



Woodring College of Education

Cooperating Teacher Student Teaching Internship Handbook

Office of Field Experience
Western Washington University

Developed Feb 2024

Dear Cooperating Teacher,

Please accept our greatest appreciation for your willingness to host a Woodring intern. Your dedication to supporting the next generation of educators is so important to the sustainability of our profession.

As a former principal, I knew that any teacher candidate that went through the Woodring program was likely to be highly prepared, excellently mentored, and ready to take on the responsibilities of being a teacher. Your upcoming role as mentor is vital to that readiness and preparation!

This handbook is intended to provide a guide specific to your role as a Cooperating Teacher (CT). The [Student Teaching Internship Handbook](#) should be utilized as a more thorough resource that covers all of the critical internship requirements and mentoring practices. This handbook will orient you to the responsibilities of your role as well as tools for mentoring and strategies for how to address concerns that may arise.

Your team for the internship experience includes the intern and University Supervisor (sometimes called a UIC or Field Supervisor) as well as Woodring's Office of Field Experience and program faculty who are monitoring progress behind the scenes. We are here to help you if you ever have questions, wonderings or concerns that you want to discuss!

With gratitude,



Cheryl Larsen

Cheryl Larsen | she/her
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Please find additional resources on the Office of Field Experience webpage for Cooperating Teachers

TABLE OF CONTENTS

Office of Field Experience Contacts	3
Responsibilities of the Cooperating Teacher	4
Contributions of a Student Teaching Intern	4
Mentoring & Feedback	5
Helpful Handbook Resources	8
Substitute Certification and Teaching	8
Planning the Full Time Experience	9
Evaluations	9
When Things Don't Go as Expected	10
Words of Wisdom	
Red Flags	
Supports for CT	
Nuts & Bolts	12
Mentoring Student Teachers Professional Development	
Stipend	
Clock Hours	
Appendix	14
InTASC Standards	
Mentor-Mentee Conversation Tool	
Feedback Index Cards	

OFFICE OF FIELD EXPERIENCE CONTACTS

Cheryl Larsen, Director

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360-650-3099

Contact me regarding internship questions or concerns, adjustments to intern schedules or mentorship

Margaret Gegenhuber

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Contact me about stipend or clock hours

Office of Field Experience

OFE@wwu.edu

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Contact me for Mentoring Modules, general tech support or internship questions

RESPONSIBILITIES OF THE COOPERATING TEACHER

- Accept the teacher candidate as a professional colleague. Share the curriculum, long-range goals, and student performance data.
- Provide the candidate with desk/space of their own.
- Provide the candidate opportunities to observe you, as an experienced teacher, in order to learn strategies, routines, supports, and modeling.
- Introduce the candidate to students as a professional member of the classroom teaching team.
- Acquaint the candidate with appropriate school and district policies and procedures, school personnel, materials, resources, and programs. Share information about events and outreach to parents/guardians.
- Schedule regular coaching/mentoring time with the intern. Discuss lesson planning, instruction, assessments as well as provide feedback on their performance related to teaching and professionalism.
- Co-teach and co-plan with the intern, including daily and long-range unit/lesson plans.
- Coordinate with the university supervisor to evaluate the candidate's progress through completion of the midterm and final.
- Collaborate with the intern and university supervisor in the establishment of a schedule for expanding teaching responsibilities.
- Encourage the candidate to be creative and try new strategies. Recognize that they may need to organize the teaching/learning within the classroom in a different manner.
- Provide time for the intern to be left completely in charge of the classroom and provide constructive feedback.
- Toward the end of the internship, provide the intern with opportunities to observe other classrooms.
- Inform the university supervisor and/or OFE Director of any special circumstances or conditions which might affect the conduct or quality of the internship experience.

CONTRIBUTIONS OF A STUDENT TEACHING INTERN

It is our sincere hope that interns can be utilized in a manner that brings value to your classroom. Interns are eager to take on any and all responsibilities that will provide them with the experience needed to be successful in their own classroom. It may also have the added benefit of having a shared workload and classroom partner.

Ways that your intern can contribute to your classroom include:

- Grading student work
- Planning individual or small group interventions
- Teaching individuals or small groups
- Researching new resources and material sourcing
- Lesson planning
- Working with students of focus
- Student monitoring
- Developing assessments
- Material preparation
- Writing newsletters
- Planning field trips
- Grant applications
- Bulletin board creation
- Data collection

Interns are also well trained in issues surrounding social justice and equity and can facilitate learning on these topics. Special Education majors also have training on a variety of assistive technology.


MENTORING & FEEDBACK

As the CT, you will be your intern's main source of modeling, mentoring and feedback. There are many approaches to delivering these mentoring practices and you are free to utilize tools that you are familiar and comfortable with.

If you are new to mentoring, you should consider completing the Mentoring Student Teacher's Course offered by WWU. The course utilizes the materials provided by University of Washington's [Mentoring Teachers](#) project. The course is free and offers 5 clock hours. The six Mentoring Practices presented in the course are Modeling, Co-Teaching, Co-Planning, Pre-Brief/De-Brief, Making Thinking Explicit and Analyzing Student Work.

Mentoring Stances

Mentoring your intern may utilize different stances as internship progresses and also in response to your intern's skill level. The roles coach, collaborator, and consultant serve different purposes and elicit different responses from the intern. All stances should be integrated throughout the internship experience.

 <h2 style="text-align: center;">M E N T O R</h2> <p style="text-align: center;">A trusted counselor or guide</p> <p style="text-align: center;">The Cooperating Teacher (CT) mentors the candidate in the practices of becoming a certified teacher by providing guidance through three roles: consultant, coach, and collaborator.</p>		
CONSULTANT	COACH	COLLABORATOR
<p><i>Focus is on providing candidate with suggestions, orienting them to the school, ideas to improve, thinking aloud about routines and decisions, developing an idea bank, etc.</i></p> <p>The mentor starts as a consultant – first few days, routines, etc.</p> <p>Some suggestions include:</p> <ul style="list-style-type: none"> • Provide resources and materials • Help intern become oriented to the school • Give intern daily and weekly schedules 	<p><i>Focus is on content development and instructional strategies used to enhance student learning and achievement.</i></p> <p><i>The CT guides the candidate to reflect, inquire, and use data to make instructional decisions.</i></p> <p>Most of the time is spent in this role guiding the candidate to make independent decisions.</p> <p>Some suggestions include:</p> <ul style="list-style-type: none"> • Prompt intern to think out loud about their decision making and reasoning: why something worked well, why something did not go as planned, etc. • Explain your reasoning to intern: why you made adjustments, changes to your lesson, etc. • Prompt intern to find evidence of student success. What evidence or ideas do you have to explain why some students performed as expected and others did not? 	<p><i>Focus is on both individuals actively working together through co-planning and co-teaching. Each takes on equal roles and responsibility for student learning.</i></p> <p>This is a critical role that requires precise planning in order to focus the candidate's learning and participation.</p> <p>Some suggestions include:</p> <ul style="list-style-type: none"> • Co-teach with intern • Co-plan with intern

Reflective Practices

Modeling and prompting reflective practice are a highly effective coaching strategies for Cooperating Teachers and interns to utilize during the student teaching experience.

Modeling Thinking: Also called Making Your Thinking Explicit within the Mentoring Practices Framework, “thinking out loud” is the first step in engaging your intern in reflective practices. By verbalizing your thoughts, decisions, noticings and by sharing the factors that you are weighing in your decision making, you are modeling the idea of being reflective in your practice. Some suggested prompts include:

- What factors are you weighing in your mind as you make adjustments to plans during teaching?
- What experiences are you calling on?
- What priorities are you juggling?

As your intern gains experience managing learning and delivering instruction, you can support reflective practice by asking questions about their decisions, noticings, and impressions.

During co-planning or in reviewing lesson plans, you may ask:

- How do you plan to introduce the lesson?
- As you envision the opening of the lesson, how long do you anticipate that it will take?
- As you see the lesson unfolding, what will students be doing?
- What do you see yourself doing to produce those student outcomes?
- What evidence will you have that students understood the concept that you wanted them to learn?
- What will you want me to look for and give you feedback about?
- What will you look for in students’ reactions to know if your directions are understood?
- What do you anticipate students will struggle with in learning this concept?

Following a lesson, you may find it helpful to prompt interns with the following questions:

- As you reflect back on the lesson, how do you feel it went?
- What did you see students doing (or hear) that made you feel that way?
- What do you recall about your own behavior during the lesson?
- How did what you observed compare with what you planned?
- How did what you planned compare with what you did?
- As you reflect on the goals for this lesson, what can you say about your students’ achievement of them?
- What were you aware of that students were doing that signaled you to change the lesson?
- What evidence or ideas do you have to explain why some students performed as you had hoped while other did not?
- What did you do (or not do) to produce the results you wanted?
- As you reflect on this discussion, what big ideas or insights are you discovering?
- As you plan future lessons, what ideas have you developed that might be carried forth to the next lesson or other lessons?
- As you think back over our conversation, what has this session done for you? What assisted you? What could I do differently in future sessions?

Engaging in Debriefs & Providing Feedback

Regular and intentional debriefing with the intern is perhaps the most critical component of an effective mentoring relationship. A debrief is when you and your intern, together, engage in reflection, analysis and evaluation of immediate and long-term importance such as adjustment to plans, identifying and solving daily problems, analysis of instruction, review of student learning, classroom management, etc. The overarching goal is to help the intern grow and develop into a strong professional educator who is well positioned to take on the responsibilities of their own classroom.

We recommend tying your feedback, as much as possible, to the intern's evaluation and InTASC standards and when appropriate, utilizing reflective practices to encourage interns to identify their own strengths and areas for growth.

Daily Debriefs: Daily debriefs may happen in short segments during the day (passing periods, recess, etc.) and allows you and your intern to briefly share noticings or ask questions. You may cue your intern into a change in your approach for the next class period or tip them off about a student with specific needs. An end of the day debrief is a time for more thorough discussion and "Making your Thinking Explicit" regarding successes, areas for improvement, and specific teaching moves that you made during the day.

Weekly Debriefs: Establishing a schedule for a deep weekly debrief will provide the opportunity for you and your intern to intentionally analyze their evolution as a professional educator. These debriefs should focus less on the in-the-moment problem solving and instead turn to next steps in the intern's development.

Weekly Mentoring Meeting

Suggested Structure

What went well this week?

*Ideas: Specific examples of successes, including observable growth based on feedback
Review of self-assessment evidence*

What do I need to work on or be aware of?

*Ideas: Next steps in development
Specific feedback and strategies
Discuss red flags/concerns*

What is next?

*Ideas: Co-planning or review of lesson plans
Planning for next increase in responsibility
Upcoming internship requirements (ex: evaluation, observation, etc)*

Feedback Tools: There are a number of tools available to you as a Mentor CT that will support your efforts to provide feedback to your intern. A couple of these tools have been included in the appendix but feel free to utilize the structure that works for you and your intern. Here are some tips for giving effective feedback!

- Before observing, talk about a goal/strategy, what to watch for, and what (if any) data to collect during the observation.
- Provide time for you to both independently reflect without judgment, focusing on your intern’s selected goal.
- Invite responses from your intern about students first.
 - *Tip: Start by asking “What did you see and hear kids doing today in response to your instruction?”*
- Share concrete examples from class (observations you made, student work, data).
- Encourage cause and effect reasoning to connect instructional choices and student responses.
- Include reasoning with any suggestions you make (e.g., why something would or would not work; trade-offs; connections to broader objectives/goals for student learning).
 - *Tip: Share your experiences from previous years.*
- Identify specific things that went well **and** can be better. (Both!)
- Give immediate feedback on things that your intern can try (again) soon.
 - *Tip: Share some options for activities and related resources if applicable.*

HELPFUL HANDBOOK RESOURCES

The [Student Teaching Internship Handbook](#) contains a lot of helpful information and resources. Of particular interest:

Example Student Teaching Timeline	Page 11
Getting Started	Page 12
Stages of Experience	Page 25
Co-Teaching Arrangements	Page 27
Mentoring Roles	Page 28
A to Z Guide (Policy & Procedure)	Page 33

SUBSTITUTE CERTIFICATION AND TEACHING

Interns are eligible to receive a substitute certificate during their internship. Interns must complete the “Permission to Sub during Internship” process before they can begin subbing in your classroom. Each program has slightly different requirements for the timing of when interns are eligible to begin subbing—the university supervisor can share information specific to the program.

Some very important requirements of subbing include:

- Interns must hold a sub certificate (either the Intern Sub Cert or Emergency Sub Cert) prior to subbing. They should never be asked to cover your classroom if they do not have their certificate, even in an emergency.
- Interns can only sub in your classroom. They can never be pulled away from your classroom to cover for another teacher.

PLANNING THE FULL TIME EXPERIENCE

You and your student teacher will develop an Internship Timeline that outlines their gradual increase in responsibility. This should culminate in at least three weeks of full time, independent/solo teaching that includes all planning, instruction and management of routines.

During the solo teach portion of the internship, you should plan to step out of the classroom to give your intern space to be completely independent in this endeavor. You will still observe and offer feedback, but we encourage you to identify a project that you've been wanting to do, visit colleagues classrooms, etc.

There are scenarios where the CT may need to remain in the classroom for safety. This could include situations where a specific student requires additional support due to high needs, or the team has agreed that the CT is going to provide supports to specific students in the classroom. This type of arrangement should be communicated with the university supervisor in order to determine the best balance of opportunities for the intern's independence and support needed by students.

EVALUATIONS

You will be asked to complete midterm and final evaluations for your interns. All evaluation criteria are based on InTASC standards. The evaluation process should be a collaborative event that utilizes evidence provided by your observations, conversations, and the intern's self-assessment. Each university supervisor will provide specific details on how the evaluation will be completed.

The collaborative evaluation process allows each participant to share their unique perspective.

University Supervisor

The university supervisor is generally working with a number of candidates each term and, as such, can bring to the evaluation a more global frame of reference that includes other candidates, school settings, and WWU program expectations.

Cooperating Teacher:

The CT provides an excellent frame of reference with respect to observing the candidate on a daily basis. This perspective provides valuable information regarding incremental growth and development.

Candidate:

The intern's self-assessment also provides a unique frame of reference for capturing personal evidence of their increasing knowledge and skills.

It is critically important that any concerns are reflected—particularly on the midterm evaluation--either via the scoring or comments so the intern is aware of and has the opportunity to improve their practice in that area.

WHEN THINGS DON'T GO AS EXPECTED

The vast majority of Woodring interns are extremely well prepared to take on the responsibilities of the student teaching internship experience. They are enthusiastic, willing to learn, receptive to feedback and engaged with the work.

There are, however, times when interns don't meet your expectations and you're left wondering about their readiness to be certified. This section is intended to provide you with established expectations for a successful internship and guidance on when things don't go as you expect them to.

Let's start with some words of wisdom...

Establish a routine meeting time and structure

Having an established time and structure for meeting with your intern has many benefits. You can both come to the meeting prepared and focused.

There is the additional benefit that if/when concerns arise, having a regularly scheduled check-in time with a specific structure that allows room to discuss various aspects of the intern's performance may reduce the discomfort of having to initiate a meeting only to address concerns.

Set Expectations

We all have expectations for our own performance and you're also likely to have expectations for the interns you welcome into your classroom. Establishing expectations early prevents miscommunication and reduces the likelihood that tension or resentments could build.

Topics for discussion may include:

- What are contract hours?
- What time of day do you prefer to do you planning?
- In what ways are you comfortable with the intern "jumping in"?
- Do you prefer to have your intern ask questions on the fly or do you want a more structured opportunity to sit and discuss questions that they collect?
- What are your organization and cleanliness standards?
- What is your preferred method of communication?
- How do you best manage conflict or disagreements?
- Are there specific building or district culture expectations that the intern should be aware of?

Address concerns early

We have had excellent success with interns course-correcting behavior after being made aware of concerns. Remember that for many interns, this will be the first time they are being exposed to a full-time teacher's schedule and responsibility and they may or may not come to you with a deep understanding of all of the professional and ethical expectations of the job. If you notice areas of concern, take the time to directly and transparently address this with your intern so they have the opportunity to fix the behavior.

Ask for assistance

If confrontation is difficult for you, ask your university supervisor to help! Part of their responsibility is to support you in mentoring the intern and they are happy to collaborate and participate in that work.



The following are concerns that should be reported immediately to the university supervisor and/or the OFE Director. They are counter to what is expected of interns entering the professional setting and require immediate intervention.

Attendance

An intern is expected to be in attendance without excessive or extended absences during their internship. Interns will understandably experience illness, but anything that feels excessive according to you should be communicated to the university.

Tardiness

Interns are expected to arrive at or before the beginning of the teacher's contracted hours. Any pattern of late arrivals or early departures are a cause for concern.

Lesson Planning

Interns may never teach without written lesson plans that have been reviewed and approved by you. WWU instructs students to provide the lesson plans to you a minimum of 24 hours in advance to allow you adequate time to ensure they are thoroughly prepared. As you work with your intern over the course of the internship, you have the discretion to adjust this requirement to align with your intern's skill level. You may request more time for review if extensive revisions are needed and you may require less than 24 hours if your intern is a strong planner. You have the right to remove teaching responsibilities from your intern if they have not submitted a lesson plan to you and/or you don't feel you have had ample opportunity to review the plan.

Preparedness

Interns are expected to be thoroughly prepared for their teaching responsibilities not only by having a lesson plan, but also by having all materials prepped and ready to use at the time of teaching. Patterns of rushing to prepare or being unprepared are not acceptable and you have the right to remove teaching responsibilities in such a situation.

Unprofessional Conduct

Any act that violates professionalism and ethics are unacceptable and must be reported to the university immediately.

Disengagement or distractions in classroom

Interns are instructed to use technology as tools and should not be using their phone or computers to engage in personal business during their internship, particularly when students are present. They should not be completing university work, taking personal phone calls, answering emails, etc. at times when they should be engaging with students or with you in the classroom.

Failure to enact feedback

Whether the feedback relates to professionalism or performance, interns are expected to demonstrate steady growth throughout the course of the internship. If the intern is unable or unwilling to utilize feedback that you have explicitly provided, additional supports should be considered.

Other times there are concerns that seem mild when viewed separately, but when considered together (or over time) suggest additional supports may be needed to ensure a successful internship. Those could include:

- Hesitancy to take on responsibilities
- Appearing overwhelmed
- Sitting on the sidelines
- Overall tone of interactions with students
- Discomfort with certain student populations
- Lack of positive classroom management
- Lack of professionalism in communication
- Failure to positively impact students' development
- Outside responsibilities
- Unprofessional dress and appearance
- Lack of passion for the profession

What supports can I receive as a Cooperating Teacher?

Your university supervisor is the main contact and liaison with the university and also an invaluable member of the internship team. You should feel free to communicate openly about any concern or wondering you may have so that they may be attuned to them during their visits to your classroom.

The Director of Office of Field Experience is also readily available to help identify concerns regarding a pattern of behavior, plan additional supports and/or interventions and work out next steps.

We are always happy to confer with you and help you to determine if your observations indicate a problem that should be addressed immediately or if the application of additional mentoring or university supervisor supports are necessary.

Some of the additional supports or interventions that may be suggested include:

- Triad meeting with you, the university supervisor and the intern
- Co-teaching with enhanced modeling
- Collection of quantifiable data with feedback to intern
- Internship extension
- Case Conference
- Plan of Improvement

NUTS & BOLTS

Mentoring Student Teachers Canvas Course: OFE has designed a course that will award you with 5 free clock hours and tips, tools and strategies for effective mentoring. It is a self-directed, asynchronous course. If you would like to enroll, please email OFE@wwu.edu.

W9 Form: The W9 form is required to get you set up in Western's system. This needs to be completed the first time you serve as a mentor or if you have a name change.

The W9 is submitted electronically and it is important that you complete the form accurately so it is not rejected. The email prompting you to complete the form has a guide to assist you in filling in all of the required sections of the form.

If you are uncertain if you have completed this form, please reach out to Margaret Gegenhuber at gegenhm@wwu.edu.

Stipend: You will receive a stipend at the end of the quarter for hosting your intern. In order to issue the stipend, you must complete and return both the W9 and A19 forms sent to you by Margaret Gegenhuber. The A19 must be completed each quarter that you host an intern and returned to Margaret via email at gegenhm@wwu.edu.

We are unable to issue the stipend retroactively so please ensure you complete this step once you receive the email.

Clock Hours: OSPI allows OFE to issue up to 30 clock hours for the supervision of a student teaching intern.

You will be issued the maximum amount possible based on how many quarters you have hosted an intern or practicum student during a school year. For example, if you hosted a practicum student in fall and received 10 clock hours, OFE can issue you 20 clock hours for an intern you hosted in Spring. You may only claim 30 clock hours for any type of supervision in a given school year.

You are responsible for maintaining your clock hour records. Sign your form and submit it to your school district for salary advancement and don't forget to enter it into OSPI's E-Certification system if you intend to use it for certificate renewal.

OFE does not store clock hour forms and they cannot be re-issued if you lose the original.



Appendix

InTASC

Model Core Teaching Standards and Learning Progressions for Teachers 1.0

Click [here](#) for the full InTASC Standards booklet.

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #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.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Mentor-Mentee Conversation Tool

Name:

School:

Date:

Time:

Successes	Discussion Points	Possible Strategies
<i>What is going well?</i>	<i>What might be useful to think about right now?</i>	<i>What ideas might be helpful?</i>
Next Steps: Mentee		Next Steps: Mentor
<i>What will you (mentee) do next?</i>		<i>What will I (mentor) do next?</i>

WA Teacher Evaluation Criteria

- 1: Centering instruction on high expectations for student achievement
- 2: Demonstrating effective teaching practices
- 3: Recognizing individual student learning needs and developing strategies to address those needs.
- 4: Providing clear and intentional focus on subject matter content and curriculum.

- 5: Fostering and managing a safe, positive learning environment.
- 6: Using multiple student data elements to modify instruction and improve student learning.
- 7: Communicating and collaborating with families and school community.
- 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.





FEEDBACK INDEX CARDS

During busy days, feedback index cards can provide a quick way for mentors and TCs to interact around something the TC is intentionally working on. These index cards can be used anytime and can but need not go along with formal observations.

FRONT

Left side of card: TC identifies one or two areas of instruction they are working on.

Right side of card: Mentor jots down observations and feedback in relation to the TC's identified focus areas.

By the TC: Focus Areas	By the Mentor: Notes and Observations
1) ...	•
	•
	•
2) ...	

By the TC:	By the Mentor:
1) Keeping all group members participating in group work	<ul style="list-style-type: none"> • Table groups used the role cards • Good follow-up questions- what do you mean, how does it connect, etc. 😊 • When you visited their table, Sara and Anna did not participate, and Carrie did most of the talking.
2) ...	<ul style="list-style-type: none"> • Tables C, E, and F went off task when you weren't at their group •

BACK

Mentor records reflections and feedback to help the TC think about their identified goals.

By the Mentor: Reflections and feedback
1) ...
2) ...

<p>1) What would it look like for all group members to participate? Seemed to work well to assign group roles – each student had something different and specific to do.</p> <p>Students seemed unsure of what to do in “critic” role though, how could we support?</p> <p>Might want to circulate more frequently among groups.</p>
2) ...

PRE-MADE FEEDBACK INDEX CARDS

If you aren't sure where to begin, try printing one of these starter cards to guide feedback. Jot down *observations* on the front of the card about what takes place. Use these notes to provide a few key pieces of *feedback* on the back.

Focusing on:	Notes and Observations:
Interactive direct instruction*	
<input type="checkbox"/> Frames the lesson by explaining connections to prior learning, purpose, and why it matters to students	
<input type="checkbox"/> Uses varied representations of ideas (text, models, manipulatives, visuals, videos, etc.)	
<input type="checkbox"/> Incorporates and links students' ideas, experiences, and prior knowledge	
<input type="checkbox"/> Promotes ongoing student sense-making (turn & talk, problem-solving, making observations, using manipulatives, etc.)	
<input type="checkbox"/> Gives opportunities midway and at the end for all students to demonstrate current understanding of ideas (think-pair-share, white board share-outs, exit slips, etc.)	
	<i>Provide a few pieces of feedback on the back.</i>

*Helping students understand a key idea, examples of it, ways to represent it, why it's important. Often followed by an activity in which this information is used.

Focusing on:	Notes and Observations:
Interacting with small groups	
<input type="checkbox"/> Moves to group, listens first	
<input type="checkbox"/> Probes students' thinking or gives students an entry point into the task if they can't get started	
<input type="checkbox"/> Focuses a question on specific part of student work, not generic "How is it going?"	
<input type="checkbox"/> Asks follow-ups ("What do you mean?" "Why do you think that?" or "Do you agree?" "Want to add on?")	
<input type="checkbox"/> Equips students for what's next (priming them to share out later, leaving them with a question they can discuss more, etc.)	
<input type="checkbox"/> Engages all students in conversation	
	<i>Provide a few pieces of feedback on the back.</i>

Focusing on: Whole group discussion*	Notes and Observations:
<input type="checkbox"/> Frames discussion by reminding students of shared prior experiences, purpose, and expectations of how to interact with one another's ideas	
<input type="checkbox"/> Defines guiding question(s) for discussion	
<input type="checkbox"/> Asks follow-ups to deepen student thinking ("Can you say more about that?" "Why do you think that?")	
<input type="checkbox"/> Helps students build on each other's ideas ("Do you agree?" "Want to add on?")	
<input type="checkbox"/> Co-constructs with students a public record of ideas that supports their reasoning	
<input type="checkbox"/> Supports all students in sense-making work and engages diverse voices and ideas in the conversation	
<input type="checkbox"/> Includes summarizing statements as check for learning goals	
	<i>Provide a few pieces of feedback on the back.</i>

*This should follow a shared experience with video, lab, activity, or other collaborative work.

You may also want to check out the "Mentor's Guide: Pre- and Debriefing Check-ins" or the "Feedback Tips" on mentorteachers.org for more ideas about how to structure feedback, possible focus areas, and making feedback meaningful.