessment of instruction, as well as the physical space (Bacharach, Heck, & Dahlberg, 2006).

The model of co-teaching incorporating strategies defined by Cook and Friend (1995) was developed in response to parental complaints that their children were being taught too often and too long by

inexperienced teacher candidates and not enough by experienced teachers. Teachers complained that they had to give up their classrooms to teacher candidates too much and too often. After incorporating co-teaching in classrooms in Kansas State, state teaching effectiveness reports concluded that parents began to request that their children be placed in classes that used the co-teaching model rather than the traditional model and more mentor teachers began to request teacher candidates every quarter.

Co-Teaching in Practice

In many traditional student teaching models the cooperating teacher and teacher candidate have little opportunity to build a relationship before beginning their work together. Teacher-candidates usually observe (often in the back of the room) for a period of time, eventually taking over a variety of tasks or portions of lessons. They often create lessons in isolation and expect feedback immediately before and after they are taught. At some point in the student teaching experience the mentor teacher leaves the classroom and the teacher candidate is left to take full charge.

In contrast to the traditional model, mentor teachers and teacher candidates in a co-teaching model are brought together to get to know each other and to begin a professional teaching relationship. They both receive instruction in co-teaching, collaboration and communication. “Expecting a preservice teacher to learn about collaboration simply by being together in schools is not enough; proximity is a necessary but insufficient condition for collaboration” (Brownell, 2002).

With co-teaching, the teacher candidates typically become involved in the classroom immediately. Lessons are planned and taught by both teachers, resulting in the teaching-candidate being seen by students as a “real teacher” from the beginning of the experience. The co-planning process is designed for the teacher candidate to hear and discuss the thoughts and strategies that are used in lesson planning by their mentor teacher. As the experience continues, a shift in the roles happens slowly, with the teacher candidate taking more responsibility for the planning and teaching lessons. There is still time to “solo” and be in the classroom alone, fully in charge.

The most effective use of co-teaching comes when the teacher candidate and mentor teacher determine which lessons lend themselves to this style of teaching and plan accordingly. The co-teaching strategies do not need to be used on every lesson. Below are listed the strategies that can be used by both the mentor teacher and the teacher candidate in planning lessons.

Co-Teaching Strategies

1. *One Teach, One Observe* – The key is to focus the observation where the teacher doing the observation is observing specific behaviors. It is important to remember that either the mentor teacher or the teacher candidate could take either role.
2. *One Teach, One Assist* – This is 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.
3. *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.
4. *Parallel Teaching* – Each teacher instructs half the students. The two teachers are addressing the same instructional material, using the same teaching strategies.

5. *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 re-taught, extended or remediated.

6. *Alternative (differentiated) Teaching* – Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students; the avenue for getting there is different.

7. *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.

8. *Independent Teaching (Soloing)* – The teacher candidate plans and teaches the whole experience for the students. The mentor teacher may leave the room temporarily. There is no prescribed time for this.

Suggested Teaching Schedule

During the first few weeks of the teaching internship, the teacher candidate will usually use the “one teach, one observe” and “one teach, one assist” co-teaching strategies, in addition to helping the mentor teacher in other ways as needed. However, it is important to note that each setting is unique and this schedule may be modified to meet the needs of the classroom and internship experience.

During subsequent weeks, the teacher candidate and the mentor teacher should discuss the best co-teaching strategies to employ throughout the teaching day, based on the teacher candidate’s first full week of the internship. Throughout the internship the teacher candidate will be actively involved in planning and assessment of student learning.

Regardless of the stage, candidates are expected to write plans for lessons they teach, which must be approved by the mentor teacher before the lesson is taught. If the teacher candidate is making satisfactory progress as determined by the mentor teacher and field supervisor, abbreviated lesson plans may be used for planning. It is expected that the teacher candidate and mentor teacher will develop a co-teaching plan that allows the teacher candidate to demonstrate certification competencies, effective planning, instruction, and assessment.

Research Findings

What are some of the benefits of co-teaching? Schwab Learning (2003) studied the impact of collaborative partnerships and co-teaching. In 16 California schools, staff members and parents made a commitment that (1) every child would learn and be successful and (2) every teacher would be responsible for every learner. Teachers, administrators and support staff creatively arranged for every student to receive blended services from a Title 1 teacher, reading specialist, special educators, and paraprofessionals. Results included decreased referrals to intensive special education services, increased overall student achievement, fewer disruptive problems, less paperwork; increased number of students qualified for gifted and talented education and decreased referrals for behavior problems. Teachers reported being happier and less isolated (Villa, Nevin, & Liston, 2005).

Co-teaching is effective for students with a variety of instructional needs, including English Language Learners (Mahoney, 1997), those with hearing impairments (Compton, Stratton, Maier, Meyers, Scott, & Tomlinson, 1998), those with learning disabilities (Rice & Zigmond, 2000), and students in language remediation classes (Miller, Valasky, & Molloy, 1998).

St. Cloud University expanded the model used by Kansas State University, and implemented co-teaching in 2001-2002 with the training of over 200 mentor teachers to use co-teaching with their teacher candidates during their student teaching experience (Bacharach, Heck, & Dahlberg, 2006). Their research study showed positive gains in the areas of reading and math. One interesting finding was that co-teaching showed a stronger positive effect for students on free/reduced lunch. Although all students benefited from the effects of co-teaching, this one particular group benefited more.

In using the co-teaching model there are many benefits for schools. Co-teaching while student teaching provides two professionally prepared adults in the classroom for greater periods of time than a traditional model. The reduction of student-to-staff ratio allows children a greater opportunity to get help when they need it. With current budget restraints this can be a selling point for this model. There is the academic benefit for student gains as well as gains for the teacher candidates (Bacharach, Heck, & Dahlberg, 2006).

References

- Bacharach, N., Heck, T., & Dahlberg, K. (2006). Improving student academic achievement using a co-teaching model of student teaching. *Clute Institute*. Minnesota.
- Brownell, M. & T. (2002). An Interview with Dr. Marilyn Friend. *Intervention in School and Clinic*, 3-4.
- Compton, M., Stratton, A., Maier, A., Meyers, C., Scott, H., & Tomlinson, T. (1998). It takes two: Co-teaching for deaf and hard of hearing students in rural schools. *Coming together: Preparing for rural special education in the twenty first century* (pp. 204-209). Montgomery: ERIC Document Reproduction Service.
- Cook, L., & Friend, M. (1995). Co-Teaching: Guidelines for creating effective practices. *Focusing on Exceptional Children*, 3.
- Guyton, E. (1990). *Student Teaching and school experiences*. New York: Macmillian Publishing.
- Mahoney, M. (1997). Small victories in an inclusive classroom. *Educational Leadership*, 59-62.
- Miller, A., Valasky, W., & Molloy, P. (1998). Learning together: The evolution of an inclusive class. *Active Learner: A Foxfire Journal for Teachers*, 14-16.
- Rice, D., & Zigmond, N. (2000). Co-teaching in secondary schools: Teacher reports of developments in Australian and American Classrooms. *Learning Disabilities Research and Practice*, 190-97.
- Schwab Learning. (2003). Collaboratively speaking; A study on effective ways to teach children with learning differences in the general education classroom. *The Special Edge*, 1-4.
- Villa, R. T., Nevin, A., & Liston, A. (2005). Successful inclusion practices in middle and secondary schools. *American Secondary Education Journal*, 33-50.



Teacher Education Lesson Planning Guide

How to use this guide

This guide includes three worksheet templates that can be downloaded and used together or individually, depending on where you are in the lesson planning process. Each section contains prompts or reflection questions to help you think through every aspect of equitable lesson planning, including considerations for individual learning needs, instructional strategies, content and curriculum.

You will type directly into each section and delete the directions as you go, so that only the section titles and your own work remain.

What's included

The pre-planning worksheet – This worksheet allows you to show your knowledge of the assets and prior knowledge that your learners bring to the content, especially regarding language acquisition and lived experiences. You will also show your knowledge of individual learning (IEP, 504) needs here. Think of this worksheet as the big/macro ideas that anchor your instruction. The objectives here include the lesson itself, the unit, the content standards, and several other standards that might be relevant to the lesson such as SEL, ISTE or WIDA.

The instructional plan – This worksheet is the detail/micro, or the step-by-step playbook for your actual lesson. This is where you outline your teacher moves, and also what student learning will look like during instruction. *You will always have an instructional plan*, so this worksheet will be used each time. Only the individual lesson objectives are included for this worksheet, though you may choose to include more as appropriate.

The reflection worksheet – This worksheet is completed after you teach the lesson, with prompts that push you to think about student learning and your instructional choices. You may complete this on your own, or after an observation with you mentor, supervisor, or for a class.

Resources for Lesson Planning

[Link to Screencast](#)

Pre-Planning Worksheet

*Use this tool as a guide when you begin planning your lesson or unit. While some categories might not be relevant for every lesson, they should all be considered. **Write your response in each box and then erase the italicized guided prompts and suggestions as they are addressed.***

Title	<i>Choose a title that helps identify the lesson by its standards or learning target. This makes it easier to access and recall for future use and reference.</i>	
Standard	<i>Write in the full code and text for each standard: Content standards (required): National and/or State Content Learning <u>Standards</u>. Other standards to consider: <u>ISTE</u> (if you are incorporating any technology), <u>WIDA</u> (if you have EL students in your classroom) <u>SEL</u> standards to support social-emotional learning</i>	
Unit Objectives	<i>The unit objectives are the larger goals and standards that you are striving to accomplish across a full segment of learning. They should include both conceptual learning (knowledge) and procedural learning (skills) that can be chunked into daily learning targets/objectives. Sometimes a unit is one week and sometimes it lasts one month.</i>	
Learning Target (LT)/Lesson Objective	<i>Must be observable and directly related to the content standard. Should also include success criteria to measure learning. (Note, this is not just the learning activity, but the knowledge and skills found in the standard.) For example, "I can apply the four steps for dividing a fraction by another fraction." Success criteria: Complete 10 problems with 80% accuracy in their math lab group."</i>	
Academic Language	<p><i>Academic Language</i> <i>Identify for Each Lesson:</i></p> <p><i>Language Function(s)</i> <i>-what are students doing (connecting, analyzing, synthesizing, discussing, explaining, etc.) with the content in the lesson?</i></p> <p><i>-The language function is the verb in the learning target and/or standard. Unpack the function for students with developmentally appropriate supports.</i></p> <p><i>Vocabulary</i> <i>-what is the discrete academic (often disciplinary) language students must know in order to access the LT?</i></p> <p><i>What opportunities do students have to use and develop academic language</i></p>	<p>Prompts and Strategies for Supporting and Mediating Language for Students:</p> <p><i>When and how will students use these demands in your lesson? Think about multilingual learners. What will they do?</i></p> <p><i>Choose from this chart:</i></p>

in discipline-appropriate ways (discourse)?

How are you teaching the syntax (conventions in your lesson for organizing symbols, words, and phrases together into structures (e.g., sentences, graphs, tables)?

Language Supports: Type an "X" in the box to the left of any supports that will be used in the lesson

Sensory Support	Graphic Support	Interactive Support
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Number Lines	In triads or small groups
Pictures & photographs	Tables	In whole group
Illustrations & diagrams	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	
Physical activities	Graphic organizers: _____ _____ _____	Using the Internet or software programs
Videos & films		
Broadcasts		
Models & figures		In the native language
Other _____	Other _____	With mentors
_____	_____	Other _____
_____	_____	_____

For example: Students will **categorize** by

- Matching everyday oral content related words and phrases to pictures, diagrams, or photographs (listening)
- Naming and briefly describing content topics using visual support (e.g., posters, diagrams, pictures)(speaking)
- Matching key content-related terms and ideas to images, graphs, icons, or diagrams (reading)
- Listing content words or phrases that relate to the topic (writing)

Culturally Relevant and Sustaining Pedagogy: Building on Students' Prior Knowledge and Assets for Anti-Racist Teaching

Choose one or more of the following prompts to demonstrate knowledge of your students:

1. What do students know about the content and language prior to the learning segment? What can they already do, and what are they learning to do? (This may be a result of prior academic knowledge from previous lessons or learning experiences or cultural or linguistic knowledge)
2. How will you include traditionally unrepresented or under-represented voices throughout your lesson? Consider your instructional methods and the materials/curricular choices.
3. To what extent do your text selection(s) and discussion topics perpetuate or challenge stereotypes?

Example:

Several students in this class have immigrated from other countries and have personal knowledge about different government structures. I will include picture charts (small posters) to get students to write everything they know about different types of governments. This will be done in small groups so that no students feel targeted and also so that all students feel more comfortable sharing. This is a generally social group and they enjoy debate, however

	<p><i>they benefit from structured cooperative learning groups where each student will have a role (writer, reporter). I will let the students assign the roles but will monitor participation as they work and will make adjustments accordingly.</i></p>
<p>Differentiated Instruction</p>	<p><i>What kinds of differentiation will you use for the <u>whole class</u>, <u>small groups</u> and <u>individual students</u>?</i></p> <p><i>Identify the key modifications and accommodations for multilingual students and students with IEPs/504s. You could also include a table similar to the one above for language supports (whole class, small groups, individuals). Include “pre-teach” vocabulary using pictures and words to emerging and progressing EL learners and language supports.</i></p> <p><i>Your lesson plan should use student initials to name these supports and who they are for. In keeping with their IEP/504, examples might be: leveled readings, extended time, preferential seating, segmented lessons, strategic pairing and tutoring, assignment length, color-coding, sentence stems/frames/starters, use of calculators, adaptive technology.</i></p>

Instructional Plan

(This is your very detailed step-by-step of the lesson)

Teacher Candidate Name	Date and Title of Lesson	
Standard(s)	Lesson Objective/Learning Target	
	Points to Consider for Your Instruction: <i>What the Teacher Does</i>	Points to Consider for Student Engagement (<i>Ask Yourself, "What Does Learning/Engagement Look Like?"</i>)
Hook <i>(sequence begins)</i>	<i>How will you introduce the learning segment and learning target?</i> <i>How might you incorporate student interests, experiences, and cultural assets into the hook?</i> <i>Consider hooks that will engage your class based on what you know about them, such as primary source images, riddles, puzzles, sensory experiences, etc.</i>	<i>How will students engage with the hook?</i> <i>How will students show their understanding of the learning target?</i>
Instructional Segment and Student Supports	<i>What will you do to help students meet the learning target? Be very clear, descriptive, and sequential.</i> <i>Describe the main activities including strategies (modeling, questioning, discussion) and materials. Make sure each skill builds on the previous lesson.</i> <i>How are you accommodating the students who need the support? Think about students receiving services like ELL or Special Education but also emerging and advanced learners. Use initials as appropriate.</i>	<i>What will student engagement look like during the instructional segment/activity?</i> <i>as a whole class?</i> <i>in small groups?</i> <i>individually?</i>
Formative Assessments	<i>How will you assess learning during the lesson?</i> <i>Describe different types of assessments, not just the same one used in each lesson.</i>	<i>What will students do to show progress toward the learning targets?</i> <i>as a whole class?</i> <i>in small groups?</i> <i>Individually?</i>
Closure Student Voice and Summative Assessments	<i>How will you elicit student understanding of their progress toward the learning target? (Exit tickets, quizzes or other authentic closure strategies that connect to students' lives or past/future learning)</i>	<i>What will students do to demonstrate proficiency and understanding towards the learning target? How will this be measured and what is your evidence?</i>

<p><i>(sequence ends)</i></p>	<p><i>If possible, create a tool used to identify areas for improvement that may be used with students to reflect on progress.</i></p> <p><i>If there is a summative assessment, name that here.</i></p>	<p><i>Include self-assessment opportunities for students that contains the success criteria.</i></p> <p><i>“I am progressing towards the learning target. I completed all 10 problems with 70% accuracy. I need to work on grouping and double checking my work.”</i></p>
-------------------------------	--	---

Reflection Worksheet

After the lesson, reflect on your instruction and on the student evidence of learning. Choose one or more of the following prompts to help guide your reflection.

Teacher Candidate Name	Date and Title of Lesson
Reflective Prompt	Teacher Candidate Response
<i>What would you have done differently to support particular learners or groups of learners?</i>	
<i>What will you do next to support particular learners or groups of learners?</i>	
<i>What opportunities are there for building on student assets and funds of knowledge in future lessons?</i>	
<i>How did the learning environment in this lesson prohibit or promote student success? How did I consider and incorporate students' social-emotional learning assets and needs?</i>	
<i>Which IPC rubrics best match my lesson, and how can I use the rubrics to assess my growth and set goals?</i>	