Education Seminar
Interview and Observation #1

Students are expected to observe their mentor throughout the field experience process and to regularly solicit feedback on a range of topics relevant to teaching. At four points in the semester the student must complete and submit a formal observation of their mentor along with a reflection on a 10- to 15-minute interview with your mentor or another teacher related to a specific topic. In this case, about Planning and Preparation.

You should upload to brightspace both the full Formal Observation document and a 3-4 page summary of and reflection on your mentor's responses to your interview questions. You do not need to upload the mentor's responses to the interview questions. It is recommended that you identify 3-4 topics including the required question to address the primary question and focus on those using specific examples from your **both** observation and interview.

Assignment 1: What is important in planning and preparation?

Complete a formal observation of your mentor's teaching using the Formal Observation Form on brightspace. Then, meet with your mentor to debrief the observation and conduct an interview with them regarding their planning & preparation (sample questions below).

- **Required:** How do you plan for and celebrate student differences in the classroom, including cultural differences?
- What resources do you use in preparing a lesson?
- How do you make a lesson fun and geared toward learning? How do you get students engaged at the beginning of the lesson? How do you keep students engaged throughout the full lesson?
- What part does assessment play in the planning of your lesson? How are the objectives, assessment, and instruction related? What role do standards play in the lesson?
- How far in advance do you plan a lesson? How long does it take you to plan for lessons?
- What do you start with? What is the first thing that you think about when planning?

Grading Rubric

	Unacceptable 4	**Developing** 6	**Acceptable** 8	**Exemplary** 10
Content The student follows directions and meets the expectations of the assignment	The student did not follow the directions outlined for the assignment. The assignment is both missing required information and does not present information with a sufficient level of detail. The assignment demonstrates little understanding of and ability to apply course concepts.	The student did not follow many of the directions outlined for the assignment. The assignment is either missing some required information or does not present information with a sufficient level of detail. The assignment demonstrates a limited understanding of and ability to apply course concepts.	The student followed most of the directions outlined for the assignment. The assignment includes all required information with sufficient level of detail and demonstrates a clear understanding of the assignment. The assignment demonstrates an adequate understanding of and ability to apply course concepts.	The student clearly followed the directions outlined for the assignment. The assignment includes all required information with thorough level of detail. The assignment demonstrates a thorough and nuanced understanding of and ability to apply course concepts.
Organization and Clarity The assignment should be logically organized and the reader should be able to follow the overall argument with ease.	The writing is not logically organized. Frequently, ideas fail to make sense together.	In general, the writing is arranged logically, although occasionally ideas fail to make sense together. The reader is fairly clear about what writer intends	The ideas are arranged logically to support the central purpose or argument. Most ideas are linked to each other. With a few exceptions, the reader can follow the line of reasoning.	The ideas are arranged logically to support the purpose or argument. Ideas flow smoothly from one to another and are clearly linked to each other. The reader can follow the line of reasoning with ease.
Reflection	Reflection lacks critical thinking. Superficial connections are made with key course concepts. Conveys inadequate evidence of reflection on own work. Personal growth and awareness are not evident and/or demonstrates a neutral experience with negligible personal impact. Lacks enough inferences, examples, personal insights and challenges, and/or future implications are overlooked.	Reflection demonstrates limited critical thinking in applying, analyzing, and/or evaluating key course concepts. Conveys limited evidence of reflection on own work. Demonstrates less than adequate personal growth and awareness. Demonstrates minimal thought of the future implications of current experience.	Reflection demonstrates some degree of critical thinking in applying, analyzing, and/or evaluating key course concepts. Conveys evidence of reflection on own work. Demonstrates satisfactory personal growth and awareness. Demonstrates some thought of the future implications of current experience.	Reflection demonstrates a high degree of critical thinking in applying, analyzing, and evaluating key course concepts including those focused on culturally relevant and sustaining education practices. Conveys strong evidence of reflection on own work. Demonstrates significant personal growth and awareness of deeper meaning. Insightfully synthesizes current experience into future implications.