Bá'ólta'í Adoodleełgi Bína'niltingo Bił Haz'ą
Center for Diné Teacher Education

Apprenticeship Packet:
Teacher Candidate

601 Ned Hatathli Center
Tsaile, Navajo Nation, Arizona 86556
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928.724.6699
# Apprenticeship III
## Candidate Learning Outcomes

<table>
<thead>
<tr>
<th>InTASC standard</th>
<th>NES Professional Knowledge–Elementary Test Competency</th>
<th>BAEE Course Outcome</th>
</tr>
</thead>
</table>
| **Content Knowledge**  
**#4: Content knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.  
**Instructional practice**  
**#7: Planning for instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. | **Assessment, Instruction, and the Learning Environment**  
0006 Understand principles and practices associated with various instructional approaches and how to apply these principles and practices to promote all students' achievement of instructional goals.  
0007 Understand principles and practices of motivation and communication and how to apply these principles and practices effectively to promote students' active engagement and learning.  
0008 Understand how to structure and manage the classroom to establish a safe, inclusive, and positive environment that is organized and productive; fosters excellence; and promotes learning, appropriate student behavior, and effective work habits. | **Nitsáhákees:**  
- Demonstrate elementary-level content knowledge.  
**Nahat'á:**  
- Design and plan instruction.  
**Iiná:**  
- Implement and manage instruction and assessment.  
**Siìh Hasin:**  
- Demonstrate professionalism. |
## Apprenticeship III
### Roles and Responsibilities

<table>
<thead>
<tr>
<th>Dates</th>
<th>Teacher Candidate</th>
<th>Mentor Teacher</th>
<th>College Supervisor</th>
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</table>
| 9/8-17      | • Review all aspects of the classroom as well as instructional plan for the year and grading period.  
• Focus on mentor’s expectations and routines.  
• Become familiar with Mentor’s teaching plans (lesson plan requirements and format, monthly plan, unit plan, and/or yearly plan).  
• Spend first day observing and establishing presence in the classroom; observe any changes in classroom procedures.  
• Grade papers, make bulletin boards, participate in classroom organization and management.  
• Plan and teach small and whole group lessons (direct and inquiry lessons). | • Review school policies and procedures.  
• Introduce Teacher Candidate to building colleagues and other personnel.  
• Introduce Candidate as teacher.  
• Model lessons – provide feedback to Candidate.  
• Review Candidate’s written plans – offer suggestions.  
• Observe Candidate's lessons – offer both oral and written feedback. | • Observe at least one hour per week each week. In the first meeting, go over packet.  
• Ensure initial forms are completed: Apprenticeship History, Need to Know, and Mentor Agreement.  
• Review how timesheets are completed and signed-off for each week.  
• *Assemble Teacher Candidate’s Field Experiences folder.* |
| 10/12-1022  | • Spend first day observing – re-establishing presence in the classroom; observe any changes in classroom procedures.  
• Grade papers, make bulletin boards, participate in classroom organization and management, and participate in PTC’s (where feasible).  
• Plan and teach small and whole group lessons (direct and inquiry lessons). | • Model lessons – provide feedback to Candidate.  
• Review Candidate’s write plans – offer suggestions.  
• Observe Candidate's lessons – offer both oral and written feedback. | • Observe at least one hour per week each week.  
• Complete a formal observation of Candidate and complete an observation form.  
• Talk with Candidate and Mentor about what is working and challenges. |
| 11/2-11/12  | • Spend first day observing – re-establishing presence in the classroom; observe any changes in classroom procedures.  
• Grade papers, make bulletin boards, participate in classroom organization and management.  
• **Develop and teach an instructional unit. Plan and teach small and/or whole group lessons (direct and inquiry lessons) within the unit.** | • Model lessons – provide feedback to Candidate.  
• Review Candidate’s written plans – offer suggestions.  
• Observe Candidate’s lessons – offer both oral and written feedback.  
• Complete and discuss with Candidate Summative Observation Assessment. | • Observe at least one hour per week each week.  
• Continue with formal observations and documentation.  
• Ensure all forms are completed and assembled in the Candidate’s folder. |
Apprenticeship III
History

Candidate ___________________________ Mentor ___________________________
Date ___________________________ Semester ___________________________

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

Classroom Setting

A. Grade level: ___K ___1 ___2 ___3 ___4 ___5 ___6 ___7 ___8

B. Subjects (Middle/junior high only) _______________________________________

C. Classroom organization:
   ___Self-contained (all subjects) ___Departmentalized
   ___Resource (pull-out) ___Itinerate (roving)

D. Language emphasis:
   ___English only ___English and Navajo (indicate %'s ____________)
   ___Navajo only

E. Indicate approximate percentage of ethnic representation in this classroom:
   ___Navajo ___Other American Indian ___Anglo
   ___African-American ___Asian ___Other (indicate): _______________________

F. Identify the type(s) of learning exceptionalities in this classroom:
   ___Mainstreamed ___MR ___E/BD ___LD ___Severe ___G&T

G. Identify the full range of academic abilities in this classroom:
   ___Full range ___Average ___Remedial ___Gifted/honors

H. Instructional format (allocate 100 points among the formats listed below):
   ___Lecture/discussion ___Questioning/discussion ___Learning centers
   ___Contracts/projects ___Inquiry/problem-solving ___Tutorials
   ___Cooperative learning ___Thematic units

Submit completed copy to College Supervisor
Will be filed in Candidate’s Folder
Directions. This form is for documenting important information from your Mentor Teacher about your Apprenticeship III classroom. Keep the original, and make a copy for your College Supervisor. Use additional sheets if necessary and attach. Complete prior to the end of the first week of Apprenticeship III.

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

2. Where do I park? Where and with whom do I sign in?

3. Whom should I call if I am going to be absent or late? What is the number?

4. May I call you at home? What is your number?

5. Do you have any special considerations or "pet peeves" that I should take into consideration (for example, punctuality, dress, interactions in the classroom, etc.)?

6. Do you coach a sport, sponsor a club, chair a committee, or participate in other extra-curricular activities at school? If so, may I observe and/or participate? When would be a good time? Where should I report?

7. May I have a tour of the building and/or campus? When would be a good time?

8. Will you introduce me to people at the school whom I need to know?

9. Are there any children at your school with special needs? What must I know about them?
Apprenticeship III
Timecard

Candidate _______________________________  Mentor _______________________________
Date _______________________________  Semester _______________________________

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Mon</th>
<th>Tue</th>
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<th>Fri</th>
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</tbody>
</table>

Submit completed copy to College Supervisor
Will be filed in Candidate’s Folder
Apprenticeship III  
Formative Observation Assessment

Candidate ____________________________________________  
Mentor ______________________________________________

Date ________________________________________________  
Semester ____________________________________________

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

<table>
<thead>
<tr>
<th>Things that are working</th>
<th>Things to work on</th>
</tr>
</thead>
</table>

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

**2. Creates and maintains a positive learning climate**
- a. Uses K’ê to relate to students
- b. Communicates enthusiasm for student learning

**3. Implements and manages instruction and assessment**
- a. Begins lessons effectively
- b. Presents information clearly
- c. Gives clear directions and explanations
- d. Uses student responses/questions
- e. Maximizes opportunities for all to participate
- f. Demonstrates warmth and friendliness
- g. Shows sensitivity to needs/feelings of students
- h. Provides feedback to students about behavior
- i. Maintains positive classroom behavior
- j. Manages disruptive behavior

- k. Provides student feedback throughout lesson
- l. Promotes student retention and understanding
- m. Uses effective closure/summarization techniques
- n. Uses instructional material effectively
- o. Uses instructional technology effectively
- p. Promotes individual student learning
- q. Uses teaching methods appropriately/effectively
- r. Uses instructional time effectively
- s. Demonstrates knowledge of subject
- t. Manages conditions for teaching and learning
<table>
<thead>
<tr>
<th>Teacher Candidate’s next steps</th>
<th>Observer’s next steps</th>
</tr>
</thead>
</table>

Next visit ________________________________  Focus ________________________________
Apprenticeship III
Summative Observation Assessment

Candidate ___________________________ Mentor _______________________________________
Date ________________________________ Semester ___________________________________

Directions to Mentor Teacher. For each criterion, provide a number related to the scale below, or check the box, that best approximates the performance of the Teacher Candidate. Complete and discuss with Candidate Teacher in last week of Apprenticeship III.

5 = candidate uses this skill appropriately and consistently with a high degree of competence and confidence
4 = candidate uses this skill appropriately and consistently
3 = candidate uses this skill appropriately
2 = candidate is beginning to incorporate this skill in her/his instructional repertoire
1 = candidate has not developed or used this skill
NA = not applicable or not observed

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

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

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

<table>
<thead>
<tr>
<th>a. Attendance</th>
<th>b. Punctuality</th>
<th>c. Professional appearance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequently absent</td>
<td>Frequently late</td>
<td>Occasionally inappropriate</td>
</tr>
<tr>
<td>Rarely absent</td>
<td>Generally punctual</td>
<td>Usually dressed OK</td>
</tr>
<tr>
<td>Exemplary attendance</td>
<td>Always on time</td>
<td>Always appears in professional</td>
</tr>
<tr>
<td></td>
<td></td>
<td>manner</td>
</tr>
<tr>
<td>d. Oral expression</td>
<td>e. Written expression</td>
<td>f. Tact and judgment</td>
</tr>
<tr>
<td>Makes frequent errors</td>
<td>Contains frequent errors and is</td>
<td>Thoughtless: insensitive to others</td>
</tr>
<tr>
<td>Inarticulate</td>
<td>unclear</td>
<td>Sometimes insensitive and disrup-</td>
</tr>
<tr>
<td>Articulate</td>
<td>Is organized and expressive</td>
<td>tive</td>
</tr>
<tr>
<td>Expressive, animated</td>
<td>Communicates effectively to pa-</td>
<td>Maintains good relations with</td>
</tr>
<tr>
<td></td>
<td>rents, administrators, and colleagues</td>
<td>others</td>
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<td></td>
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<td>Diplomatic, highly sensitive to</td>
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<td></td>
<td></td>
<td>others</td>
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<tr>
<td>g. Reliability</td>
<td>h. Self-initiative</td>
<td>i. Self-confidence</td>
</tr>
<tr>
<td>Sometimes fails to complete as-</td>
<td>Passive: depends on others for</td>
<td>Anxious: often appears self-</td>
</tr>
<tr>
<td>signed tasks</td>
<td>direction, ideas, guidance</td>
<td>conscious, nervous</td>
</tr>
<tr>
<td>Sometimes needs to be reminded</td>
<td>Has good ideas, works with limited</td>
<td>Arrogant: has unfounded beliefs in</td>
</tr>
<tr>
<td>Responsible: attends to tasks on</td>
<td>supervision</td>
<td>abilities</td>
</tr>
<tr>
<td>schedule</td>
<td>Creative and resourceful, imple-</td>
<td>Usually confident and comfortable</td>
</tr>
<tr>
<td></td>
<td>ments plans independently</td>
<td>in classroom</td>
</tr>
<tr>
<td>Self-starter: perceives needs and</td>
<td></td>
<td>Realistically self-assured: compe-</td>
</tr>
<tr>
<td>attends to them</td>
<td></td>
<td>tently handles class demands</td>
</tr>
<tr>
<td>j. Collegiality</td>
<td>k. Student interactions</td>
<td>l. Responsive to students</td>
</tr>
<tr>
<td>Prefers to work in isolation</td>
<td>Can appear threatening or antago-</td>
<td>Does not attempt to accommodate</td>
</tr>
<tr>
<td>Reluctant to share ideas and mater-</td>
<td>ntic to students</td>
<td>needs of unique learners</td>
</tr>
<tr>
<td>rials</td>
<td>Shy: hesitant to work with students</td>
<td>Makes negative comments about</td>
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<tr>
<td>Often participates in team efforts</td>
<td>Relates easily and positively with</td>
<td>students’ abilities to learn</td>
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<tr>
<td>Willingly shares ideas and materials</td>
<td>students</td>
<td>Usually accepts responsibility</td>
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<tr>
<td></td>
<td>Outgoing: actively seeks opportu-</td>
<td>for all students’ learning</td>
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<tr>
<td></td>
<td>nities to work with students</td>
<td>Consistently responds to learning</td>
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<tr>
<td></td>
<td></td>
<td>needs of all students</td>
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<tr>
<td>m. Responsive to feedback</td>
<td>n. Ability to reflect and improve</td>
<td>o. Professional characteristics:</td>
</tr>
<tr>
<td>Defensive: unreceptive to feedback</td>
<td>performance</td>
<td>A = always, U = usually, S =</td>
</tr>
<tr>
<td>Receptive but doesn’t implement sug-</td>
<td>Reluctant to analyze teaching per-</td>
<td>seldom</td>
</tr>
<tr>
<td>gestions</td>
<td>formance</td>
<td>Commitment: demonstrates genuine</td>
</tr>
<tr>
<td>Receptive and adjusts performance ac-</td>
<td>Makes some effort to review teaching</td>
<td>concern for students and is dedi-</td>
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<tr>
<td>cording</td>
<td>skills</td>
<td>cated to the teaching profession</td>
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<tr>
<td>Eager: solicits suggestions and feed-</td>
<td>Actively seeks ways to assess teach-</td>
<td>Creativity: seeks opportunities to</td>
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<tr>
<td>back from others</td>
<td>ing abilities</td>
<td>provide unique learning experi-</td>
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<td></td>
<td>Consistently deepens knowledge of</td>
<td>ences and develops imaginativeness</td>
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<td>classroom practice and students’</td>
<td>lessons</td>
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<td>learning</td>
<td>Flexibility: responds to unforseen</td>
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<td>circumstances in an appropriate</td>
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<td>manner and modifies plans or ac-</td>
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<td>tions when necessary</td>
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<td>Integrity: maintains high ethical</td>
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<td>and professional standards and</td>
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<td>responds to district policies ap-</td>
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<td>Organization: is efficient; suc-</td>
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<td>cessfully manages multiple task</td>
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<td>simultaneously and establishes/</td>
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<td>maintains effective classroom</td>
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<td>routines and procedures</td>
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<td>Perserverance: strives to com-</td>
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<td>plete tasks and improve teaching</td>
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<td>skills</td>
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<td>Positive disposition: strives to</td>
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<td>complete pleasant interpersonal</td>
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<td>skills; is patient, resilient,</td>
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<td>optimistic, and approachable</td>
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</tbody>
</table>
Apprenticeship III
Teacher Candidate Self-Assessment

Candidate ___________________________ Mentor ___________________________
Date ___________________________ Semester ___________________________

Directions to the Teacher Candidate. Answer the questions below after you have received and discussed your Summative Observation Assessment from your Mentor Teacher. Add additional sheets if necessary. Turn in to your College Supervisor prior to the last week of the semester.

Please comment on your professional and personal strengths.

In what areas can you improve?

How can Apprenticeship I be improved?

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