



Department of Elementary and Secondary Education

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# HANDBOOK OF CLINICAL PRACTICE

Office of Field Services

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*November 2008*

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Dear Teacher Candidate,

The goal of Clinical Practice is to provide field experiences so that teacher candidates develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn. Clinical Practice provides teacher candidates with a practical real-world teaching experience in which they can implement effective teaching practices and behavior/ disposition standards. This experience is carried out under the close supervision of a mentor teacher and one or more university supervisors from the Departments of Elementary and Secondary Education and other appropriate departments.

The Clinical Practice experience at Southern Utah University is the culmination of professional training and course work. It is a critical requirement for licensing which must be successfully completed before professional teaching credentials can be acquired.

The Handbook of Clinical Practice provides much of the necessary information regarding Southern Utah University's Field Service Experiences in one document. We hope that it will prove useful to you. Any suggestions for the improvement of this document, as well as the Clinical Practice Program, are welcomed. Please submit these to the Office of Field Service at SUU.

Sincerely,

Jerry Bowler, Chair  
Teacher Education & Human Development Department

## Key Contacts

Area	Name	Phone Number	E-Mail
Admissions: Elementary/Secondary Graduate/GELP	Shirley Wilson Ruth Billhimer	586-7802 865-8083	<a href="mailto:wilson@suu.edu">wilson@suu.edu</a> <a href="mailto:billhimer@suu.edu">billhimer@suu.edu</a>
Background Checks: Undergraduate/GELP	Shirley Wilson	586-7802	<a href="mailto:wilson@suu.edu">wilson@suu.edu</a>
Career Services	Stacia Thomas	586-5420/ 865-8489	<a href="mailto:thomas_s@suu.edu">thomas_s@suu.edu</a>
Clinical Practice Criteria – Mentors/Supervisors/Grading	Dr. Jerry Bowler	586-1933	<a href="mailto:bowler_g@suu.edu">bowler_g@suu.edu</a>
Clinical Practice Placements	Dr. Jerry Bowler Shirley Wilson	586-1933 586-1950	<a href="mailto:barth@suu.edu">barth@suu.edu</a> <a href="mailto:wilson@suu.edu">wilson@suu.edu</a>
Education Advisor	Ruth Billhimer	865-8083	<a href="mailto:billhimer@suu.edu">billhimer@suu.edu</a>
Elementary Block Applications/ Clinical Practice Clearance	Shirley Wilson	586-7802	<a href="mailto:wilson@suu.edu">wilson@suu.edu</a>
Elementary Practicum	Peggy Wittwer	586-7809	<a href="mailto:wittwerp@suu.edu">wittwerp@suu.edu</a>
E-Portfolio	Dr. Deb Hill	865-8628	<a href="mailto:hild@suu.edu">hild@suu.edu</a>
Exit Interviews	Shirley Wilson	586-7802	<a href="mailto:wilson@suu.edu">wilson@suu.edu</a>
Graduation Requirements Teacher Licensure	Suzanne Brinkerhoff	865-8320	<a href="mailto:brinkerhoffS@suu.edu">brinkerhoffS@suu.edu</a>
PRAXIS Tests (Content and PLT) CAAP Tests	Educational Testing Services Dr. Jerry Bowler <b>Blaine Edwards – SUU Testing Center</b>	800-772-9476 586-1933 <b>586-5419</b>	<a href="http://www.ets.org">www.ets.org</a> <a href="mailto:bowler_g@suu.edu">bowler_g@suu.edu</a> <a href="mailto:edwardsb@suu.edu">edwardsb@suu.edu</a>
Secondary Block Applications/ Clinical Practice Clearance	Shirley Wilson	586-7802	<a href="mailto:wilson@suu.edu">wilson@suu.edu</a>
Secondary Practicum	Dr. Jerry Bowler	586-1933	<a href="mailto:bowler_g@suu.edu">bowler_g@suu.edu</a>
Teacher Work Sample	Professors		

## **Very Important Information**

### **Applications for Clinical Practice**

Due dates for Clinical Practice are as follows:

**Fall February 1st**  
**Spring September 15<sup>th</sup>**

Applications for Clinical Practice are located online at:

[http://www.suu.edu/ed/fso/clinical\\_practice/app-forms.html](http://www.suu.edu/ed/fso/clinical_practice/app-forms.html).

All interns and teacher must submit USOE student teaching license with their clinical practice application.

#### **Student Teacher License Instructions**

1. Go online to <https://secure.utah.gov/elr/welcome.html>
2. Click "Student Licenses" button.
3. Enter personal information and verify.
3. If the system is unable to locate your background check or if it has expired, follow criminal background check instructions.
4. Pay \$25 processing fee online using credit card.
5. Select "Download License" and print certificate. A copy of this will also be sent to your email account on file.
6. Make a copy and submit to the Field Coordinator with Clinical practice application
8. All student teachers and interns are required BY LAW to carry this license with them in the field at ALL TIMES.

#### **Career Services and Credential Files**

The purpose of Career Services is to provide resources for SUU graduates to help them obtain professional positions. Each teacher candidate is required to complete a credential file during their clinical practice experience. A small fee is required. Career Services is located in Office 201 of the Sharwan Smith Center. For information, contact Career Services at 435-586-5420

#### **Graduation and Licensing Applications**

Graduation and licensing applications are available in Old Main 312. Spring and Summer Completers must submit their application to Suzanne Brinkerhoff, the College of Education's licensing Coordinator, in OM 312 before October 1<sup>st</sup> of each year. Fall completers must submit by February 1<sup>st</sup>. Questions should be directed to 435-865-8320. *(If you have attended other colleges or universities, please submit official transcripts to the registrar.)*

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# TEACHER CANDIDATE CHECKLIST

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## BEFORE PLACEMENT

1. \_\_\_\_\_ Complete and submit the **Current Contact Information Form** to Field Services as soon as you know where you will be living during clinical practice.
2. \_\_\_\_\_ Thoroughly read the clinical practice handbook. Many questions can be answered and problems solved by doing this before you begin your clinical practice.
3. \_\_\_\_\_ Make contact with your mentor teacher prior to the beginning of your start date to set up an appointment for a personal conference. Do this as soon as you get your placement.
4. \_\_\_\_\_ Meet with your mentor teacher prior to beginning your experience to discuss your assignment and go over the materials in the clinical practice handbook. Use the “Suggestions for topics of discussion with Mentor Teacher” on page 32. It is your responsibility to share your handbook.

Discuss topics for the Teacher Work Sample that will fit the curriculum during your clinical practice.

Complete the handbook verification form with your mentor. Give the form to the College of Education Supervisor.

**Notify the Office of Field Services immediately if there are any changes regarding your placement.**

## FIRST WEEK OF PLACEMENT

5. \_\_\_\_\_ Complete the Clinical Practice Teaching Schedule in this handbook (Appendix E), and send it to your ***education and secondary academic supervisors immediately***. University Supervisors wait for your schedule to calendar visits. If you don't know how to contact them, call the Office of Field Services at 435-586-1950.
6. \_\_\_\_\_ We recommend that you keep a notebook, available for review by your mentor teacher and by the university supervisor and that it include the following information:
  - Lesson plans, organized by subject or period
  - Basic school information: seating chart(s), list of students with special needs, class schedule(s), arrival and dismissal procedures, emergency procedures, etc.
  - Tests and handouts made by the teacher candidate
  - Copies of evaluation forms completed by yourself, the mentor teacher, or university supervisor
  - Log of discipline problems, **parent conferences and communications (this is a component of your evaluation)**. Document everything in writing, with dates of occurrence.
  - Miscellaneous documentation and correspondence applicable to clinical practice which you want to include in your portfolio
  - TWS progress
  - Daily Accountability form to complete
7. \_\_\_\_\_ **Complete lesson plans a week in advance** and share them with your mentor teacher. There is no excuse for being unprepared during clinical practice.

**WEEK 3& 9- elementary WEEK 5-Secondary**

8. \_\_\_\_ **Complete the Mid-Term Clinical Practice Evaluation** and hold a conference with your mentor teacher and university supervisor at the halfway point of your assignment (Elementary CP students will complete two midterms). Go over the evaluation and make an improvement plan. Give it to your education supervisor. **Make sure they are given to your education supervisor**

ONGOING:

9. \_\_\_\_ Gather all observation and evaluation forms and give to your university education supervisor
10. \_\_\_\_ Complete the daily accountability form verifying that you have finished the required number of days in the classroom. Make sure you enter days and not hours. Give the completed form to your university education supervisor.
11. \_\_\_\_ Complete the Teacher Work Sample. You **must** complete this in time for your university supervisor to grade.
12. \_\_\_\_ Complete and submit the electronic portfolio. Your electronic portfolio will be graded online by designated university evaluators. If you have any questions about submission contact Dr. Deb Hill at [hilld@suu.edu](mailto:hilld@suu.edu).
13. \_\_\_\_ Call to set up an appointment for your **exit interview** which is held during finals week of each semester. Call the Field Service Office at 435-586-1950. **All teacher candidates must attend the exit interview to receive a passing grade for Clinical Practice.**

**All criteria with the exception of the daily accountability forms must be submitted to the education supervisor no later than two (2) weeks prior to the start of Exit Interviews.**

**Teacher Candidate Master Accountability Record**

Semester \_\_\_\_\_

Name \_\_\_\_\_ School Dist./Schools \_\_\_\_\_

Education Supervisor \_\_\_\_\_ Academic Supervisor \_\_\_\_\_

Mentor Teachers \_\_\_\_\_

**Teacher Candidate Master Accountability Folder**

**Check the box showing verification and/or  documentation for the following:**

- 1  **Check for completed USOE License form- Do not return to Field Service Office**
- 2  Signed verification of discussion with mentor teacher regarding the clinical practice handbook
- 3  Teacher Candidate's Schedule for each placement
- 4  Completed Teacher Candidate Checklist

**Observations by supervisors:**

**Visitation/Contacts**

- 5  #1 Date \_\_\_\_\_
- 6  #2 Date \_\_\_\_\_
- 7  #3 Date \_\_\_\_\_
- 8  #4 Date \_\_\_\_\_

- Introductory 9  Date \_\_\_\_\_
- Other 10  Date \_\_\_\_\_

**4 - Observations by Mentor Teachers:** (in any combination)

- |                                                                  |                                             |    |                                             |
|------------------------------------------------------------------|---------------------------------------------|----|---------------------------------------------|
| 11 <input type="checkbox"/> 1 <sup>st</sup> placement elementary | 11 <input type="checkbox"/> Secondary major | OR | 13 <input type="checkbox"/> Secondary minor |
| 12 <input type="checkbox"/> 1 <sup>st</sup> placement elementary | 12 <input type="checkbox"/> Secondary major |    | 14 <input type="checkbox"/> Secondary minor |
| 13 <input type="checkbox"/> 2 <sup>nd</sup> placement elementary | 13 <input type="checkbox"/> Secondary major |    |                                             |
| 14 <input type="checkbox"/> 2 <sup>nd</sup> placement elementary | 14 <input type="checkbox"/> Secondary major |    |                                             |

**Collaboration/Seminar Meetings (Group or with Supervisor, Teacher Candidate and Mentor Teacher)**

- 15  Date \_\_\_\_\_
- 16  Date \_\_\_\_\_

17  **Teacher Candidate Mid-Term Clinical Practice evaluation form** To be completed by both the Teacher Candidate and Mentor Teacher. (for each placement) **Score** \_\_\_\_\_

**Final Evaluations from Mentors:**

- 19  1<sup>st</sup> Placement Elementary **Score** \_\_\_\_\_
- 20  2<sup>nd</sup> Placement Elementary **Score** \_\_\_\_\_
- 19  Secondary Major **Score** \_\_\_\_\_
- 20  Secondary Minor **Score** \_\_\_\_\_

**Final Evaluation from Supervisors:**

18  Education **Score** \_\_\_\_\_

**Teacher Work Sample and graded rubric:**

19  Education Supervisor **Score** \_\_\_\_\_

20 a  b  **Daily Accountability** form signed by all mentors

*As the supervisor of the above teacher candidate, my signature verifies that all criteria have been met for a passing grade in clinical practice.*

Signed \_\_\_\_\_

Date \_\_\_\_\_

# **SUU Professional Teacher Education Program Success Model**

## **College Mission Statement**

*The Beverley Taylor Sorenson College of Education and Human Development views its primary mission as advancing education, human performance, and family development through knowledge, compassion, and action. The College seeks to prepare and develop dynamic, professional educators, administrators, leaders, and career specialists who constantly search for truth and excellence through effective practice, collaboration, and scholarship.*

## **To Create Caring, Competent, and Knowledgeable Professional Educators**

For 110 years, the COEHD has been the Flagship College at SUU. The College has a rich heritage of excellence in Teacher Education and a reputation for both academic rigor and sound educational practice in the public schools. The goals of the college's nationally accredited Teacher Education Program are to prepare professional educators who are:

- Caring Educators
- Competent Educators
- Knowledgeable Educators

Although currently accredited through the National Council for Accreditation of Teacher Education (NCATE), in a vote to pursue Teacher Education Accreditation Council (TEAC) accreditation, the college faculty unanimously ratified this belief on August 16, 2006. These goals are accomplished through a focus on the individual, a reflective model of teaching practice, a standards-based program, and crosscutting themes of diversity, technology, and life-long learning. (See model in Figure 1.) Each goal contributes to the success of the College's overall Professional Teacher Education Program (PTEP), as well as to the success of the candidates who enroll in one of the College's eight professional programs.

## Southern Utah University Professional Teacher Education Program – Success Model



**Figure 1 – Professional Teacher Education Program – Success Model**

### **A Focus on the Individual**

The COEHD views its primary mission as supportive of the University mission to provide students a personalized learning environment which fosters meaningful experiences involving the mind, the heart and the hands. It is committed to preparing informed, stimulating and effective educators for service in Utah schools and beyond. As professional members of a life-long learning community, the mission of the Department of Teacher Education is to prepare compassionate and reflective teachers who value diversity and excellence, promote creative and critical thinking and celebrate learning.

### **A Model of Reflective Practice**

The PTEP's reliance upon candidate involvement in assessment, record keeping and communication is aimed not only at certifying the competence of program completers but also at maximizing that competence, especially in the areas of reflective practice and assessment of student learning. This strategy provides PTEP faculty with a concrete way to model for their candidates the process of effectively integrating assessment into the teaching/learning process. PTEP faculty believe that they can best teach prospective teachers sound assessment practices by employing those practices themselves.

### **Standards-Based Programs**

The PTEP maintains current information about TEAC and other applicable professional standards and conducts systematic reviews and evaluations of existing professional education programs for the purpose of program improvement and alignment to appropriate standards; including, INTASC, NBPTS, ELCC, and the Utah State Office of Education.

### **Caring Educators will:**

- 1.1. Reflect on teaching and using reflection to improve professional practice:** The candidate evaluates outcomes of his/her own professional practice. He/she uses action research, experimentation and reflection to improve student learning and his/her teaching performance.
- 1.2. Engage in opportunities for professional growth:** The candidate seeks out opportunities to grow professionally. He/she participates in professional development activities provided by the district and/or state and national organizations.
- 1.3. Recognize when personal dispositions need changing and developing growth plans for doing so:** The candidate reflects on his/her attitudes, dispositions, biases and professional beliefs and, when necessary, makes adjustments to insure appropriate professional behavior.
- 1.4. Engage in collaboration and group decision making:** The candidate takes a leadership role in team or departmental decision making and strives to make decisions which reflect the highest professional standards.
- 1.5. Be an active participant in a community of learners:** Candidates and their students take obvious pride in their work and collaborate with each other to improve it. Candidates and students formulate questions, explore content and share their findings. Students and candidates work together to advance their understanding.
- 1.6. Provide service to students, parents, colleagues, school and community:** Candidates volunteer to participate in school events and in school and district projects, assuming a leadership role and making substantial contributions.
- 1.7. Be an advocate for all students:** The candidate is highly proactive in serving students and helps to ensure that the needs of all students, particularly those traditionally under-

served by public education, are met by the school.

**1.8. Motivate students and invite cooperation in diverse classroom environments:** Candidates develop and implement strategies for promoting individual and group motivation which encourage positive social interaction, active engagement in learning and self-motivation on the part of all students. He/she monitors student behavior and effectively redirects misbehavior in ways which are sensitive to the individual needs and dignity of all students.

**1.9. Communicate with parents and families:** The candidate provides information to parents about the instructional program and positive and negative aspects of student progress. Response to parents' concerns is handled sensitively and the candidate attempts to engage parents in the instructional program. (Adapted from Danielson, n. d.)

## **2. Competent Educators**

*We believe that the ability to “make learning live forever” requires professional educators who are competent and reflective practitioners and decision makers.*

### **Competent Educators will**

**2.1. Select appropriate instructional goals and outcomes for all learners:** The candidate selects and/or develops instructional goals which are appropriate and valuable and which take into account the varying learning needs of individual students or groups.

**2.2. Select appropriate strategies, resources and tools of inquiry for all learners:** Candidates use research to plan and select a wide variety of instructional strategies, resources and tools of inquiry aimed at meeting the needs of all learners.

**2.3. Design challenging, coherent and compelling learning activities:** Candidates design learning activities, which are challenging and highly relevant to all students. Learning activities address standards and instructional goals, progress coherently and meet the needs of diverse students by allowing for multiple paths to learning.

**2.4. Establish and maintain a community of learners:** The candidate exhibits genuine caring and respect for all students and enthusiasm for his/her subject and for learning in general. He/she conveys high expectations for achievement and encourages all students to produce work of high quality.

**2.5. Engage all students in learning:** The candidate engages all students in activities and assignments. Content is linked to students' knowledge and experience and they are provided opportunities to initiate or adapt activities and projects to enhance understanding and learning.

**2.6. Manage classroom procedures, records and the physical environment:** The

candidate establishes routines, procedures, and strategies for managing non-instructional duties and the physical environment of the classroom to maximize the use of instructional time.

- 2.7. Communicate clearly, and accurately with students, parents and colleagues:** The candidate's spoken and written language is correct and appropriate to the situation. Directions to students are clear and anticipate possible misunderstandings. The candidate communicates with students, parents and colleagues in ways that demonstrate sensitivity to cultural and gender differences.
- 2.8. Present content to students in challenging, clear and compelling ways:** Candidates engage all students in learning activities which are challenging and relevant to the needs of diverse learners. Instruction is adjusted for students who need additional help and enrichment is provided for advanced students.
- 2.9. Provide effective feedback to students and parents:** The candidate provides effective feedback to individual students and parents in a timely manner, enabling them to assess student performance. Feedback is consistently high in quality and provision is made for students to use feedback in their learning.
- 2.10. Use appropriate questioning and discussion techniques and strategies:** The candidate's questions are of uniformly high quality and adequate time is provided for students to respond. Students are encouraged to formulate questions of their own. (Adapted from Danielson, n. d.)

### **3. Knowledgeable Educators**

*We believe that the ability to “make learning live forever” demands that professional educators construct in-depth knowledge of content and pedagogy and acquire the skills and dispositions necessary to transform knowledge and theory into instructional practices, which actively engage students in the learning process.*

#### **Knowledgeable Educators will:**

- 3.1. Demonstrate knowledge of content:** The candidate demonstrates in-depth knowledge of content and provides evidence of continuous growth in his/her understanding of these areas
- 3.2. Demonstrate knowledge of pedagogy:** The candidate demonstrates an understanding of current research on best instructional practices and these practices are reflected in his/her emerging pedagogical skill.
- 3.3. Demonstrate knowledge of content pedagogy:** The candidate's knowledge of content pedagogy reflects the findings of current research on best practices within the discipline

he/she teaches.

- 3.4. Be knowledgeable of learner characteristics and diverse learner needs:** The candidate displays an in-depth understanding of the developmental characteristics of diverse student populations and uses knowledge about individual differences to plan, deliver and analyze instruction.
- 3.5. Demonstrate a knowledge of designing and employing appropriate assessment techniques:** Candidates develop assessment strategies which are congruent with instructional goals. Assessment criteria are clear and appropriate for all students and lead them to an awareness of progress toward meeting established goals, outcomes and standards.
- 3.6. Be knowledgeable of philosophical and theoretical perspectives:** The candidate exhibits an understanding of a wide variety of alternative theoretical perspectives, research and reflection on practice to guide instructional decision making.
- 3.7. Demonstrate a knowledge of the appropriate uses of technology:** The candidate demonstrates knowledge of the appropriate use of various technologies in the planning, delivery, analysis and assessment of learning and instruction and models appropriate uses of technology to students.
- 3.8. Be knowledgeable about available resources, technologies and research to support, extend and improve student learning:** The candidate exhibits an awareness of resources and technologies available in his/her school and community. Decisions regarding the appropriateness of using various technologies to improve student learning are based on research and best practice.
- 3.9. Engage in scholarly activity:** The candidate participates in activities, which contribute to the profession including mentoring, writing for publication and presenting at professional conferences. (Adapted from Danielson, n. d.)

### **Cross-cutting Themes and Building Caring, Competent, and Knowledgeable Professional Educators**

As a part of the PTEP Success Model (See figure 1.1), the cross-cutting themes of diversity, technology, and life-long learning are essential in meeting the goal of preparing caring, competent, and knowledgeable professional educators. The PTEP faculty are committed to weaving the strands of diversity, technology, and life-long learning into the fabric of successful teacher preparation and development. This is done in the courses that are taught, the assessments that are used, and the interaction that is made with each of the Teacher Education candidates.

#### **Commitment to Diversity**

As perceived by the PTEP faculty, diversity encompasses such factors as race, ethnicity, gender, socioeconomic status, religion, exceptionalities, age, language, special needs and background. The PTEP demonstrates a commitment to diversity and to learning for all students through the PTEP Success Model that was itself developed through a collaborative effort involving diverse faculty, practitioners, and others in the professional community. Committed to principles interwoven within the framework, the PTEP strives to provide opportunities for candidates to develop an appreciation of diversity as well as the knowledge, skills and dispositions to work with diverse student populations.

### **Commitment to Technology**

Enhanced technological development, literacy, and integration are central to the effectiveness of the PTEP, its faculty, and Teacher Education candidates. The University has implemented a Technology Master Plan that provides the PTEP with a variety of resources including a state-of-the-art computer labs to ensure that professional education faculty and candidates develop and maintain proficiency in the use of current instructional technologies. Technology is integrated in general education, subject area major, and professional education courses and experiences, which are integral parts of the PTEP Success Model.

### **Commitment to Life-Long Learning**

At the core of the SUU's mission and the PTEP's Success Model, is the challenge of empowering students and teachers to make learning live forever by preparing educators who possess the knowledge, competencies, and dispositions to facilitate and support the learning of all students. Anchored in state and national standards, the PTEP's expected outcomes for program completers delineate the proficiencies expected of all candidates in initial and advanced professional education programs. Among these proficiencies are content knowledge, pedagogical content knowledge, professional and pedagogical knowledge, competencies, and dispositions. Also included is the ability to engage in reflective practice and make professional choices that positively impact the learning of all students. The portion of the syllabus guidelines disclosing diversity and technology issues, contains a similar section showing how life-long learning is infused through the curriculum.



Department of Elementary and Secondary Education

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# **CLINICAL PRACTICE**

  

# **COURSE SYLLABI**

# **COLLECTIVE COURSE SYLLABI REVIEW**

## ***ECED 4980***

***Early Childhood Education Clinical Practice (6 credits)***

## ***ELED 4980/6980***

***Elementary Clinical Practice (6-12 credits)***

## ***SCED 4980/6980***

***Secondary Education Clinical Practice (7 credits)***

## ***SPED 4980-6980***

***Special Education Clinical Practice (6 credits)***

**Instructor:** Marlene Barth  
**Office:** Old Main 202  
**Phone:** 435-865-8384  
**Field Service Office:** 435-586-1950  
**Fax:** 435-865-5434  
**E-Mail:** [barth@suu.edu](mailto:barth@suu.edu)  
**Website:** <http://www.suu.edu/ed/fso/>

### **Course Description:**

This course is designed to give prospective teacher candidates a capstone experience in working with public school students prior to making application for licensure in the State of Utah. Clinical practice has specific requirements relating to each section registered for. Advance application is required. Teacher Candidates are expected to serve in a teaching/management/leadership role in a public school classroom under the supervision of a mentor teacher and University supervisor. The teacher candidate is expected to demonstrate competence in each of the targeted INTASC and SUU Department of Elementary and Secondary Education PTEP standards as well as those required by Southern Utah University and the State of Utah. Upon successful completion and evaluation of clinical practice, teacher candidates are recommended for licensure with the State of Utah, based upon their Major and area of specialty.

## **Course Objectives:**

### **Targeted INTASC Standards:**

**Standard 1: Knowledge of Subject Matter** – The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experience that make these aspects of subject matter meaningful for students.

*Effective teachers demonstrate understanding of central concepts of their discipline. The teacher uses methods of inquiry that are central to the discipline. The teacher uses explanations and representations that link curriculum to prior learning. The teacher evaluates resources and curriculum material for appropriateness to curriculum and instructional delivery. Effective teachers engage students in interpreting ideas from a variety of perspectives using interdisciplinary approaches to teaching and learning.*

**Standard 2: Knowledge Human Development & Learning** – The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social and personal development.

*Effective teachers evaluate student performance to design instruction appropriate for social, cognitive, and emotional development. The teacher encourages student reflection on prior knowledge and its connection to new information. Effective teachers provide opportunities for students to assume responsibility for actively engaging in learning.*

**Standard 3: Adapting Instruction for Individual Needs** – The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving and performance skills.

*Effective teachers select and use multiple teaching and learning strategies to encourage students in critical thinking, problem solving and performance skills. The teacher encourages students to assume responsibility for identifying and using learning resources. Effective teachers assume different roles in instructional process (instruction, facilitator, coach, audience) to accommodate content, purpose, and learner needs.*

**Standard 4: Multiple Instructional Strategies** – The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

*Effective teachers draw from a wide repertoire of instructional strategies and models, adjusting their choices to meet their intended objectives and the needs of particular students.*

**Standard 5: Classroom Motivation and Management** – The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation.

*Effective teachers engage students by relating lessons to students' personal interests, allowing students to have autonomy, develop learning goals and are intrinsically motivated. Effective teachers encourage clear procedures and expectations that ensure students to assume responsibility for themselves and others, work collaboratively and independently, and engage in purposeful learning activities.*

**Standard 6: Communication Skills** – The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

*Effective teachers model communication strategies in conveying ideas and information and when asked questions. The teacher provides support for learner expression in speaking, writing, and other media. The effective teacher uses a variety of media communication tools to enrich learning opportunities.*

**Standard 7: Instructional Planning Skills** – The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

*Effective teachers plan lessons and activities to address variation in learning styles/performance models, multiple development levels of diverse learners, and problem solving and elaborations. The teacher develops plans appropriate for curriculum goals that are based on effective instruction. The effective teacher develops short and long-range plans. The teacher adjusts plans to respond to unanticipated sources of input and/or student needs.*

**Standard 8: Assessment of Student Learning** – The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

*Effective teachers select, construct, and use assessment strategies appropriate to learning outcomes (achievement targets). The teacher uses a variety of formal and informal strategies to make informed choices about student progress and to adjust instruction. The teacher evaluates the effects of class activities on individual and classroom groups through observation of classroom interaction, questioning and analysis of student work. Effective teachers maintain useful records of student work and performance and can communicate student progress knowledgeably and responsibly.*

**Standard 9: Professional Commitment & Responsibility** – The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others and who actively seeks out opportunities to grow professionally.

*Effective teachers use classroom observation, information about students and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with reflection on and revising practice. The teacher uses literature, colleagues and other resources to support self-development as a learner and a teacher.*

**Standard 10: Partnerships** - The teacher fosters relationships with school, colleagues, parents, and agencies in the larger community to support student's learning and well-being.

*Effective teachers participate in collegial activities designed to make the entire school a productive learning environment. The teacher seeks to establish cooperative partnerships with parents/guardians to support student learning. The teacher links with counselors, teachers of other classes and activities within the school, professionals in community agencies, and others in the community to support students' learning and well-being. Effective teachers are advocates for students.*

## **Professional Dispositions and Personal Characteristics Expected of all Teacher Candidates:**

As part of the Department of Elementary and Secondary Education Program and this course, all participants are expected to demonstrate and to continue to cultivate the following professional dispositions and personal characteristics. All participants are expected to:

- Value critical thinking, problem solving, and self-reflection.
- Appreciate the value of alternative theoretical perspectives, educational research, and the experiences of colleagues as a basis for reflecting on practice.
- Engage in continuous learning and in professional discourse about student learning and motivation.
- Take personal responsibility for supporting educational practices with research and theory.
- Express appreciation for human diversity and respect students as individuals.
- Express confidence in the ability of all students to learn and express a willingness to adapt instruction and to persist in helping all students achieve success.
- Demonstrate sensitivity to community and cultural norms.
- Demonstrate enthusiasm for your subject matter.
- Value ongoing assessment as essential to the instructional process.
- Demonstrate commitment to the expression and exercise of democratic values (e.g., mutual respect, fairness, equality, and justice) in the classroom.
- Value peer relationships in establishing a motivational climate for student learning and appreciate the role of students in promoting each others learning.
- Believe students need career exploration and development opportunities.
- Believe schools and teachers are responsible for helping students develop a positive work ethic including responsibility, initiative, perseverance, creativity, and the ability to work collaboratively.
- Appreciate the value of working with parents, the community and other professionals to improve the learning and well-being of students.
- Respect confidentiality, privacy and other student and parental rights.

## **Course Content:**

This course is designed to provide the prospective teacher candidate with a comprehensive teaching and learning experience with public school students. Student teaching candidates will:

1. Have background clearance from the UPACC Committee.
2. Have all course work completed prior to the clinical practice experience with the exception of those hours allowed by University policy.
3. Have a completed application for clinical practice and USOE student teacher license on file in the SUU Field Service Office.
4. Have a USOE Student Teacher License on file in the SUU Field Service Office.
5. Secure a clinical practice placement in an approved and accredited school where the required number of days can be accomplished by the end of the semester.
6. Have all paperwork submitted relating to the clinical practice placement and conditions before the start of the experience.
7. Complete a predetermined minimum length of time in the classroom as a teacher candidate and demonstrate having successfully met the objectives and standards of clinical practice. If necessary, remain in the classroom until this has been accomplished.
8. Return all required paperwork regarding clinical practice to the Field Service Office through the University Supervisor.
9. Successfully complete a Teacher Work Sample as outlined in the document Performance Prompt Teaching Processes Standards and Indicators Scoring Rubrics for Teacher Work Samples in Appendix C of the Handbook of Clinical Practice.
10. Successfully complete an electronic portfolio of your educational experiences as outlined in Appendix A of the Handbook of Clinical Practice.
11. Pass the PRAXIS II Content area test in the major area and provide evidence of having taken the PRAXIS II PLT test.

## **Course Text/Readings:**

SUU HANDBOOK OF CLINICAL PRACTICE

## **Grading and Assignments:**

All teacher candidates must successfully complete the following before a “pass” grade will be entered on official transcripts and recommendation made for licensure.

1. Successful completion of a Teacher Work sample that contains the following items:
  - Graded Rubric
  - Contextual Factors
  - An Assessment Plan
  - Lesson Design for Instruction
  - Instructional Decision Making Plan
  - An Analysis of Student Learning Plan
  - A Self Evaluation and Reflection Journal

This Teacher Work sample must be submitted and evaluated by the university supervisor before a grade will be recorded.

2. Successful final evaluation of student experience submitted by mentor teachers and University supervisors.
3. Completion of predetermined length of time in the classroom as a teacher candidate.
4. Successful completion of all work and assignments prescribed in the Handbook of Clinical Practice.
5. The completed electronic portfolio must be submitted for scoring.

**Reasonable Accommodations Statement:**

Students with medical, psychological, learning or other disabilities desiring academic adjustments, accommodations, or auxiliary aids will need to contact Student Support Services, Room 205K, Sharwan Smith Center. Phone number (435) 586-7845. Student Support Services determines eligibility for and authorizes the provision of these services and aids.

**Attendance Policy:**

Regular attendance is required at all class meetings. Should you experience the need to be absent for illness or an emergency you are required to call 586-1950 and leave a message as to the reason for the absence. The message will be placed in the appropriate professor's mailbox.

**Academic Integrity Policy:**

Scholastic dishonesty will not be tolerated and will be prosecuted to the fullest extent. You are expected to have read and understood the current issue of the student handbook (published by Student Services) regarding student responsibilities and rights, and the intellectual property policy, for information about procedures and about what constitutes acceptable on-campus behavior.

**Disclaimer Notice:**

Information contained in this syllabus may be subject to change with advance notice, as deemed appropriate by the instructor.

The SUU Professional Teacher Education Unit Program success model is contained in the handbook.



Department of Elementary and Secondary Education

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# GENERAL INFORMATION

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## GENERAL GUIDELINES AND REQUIREMENTS

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1. Teacher candidates should refrain from employment during the period of clinical practice. The teacher candidate is expected to participate as a full-time teacher while assigned to the school site. Many activities and responsibilities occur outside the regular school day schedule for which active participation is required. The teacher candidate must be prepared to teach and meet these responsibilities daily. The demands of teaching require an alert, rested, and well-prepared individual, who is not dividing his or her energies between teaching and other responsibilities. The Office of Field Services recognizes that some individuals have unique problems needing resolution. Teacher candidates who feel they need special consideration should contact the Field Service Coordinator or their university supervisor.
2. Get acquainted with your mentor teacher prior to the beginning of the actual clinical practice experience. **Preferably, call and make an appointment for a personal conference as soon as you receive your placement.** A personal conference can prepare the way for a warm relationship between you and your mentor teacher. During this pre-student teaching conference, assignments (TWS unit topic, reading, etc.) can be made, expectations discussed, and questions answered. The conference also enables the teacher candidate to become familiar with the instructional program of the school. If, for any reason, it is impossible to hold a personal conference, consult with your mentor teacher by telephone as soon as possible. **See page 32 for a list of suggested topics to discuss.**
3. **As a teacher candidate you:**
  - Are required to teach for a minimum of 60 days (secondary, elementary and SPED), or until the program objectives for teacher candidates have been achieved or until the student has been screened from the program. Missed days, for any reason, do not count toward the required number of days and must be made up. Only days spent in the classroom with children can count toward the daily requirement.
  - Must take personal responsibility to ensure that your experience is a meaningful one. Plan to work very hard, get the most from this situation by taking the initiative, and enjoy the experience.
  - Must always be prepared. Exhibit a high degree of thorough, organized, consistent planning. Components of good lesson planning are found in this handbook. **You must complete all planning and preparation for instruction prior to arriving at school.**
  - Should be alert to new ideas, and be appreciative of valuable suggestions, and service performed on your behalf.
  - Must take the initiative in asking for suggestions. Having received a suggestion, you should either put it into practice or take the time to discuss it with your mentor teacher. Remember the mentor teacher has the final say in the classroom.
  - Are expected to act in the professional manner expected of a teacher employed at the placement school. Teacher candidates will keep confidence, and respect the rights of others at all times.
  - Must follow the same schedule and engage in the same duties, experiences, etc. as the mentor teacher.

- Will arrive and depart at the same time as your mentor teacher.
- Are expected to attend faculty meetings, staff meetings, parent conferences, P.T.A. meetings; be present for professional/conference day activities; help prepare student reports and other necessary records, etc., as appropriate for the particular placement.
- Must assist the mentor teacher in all teaching assignments (bus duty, club sponsorship, and other assignments appropriate to your particular placement).
- Must familiarize yourself with all applicable policies and regulation of the school district and school within the first week of the experience. This information is generally contained in school and district handbooks and policy statements.
- Are expected to maintain standards of dress and appearance that conform to established policies or practice of local school personnel. Dress like a professional educator.
- Are encouraged to observe other teachers in the school to broaden your exposure to a wide range of teaching strategies, and classroom management. See guidelines for observing teachers in this handbook.
- Are expected to examine textbooks and core curriculum for assigned grades and classes prior to beginning your experience.

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## **CLINICAL PRACTICE PLACEMENT**

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The placement of teacher candidates is taken very seriously by the Department of Elementary and Secondary Education. Every effort is made to provide each teacher candidate with a satisfying experience that is professionally appropriate. All assignments are made in a joint effort by the Office of Field Services – Department of Elementary and Secondary Education at Southern Utah University and the school district units. Special arrangements by the students, the school district, or some other school or department of the university are **not** authorized. **A teacher candidate shall not make arrangements with a teacher in a public school until notified of the specific clinical practice assignment.** In placing teacher candidates, the following are considered:

1. **The preference of the teacher candidate**  
Whenever possible, teacher candidates are placed in the school districts and grade levels of their choice; however, this is not always possible and is not guaranteed. If teacher candidates encounter a problem in the clinical practice experience, the University reserves the right to place him/her in a situation that can be more closely supervised.
2. **The availability of clinical practice placements.**  
There are a limited number of teacher candidates a particular school or school district can adequately and professionally handle. This directly affects the number of teacher candidates who can be placed in a particular location, school, or grade level. Most districts restrict teachers to one teacher candidate per year.
3. **The needs of the school districts**  
School districts, individual schools and teachers frequently request the assistance of teacher candidates with specific skills; for example, ability to play the piano or conduct

groups in singing. It is our policy to help school districts by placing teacher candidates in such situations whenever it is professionally and ethically possible to do so.

4. **Teacher Candidates will be placed with mentors who:**

- a. Are currently licensed and/or endorsed in their state for all the subjects they teach where a teacher candidate is assigned to them.
- b. Have a record of successful teaching for at least two to three years.
- c. Have the proper dispositions, attitudes, and desire to mentor a teacher candidate and help them master the national INTASC standards for first year teachers as outlined in our Handbook of Clinical Practice.

5. **Location**

The teacher candidate will be assigned to a location where the required number of days can be completed by the last day of finals in any given semester.

6. **Location of clinical practice placements**

The Office of Field Services and the Department of Elementary and Secondary Education try to place teacher candidates in the location they request. This is to accommodate travel and living requirements. However, due to school, district, and supervision needs, teacher candidates may not receive their first choice of placement.

7. **Areas of Specialty**

Teacher candidates are placed with mentor teachers who share the same area of expertise as the teacher candidate in terms of major, minor, and area of specialty.

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## **TEACHER CANDIDATE: PROBLEM RESOLUTION**

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A teacher candidate who is experiencing a problem(s) should contact his/her University Supervisor immediately. The University Supervisor will help resolve the problem by:

1. Conferencing with the teacher candidate to examine the problem through his/her eyes. Then the university supervisor will assist the teacher candidate to implement changes to help solve the problem.
2. Conferencing with the mentor teacher. They will examine the problem as seen through the mentor teacher's eyes. Then the university supervisor will counsel with the mentor and share ideas on what can be done to help solve the problem. The university supervisor will designate a time period for problem resolution.
3. Contacting the Field Service Coordinator at (435) 865-8384 if the problem is not resolved from the perspectives of the teacher candidate and the mentor teacher. Supervisors should offer suggestions to solve the problem at this point and determine if it is appropriate to hold a conference with the teacher candidate, mentor teacher, and site administrator to develop a performance growth plan.

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## **GUIDELINES FOR ASSISTING TEACHER CANDIDATES AT RISK FOR FAILURE**

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The Field-based clinical practice certification programs provide pre-service teachers the opportunity to practice effective instruction techniques. It is the goal of university faculty and mentor teachers to assist teacher candidates in becoming successful classroom teachers. However, on occasion, teacher candidates may have deficits in instruction, management skills, and /or professionalism such that the quality of instruction provided to children is seriously compromised. When this occurs, the mentor teacher and university supervisor must decide whether the teacher candidate should continue with or pass the clinical practice experience. The procedures outlined below are designed to help the teacher candidate, mentor teacher, and university supervisor in this process.

1. **Serious problems in clinical practice should be identified and addressed as early as possible** in the semester to maximize improvements in the teacher candidate's instructional effectiveness, management skills and/or professionalism and to minimize the effects of these inadequacies on children. **Inadequacies should be identified and documented by utilizing the Mid-Term Evaluation Rubric.**
2. Mentor teachers and/or university supervisors should immediately **notify the Field Service Coordinator when serious questions are raised** concerning the teacher candidate's instruction, management skills and/or professionalism.
3. The Field Service Coordinator will notify the teacher candidate that she/he is at risk of failing student teaching.
4. The Field Service Coordinator will schedule a meeting with the teacher candidate, mentor teacher, university supervisor and Field Service Coordinator to develop a **Performance Growth Plan** addressing the area(s) of concern. This plan must be signed by each stakeholder (i.e. teacher candidate, mentor teacher, university supervisor and Field Service Coordinator). The Performance Growth Plan is found in Appendix B.  
The plan should **utilize the midterm/final evaluation form criteria** to:
  - a. Identify specific targets (necessary improvements) needed for the teacher candidate to continue his/her student teaching experience.
  - b. Identify specific criteria by which to assess each target area
  - c. Develop specific improvement strategies that will provide the teacher candidate with the necessary support and remediation in each target area
  - d. Develop a time line by which the improvement plan will be implemented
    - i. Identify specific observation dates for monitoring the teacher candidate's improvement process; also identify specific expected behaviors that must be accomplished for each date.
    - ii. Identify the specific evaluation date by which the teacher candidate will be held accountable for his/her improvements.
5. Schedule a meeting with the teacher candidate, mentor teacher, university supervisor, and Field Service Coordinator to evaluate whether the teacher candidate has met the criteria for continuation.

If these procedures do not result in successful performance, the Field Service Coordinator will discuss various options with the teacher candidate, mentor teacher, and university supervisor.

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## **REMOVAL FROM CLINICAL PRACTICE**

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Clinical practice will be terminated by the Field Service Coordinator if it is determined by him/her that the situation in a particular placement is damaging to the students, the teacher candidates, violates school/district/university policies, or compromises the quality and effectiveness of the Department of Elementary and Secondary Education program at SUU. Before candidate removal occurs, every attempt will be made to remediate the situation, using the professional development conference form and following its' guidelines. It is the desire of the Office of Field Services to create the opportunity for success in clinical practice; however, teacher candidates must accept responsibility for their own professional conduct and teaching.

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## **SEXUAL HARASSMENT**

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Sexual harassment is prohibited by Title VII and Title IX and according to guidelines issued by The Equal Elementary Opportunity Commission (EEOC) and is closely followed by the office for Civil Rights in the United States Department of Education. Sexual harassment in the academic community may involve sexual advances, requests for sexual favors, other forms of intimidation, verbal or written communications, and/or physical conduct of a sexual nature.

Sexual harassment may take various forms. There are several levels of *verbal harassment behavior*, including, but not limited to, making personal inquiries of sexual nature, offering sexual comments regarding a person's anatomy or clothing, and repeatedly requesting dates and refusing to accept "no" as an answer. *Nonverbal harassment* may include prolonged staring at another person, presenting personal gifts without cause, throwing kisses or licking one's lips, making various sexual gestures with one's hand, or posting sexually suggestive cartoons or pictures.

More serious levels may involve sexual coercion or unwanted physical relations. This type of behavior *quid pro quo* is commonly associated with superior-subordinate relationships in which the victim, for fear of reprisal, unwillingly participates. This relationship is best described as a power relationship. The superior, in this case, has the capacity to refuse to hire, promote, grant or deny certain privileges, based on his or her position. In many instances, the promise of some job-related benefit is offered in exchange for sexual favors.

Another level of harassment involves *unwanted touching of another's hair, clothing, or body*. Undesirable acts involving hugging, kissing, stroking, patting, and massaging one's neck or shoulders are examples of physical harassment that contributes to a hostile work environment.

The definition of harassment, under the act, is sufficiently broad to allow coverage from most forms of unacceptable behavior. Any type of sexual behavior or advance that is unwanted or unwelcome is considered covered under the act.

Sexual harassment may involve a male or female student, placement school staff employee, university faculty or administrator as offender and any of the foregoing as victim.

**If you feel you have been sexually harassed according to the above definition, immediately contact the Field Service Coordinator at (435) 865-8384. Your placement will be modified to remove you from any hostile situation.**

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## SUMMARY OF TEACHER CANDIDATE EVALUATION FORMS

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- **Daily Accountability Log Completed by Candidate – Initialed by Mentor:**  
Evaluation, consisting of advice and suggestions on classroom management, planning activities, teaching strategies, etc., should be given daily by the mentor teacher. This should be part of the daily collaboration with the mentor teacher. The daily reflection/accountability log is designed to facilitate the teacher candidate's self-reflection, assessment, and collaboration.
- **Clinical Practice Observation Record:**  
University supervisors will fill out a Clinical Practice Observation Record each time they visit. Mentor teachers will complete this form twice in each elementary placement, and four times in a secondary placement as they observe the teacher candidate teaching. They are designed to help improve teaching and to measure the teacher candidate's ability to implement the INTASC and SUU's PTEP standards. (The standards are included at the beginning of this document.) The original copy of the evaluation forms is filed by the Office of Field Services. These forms are not sent to the Career Service Center to become part of the permanent file. Forms must be signed and copies distributed to the appropriate people.
- **Mid-Term Clinical Practice Evaluation Form:**  
It is strongly suggested that Mentor teachers complete a separate Mid-Term Evaluation. However, **the teacher candidate is required to evaluate her/himself** using the Mid-term Self-reflection Clinical Practice Evaluation form found in Appendix E. The teacher candidate needs to complete this form with their mentor teacher to reflect where the teacher candidate stands at this point in their placement. Both parties need to sign and date the last page. **This mid-term does not go into the teacher candidate's credential file.**
- **Clinical Practice Evaluation(Final):**  
Upon completion of the clinical practice, the mentor teacher and university supervisor will complete the SUU Clinical Practice Final Evaluation Form. This evaluation form must be signed by the evaluator (mentor teacher or university supervisor) and given to the university supervisor to be added to the teacher candidate's master folder. This final evaluation, and any recommendation letters that may have been provided, are then sent to the Career Services office to be included in the teacher candidate's permanent credential file.

If the teacher candidate and mentor teacher have been planning and conferencing frequently, there should be no surprises on the final form. This form becomes a part of the permanent record, aiding significantly to job placement. Superintendents have repeatedly indicated that the most important documents in a teacher candidate's credential file are the forms and statements made by the mentor teacher.

Evaluations must be completed and turned in to the Office of Field Services through the university supervisor before any teacher candidate's grade will be posted.

**\*See the Introduction section and Appendix E for checklists and forms.**



Department of Elementary and Secondary Education

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**TEACHER**

**CANDIDATE**

**HELPS**

## Discussion Topics for Teacher Candidates and Mentor Teachers

- Where does the teacher candidate keep his/her things and where is his/her work space?
- What time should the teacher candidate arrive at school and leave? What is the contractual time?
- How does the teacher candidate get into the classroom?
- How can the teacher candidates get in touch with the mentor teacher in an emergency?
- What are the expectations for lesson plans beyond the university?
- What are the class / school procedures during a fire drill, lock down, earthquake, etc.?
- What if an emergency occurs during lunch or between classes?
- What is the mentor teacher's policy for student work: heading papers; using pen, pencil, or computer; writing on front / back of paper, legibility; late work, no name on assignments? Should the student teacher come up with his / her own policy or use the cooperating teacher's plan?
- Student teachers may never act as a substitute. What role should the teacher candidate play when a substitute is in the class?
- Are there any special needs students, students with 504 plans, behavior disorder students, students with medical issues?
- What are the dress code standards for teachers?
- What are the school policies for the following topics: dress code for students, attendance, tardies, cell phones, computer use, visitors, movement through the halls, lunch, open/closed campus, gum, food in classrooms, gang signs, assemblies, etc.?
- What is the behavior plan of the class? Should the teacher candidate come up with his/her own plan?
- What is the time line for transition from the student teacher acting as an observer in the classroom to co-teacher candidate to full (solo) instructor?
- Are there specific materials, textbooks, etc. that the mentor teacher would like to share or expects the teacher candidate to use?
- What resources are available: library, school counselor, special education instructor, principal, equipment, other.
- Please review together the role description for Teacher Candidates, Mentor Teacher, and University Supervisor in the Field Service Handbook.
- **Discuss/review the topic and dates and expectations for your Teacher Work Sample unit.**

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## **INITIAL OBSERVATIONS**

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Inducting teacher candidates into the day-to-day operations of the classroom is critical. Communication, which fosters understanding, is likely to become strained during this period unless some guidelines are cooperatively established between the mentor teacher and the teacher candidate. Initiatory activities suggested by mentor teachers include:

1. **Study the Students**

Learn names, reasons for grouping, and locations of groups. Which students seem to respond to questions and directions? Determine which children seem to have physical or other disorders/special needs. Determine their primary language.

2. **Study the Physical and Aesthetic Environment**

Study how the room is arranged. How are the fixed and movable pieces of equipment used? What are the locations of exits and entrances, routes to lavatories and cafeteria? Look for possible locations for group activities, games, and committee work. Consider the temperature, ventilation, and other “comfort” concerns.

3. **Study the Routine Organization of the School Day**

Into which blocks of time is the day divided? In what sequence are content areas scheduled? Are time blocks and sequences rigidly adhered to? Do children eat lunch at school? Are bus schedules important? When are children permitted to leave the room?

4. **Study the Management of Behavior**

Determine how the mentor teacher accepts questions. How is behavior managed in the movement of individuals, groups? Does classroom management indicate rigid or flexible standards of behavior? Is independent or group study encouraged? Which techniques for managing behavior are used?

5. **Examine the Instructional Materials and Equipment**

How much emphasis is placed on the use of textbooks? Determine which supplementary instructional materials are on hand or available (projectors, games, furniture, maps, science equipment, computers, TV/VCR). Learn how these materials are used and when.

6. **Study the Subject Matter Being Explored by Teacher and Students**

Become familiar with books, curriculum guides and other materials.

7. **Study the Mentor Teacher’s Methods and Procedures**

What types of questions are asked? Is the teaching style predominately inductive or deductive? Try to determine psychological or philosophical orientation. During which activities are children active or passive?

These observational activities cannot be carried out in a sit-and-listen situation. The teacher candidate will have meaningful duties involving the students upon arrival in the classroom. The mentor teacher will more likely share responsibilities with the teacher candidate, if the candidate is willing to get involved from the very beginning.

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## **YOUR BEHAVIORS CAN STRENGTHEN OR MINIMIZE YOUR EFFECTIVENESS IN THE CLASSROOM**

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It is difficult for teacher candidates to convince themselves that their behaviors can affect the class. If communication seems to be a problem, analyze the impact of your behavior upon pupils by asking yourself the following ten questions.

1. Do I show sufficient enthusiasm so that my students are aware of my interest in the subject being taught?
2. Do I insist that my students be courteous to one another and to me?
3. Am I always courteous to my students?
4. Do I recognize good work as often or more than I criticize poor accomplishments of my students?
5. Do I make assignments with clear and specific directions, and justifying the value of each assignment to students?
6. Do I make a determined effort to provide for individual differences, realizing it is rare that all students in a class need exactly the same experience?
7. Do I employ a variety of teaching practices and activities to avoid monotony and to appeal to different student interests, learning styles, and abilities?
8. Do I attempt to make every student in my classes take some personal responsibility for the effectiveness of the class?
9. Do all my students really believe that I have their interest in mind?
10. Do I believe that my main purpose is to help students?

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## **DO'S AND DON'T'S**

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No handbook would be complete without do's and don'ts. Read through them carefully before you begin your clinical practice.

### ***Do:***

1. Communicate with your mentor teacher as soon as you receive your assignment and arrange to meet with them prior to the first day of clinical practice.
2. Read through your handbook before you begin your assignment and then go over it with your mentor teacher.
3. Try your best to get along with your mentor teacher (despite any philosophical differences that may exist between you)!
4. Recognize, respect, and make a serious effort to implement the feedback and suggestions of the mentor teacher, university supervisor, and the school administration.
5. Willingly accept assignments from your mentor teacher.
6. Ask for feedback from your mentor teacher daily and your university supervisor after visits.
7. Be professional at all times. Dress professionally. Be on time. Leave at the appropriate time.
8. Attend extracurricular activities. Get involved with the school.
9. Ask to review the handbook of your host school and the district policy/procedure manual. Review textbooks and core curriculum materials before you begin the experience.
10. Be concerned about each and every student. Listen to your students and be equitable. Treat each individual with politeness and respect.
11. Realize that having a teacher candidate is hard work. Daily express appreciation to your mentor teacher.
12. Improve the physical environment in some meaningful way. This could include creating a bulletin board, or appropriate charts/posters.
13. Develop detailed lesson plans which are approved by your mentor teacher and are available for review by the university supervisor.

## ***Don't:***

1. Argue with your mentor teacher. Remember, he or she is an experienced, seasoned teacher and you are a guest in his/her room. The mentor teacher's evaluation is the most important document in your credential file.
2. Try to be one of the students. You are their teacher.
3. Touch students in any way that may be questioned by students, parents, or administrators.
4. Counsel students on a one-on-one basis behind closed doors.
5. Have a serious conversation, phone call or e-mail, with a parent without the presence, knowledge and permission of your mentor teacher.
6. Gossip or complain to or about other teachers or staff members in your building.
7. Be late or absent if you can help it. All missed days must be made up.
8. **SUBSTITUTE** during your clinical practice assignment. If you are asked to be a substitute teacher, the district must pay you for that day and you must make it up. **It can not count towards clinical practice time.** Contact the Field Service Coordinator if you have concerns regarding this, at 435-865-8384.

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## **DISCIPLINE**

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Since you will be in a classroom with an already-established program, you will need to follow that program. When you have your own classroom, you will probably use the best of many ideas or a specific program. Do not become discouraged with discipline. Remember you are learning—some things that take time! Take advantage of this time and learn all that you can about discipline. (You will find that even experienced teachers find discipline one of their greatest challenges.) You may find several of these ideas to be helpful in many situations...

1. **Be Consistent and Equitable.**  
At first you may find it hard to follow through with rules and consequences. But if you stick to it, your students will learn exactly where you stand. The more consistent you are, the smoother your discipline program will be and the easier your clinical practice experience will be.
2. **Plan Well in Advance for Problems.**  
Anticipate discipline problems so you will know how to react to them. Minimize them by planning well in advance, varying instructional activities and responding quickly to meet student needs.
3. **Get to Know Your Students.**  
Treat all students equitably when dealing with problems.

4. **Be Friendly, but Firm**  
You're not their best friend, nor are you a dictator. Try not to lose your temper and embarrass a student in front of the class since this will cause resentment. Always try to maintain your sense of humor, but do not use that humor to ridicule a student.
5. **Be Active and Alert.**  
Move around the room and be a part of it all. This will discourage many students from misbehaving. Be alert to changes, too, like temperature, external noises, illnesses, emotional upsets, etc.
6. **Set an Atmosphere of Work and Plan for Active Learning.**  
Active students will be less likely to misbehave. Post "bell" work activities. Make transitions quickly between activities.
7. **Develop a Routine and Stick to It.**  
Students perform better if they have consistence and know their routine. Post the routine in the classroom in a conspicuous place.
8. **Be in the Classroom Before the Students Arrive.**  
Greet students as they enter to set a positive mood/tone. Provide "bell" work to minimize free time misbehavior.
9. **Use a Variety of Teaching Styles.**  
Consider using multiple intelligences as outlined by Gardner.
10. **Never Send a Student out of the Room Without Supervision.**  
You are responsible and legally liable for your students' actions. You are responsible for the supervision of all students. The student may be getting the attention he/she wants by misbehaving and being sent away. That attention may encourage the student to misbehave again!
11. **Don't Punish the Whole Group for the Actions of One.**  
Treat each student with respect. If one disrupts the class, discipline that student, not the whole class.
12. **Give Alternatives to a Misbehaving Student.**  
Suggesting alternative behaviors to the student may stop the misbehavior.
13. **Don't Be Afraid to Ask for Help!**  
Your mentor teacher, building principal, and university supervisor can help and give you advice if needed. Seek them, listen to them, and implement their advice.

Ideas adapted from Dr. A.J. Yonke, Western Illinois University, 1989.

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## LESSON PLAN CONSIDERATIONS

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### A Model for Evaluating the Teaching Process

Establishing a model for evaluating of teaching process requires that the evaluator address three basic areas:

1. Define the teacher's philosophy of education,
2. Define supervision of teachers,
3. Determine what form supervision of teachers will take.

A form which is consistent with the above definitions of "education" and "supervision" was developed by Madeline Hunter. Her description of the components of the model is as follows:

1. **Anticipatory Set** – focus the learners' attention, give brief practice on related learning previously achieved, and develop a readiness for the instruction that will follow.
2. **Specific Objectives/Purpose** – On the basis of the diagnosis, select specific objectives for a particular group's daily instruction. **Inform the learners** of the objectives indicating why accomplishment is important and relevant to present and future situations.
3. **Instructional Input** – Select a **variety of creative** learning activities that promise to help the learner achieve the objective. Plan and utilized critical (high order) thinking questions.
4. **Modeling** – Provide both a **visual** example of what is to be attained (product or process) and a **verbal** description of the critical elements involved.
5. **Check for Understanding** – Check for learner's possession of essential information and skills.
6. **Guided Practice** – Circulate among students to see that they can perform successfully before being asked to practice independently.
7. **Independent Practice** – Once learners can perform without major errors, they should be given opportunities to practice the new skill or process with little or no teacher direction.
8. **Closure** – Summarize and conclude the lesson, emphasize the objective of the lesson, tie together activities and give student some ideas on what they could do on their own to extend what they have learned.

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## **LESSON PLANNING COMPONENTS: PLAN YOUR WORK – WORK YOUR PLAN**

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SUU Departments of Elementary and Secondary Education do not require a uniform lesson plan format. Select from these components, those applicable to your lessons. Make sure you are aware of and include elements of a good lesson plan.

**1. Goals and Objectives: What Do You Want the Learners to Accomplish?**

Write	Construct	Record	Etc.
Identify	List	Gather	
Differentiate	Compare	Classify	
Solve	Contrast	Design	

**2. Motivation: How Will I Begin?** (Bellringer, sponge activity, anticipatory set)

Leading Question	Capitalize on Some Experience From
Surprise Idea (something in a sack or box)	the Group
Thought-provoking Quotation	Object
Word or Symbol on the Board	Interest Center
Question	Story Headline
Personal Experience	Door Chart
	Inquiry Method

**3. Vocabulary/Terminology** (See next page)

Determine which to teach before the lesson body: Review material in closure

**4. Method: How Will I Proceed? Which Combination Will I Use?**

Story Telling Method	Buzz Session Method
Lecture Method	Group Dynamics Method
Assignment Report Method	Committee Method
Question Method	Unit Method
Activity Method	Object Method
Discussion Method	Teaching- Pupil Planning
Learning Code Method	Individualized Learning Packets
Guest Speakers	

**5. Include Key Higher Order Thinking Skills Questions (HOTS).**

This type of questioning gets students to use higher order thinking skills. Refer to Bloom's Taxonomy for help in writing these questions.

**6. Materials: What Will Make The Experience More Interesting?**

Pictures	Grooved Board
Objects	Blackboard
Charts	Flannel Board
Posters	Accordion Books
Maps	Scrap Books
Graphs	Moving Pictures

Tapes, CD's	Diorama
Multimedia Kits	Videos
Programmed Material	DVD's
Slides	Textbook
Powerpoint Presentation	

**7. Check Up: Finding Out What Has Been Learned? Formative and Summative Assessment**

Question Quizzes and Drills	Creative Expressions
Multiple choice questions	Writing
Matching Ideas	Discussing
Bean Bags	Sharing orally
Scrambled Games	Recall Games
Cross Word Puzzles	(I'm thinking of...)
Tic Tac Toe	Baseball

**8. Daily Review of What We Did**

**9. Materials/Equipment/Supplies Needed**

**10. Resources For Future Reference**

**11. Reflection: How Successful Was It?**

Did we achieve our objectives?	
How do I know?	Have I improved myself?
Did we think?	Did everyone participate?
Did we have a happy time?	Was there evidence of improved behavior?
Did we learn something?	

**12. Plans for Next Time?**

He Who Fails to Plan.....Plans to Fail



Department of Elementary and Secondary Education

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**TEACHER**

**CANDIDATE/INTERN**

**PROGRAM**

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## **SUU TEACHER CANDIDATE/INTERN PROGRAM**

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The SUU Clinical Practice Internship Program is a collaborative program between the Departments of Elementary and Secondary Education at Southern Utah University and partner school districts. Clinical Practice Internships are for qualified students to provide valuable, hands-on teaching opportunities in a variety of public school settings, at a reduced salary, for the academic school year. Typically, teacher candidate interns take on the responsibility of being the head teacher in their own classroom for an entire school year in collaboration with mentor(s). Upon successful completion of all the requirements of clinical practice (as required of all teacher candidates) and successful completion of the academic school year as a teacher candidate intern, credit will be given for 12 credits of clinical practice.

### **Requirements**

Teacher candidates desiring an internship must understand and meet the following requirements:

1. Arrangements for an internship must be made at least one semester prior to beginning the internship. School districts wishing to hire teacher candidate interns must enter into a partnership agreement with SUU. All internship parameters and eligibility must be determined before the internship will be approved.
2. Teacher candidates who wish to participate in the Teacher Candidate Internship must contact the Field Service Office immediately when they are offered an internship. **Students must have all course work completed in their major and minor areas as well as required education courses, with the exception of clinical practice to be eligible.**
3. Teacher candidates, who are selected for academic year internships and complete all of the requirements for clinical practice during the fall University Semester, will be issued a grade.
4. Teacher candidate interns must register for clinical practice (SCED 4980 -7 cr. hrs. or ELED 4980 - 12 cr. hrs.) at the beginning of their internship in order for clinical practice to be listed on their official transcripts.
5. School mentors and university supervisors will review the intern's teaching progress by making multiple visits and completing observations forms and evaluations. In addition to regular visits from mentors, school administrators, and university supervisors, at least two collaboration seminars should be held to review best practices and discuss issues concerning the internship.
6. Teacher candidate interns are treated as new faculty in schools and should act professionally in terms of dress, comportment, teaching and managerial duties.
7. Any teacher candidate intern who does not fulfill his/her duties and obligations, as defined in the internship, will be terminated from the program. Such action nullifies any clinical practice credit; the candidate may be removed from the Department of Elementary and Secondary Education program.

8. Teacher candidate interns are usually financially compensated during their internships. Such compensation is agreed upon, based on the school board policy in that district.
9. Communication is essential for a positive and effective internship. Teacher candidate interns should make sure that the school, district, and university supervisors are made aware, in a timely and efficient manner, of any issues or problems that exist.
10. Teacher candidate interns must make sure that they follow all school district policies as well as university policies, during the internship.
11. Teacher candidate interns must realize that, while an internship provides excellent opportunities and exposure to teaching and the school systems, the internship does not guarantee, in any way, future employment. All teacher candidate interns interested in employment must make application through standard school district procedures.

The ultimate goal of the SUU Teacher Candidate Internship Program is to provide a quality experience in the preparation of a professional educator. Any questions about the SUU Teacher Candidate Internship program should be directed to the Field Service Coordinator at Southern Utah University (435) 865-8384.



Department of Elementary and Secondary Education

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# THE ROLE OF MENTOR TEACHERS

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## **INTRODUCTION**

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Welcome to the exciting experience of being a mentor teacher! The Southern Utah University College of Education sincerely appreciates your willingness to supervise our teacher candidates. The information and suggestions which follow will help you as a mentor teacher. Mentor teachers are encouraged to suggest additions, revisions, and deletions to the information presented in this handbook. Please send these to the Field Service Coordinator in the Office of Field Services.

Clinical Practice is the culmination of both the Elementary and Secondary Education programs. The primary goal of the clinical practice experience is to provide the teacher candidate with the opportunity of applying effective teaching practices and behaviors under the guidance of an experienced and qualified mentor teacher and university supervisor.

The mentor teacher is perhaps the most influential person in the teacher candidate's clinical practice experience. Research indicates that the mentor teacher can be the most important factor in determining a teacher candidate's future success as a classroom teacher. The attitudes, teaching styles, sense of teamwork, and positive feedback that mentor teachers exhibit during the clinical practice are among the essential elements of a successful clinical practice experience.

Being a successful mentor teacher takes time, effort, and skill. It is an extremely important responsibility, one which cannot be fulfilled by turning a teacher candidate loose to "sink or swim." It is the wish of the university and cooperating school districts that you are present with the teacher candidate as much as possible so you can provide regular feedback to help the teacher candidate be effective in the classroom. This will also give you the opportunity to provide one-on-one assistance to the students in your classroom.

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## **CRITERIA FOR SELECTING MENTOR TEACHERS**

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1. **It is recommended that a Mentor Teacher have three years or more of current teaching experience.**
2. A mentor teacher must be able to model effective instructional procedures and promote professional practice.
3. A mentor teacher must have a willingness, the time in his/her schedule, and a demonstrated ability to provide proper mentoring and evaluation of a teacher candidate.
4. A mentor teacher must have the skills necessary to observe and evaluate teacher candidate performance and to provide on-going, descriptive feedback so as to foster positive growth for the teacher candidate.
5. A mentor teacher must have demonstrated the ability to clearly and professionally share their knowledge of effective teaching.

6. A mentor teacher must prepare the environment to maximize opportunities for pre-service teachers to succeed and learn from their errors.
7. A mentor teacher will set the pace for the integration of the teacher candidate into the classroom setting, allowing gradually increased levels of responsibility. A minimum of two weeks required, for the teacher candidate to have complete control of the classroom setting. The mentor teacher is ever present to assist as needed.
8. A mentor teacher should be considered a “model” teacher.

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## **MENTOR TEACHER CHECKLIST**

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1. Go online to <http://www.suu.edu/ed/fso/forms/1099.html> to complete the Mentor Teacher Acceptance/1099 Stipend Request form. Please return this form to the Office of Field Services so you can be paid promptly for your service.
2. Go over the materials in your teacher candidate’s “red folder” or information packet carefully. These forms should be given back to the university supervisor with all paperwork required from you at the end of the experience.
3. Conference with your teacher candidate prior to the beginning of his/her assignment so that he/she can:
  - Determine the topic of the Teacher Work Sample and when he/she will be able to teach the Teacher Work Sample (during the first half of the experience if at all possible).
  - Introduce candidates to school faculty and staff.
4. Go over your teacher candidate’s Handbook of Clinical Practice with him/her thoroughly. **The Handbook of Clinical Practice is available online.** Please pay particular attention to the introductory and mentor teacher sections. Sign the verification form as having gone over the handbook with your teacher candidate.
5. Model the Department of Education’s Professional Teacher Education Program (PTEP) and INTASC teaching standards for the teacher candidate. These standards are located in the “New Teacher Standards (INTASC)” in the introduction part of the handbook.
6. Remain in the classroom with the teacher candidate serving as mentor and team teacher as much as possible. Solo time is appropriate and recommended towards the end of the experience.
7. Discuss the day’s events; provide feedback to the teacher candidate regarding his/her self-reflection as disclosed on the daily accountability form as you sign it.
8. Discuss the teacher candidate’s future curriculum plans at least a week in advance. Provide feedback, offer suggestions, and resource information. Request written lesson plans a week in advance.
9. Review the teacher candidate’s lesson plans daily. Make sure they contain the elements of a good lesson plan as outlined in the Clinical Practice Handbook. They must be detailed enough for a substitute to be able to teach from them.

10. Complete Clinical Practice Observation forms while observing the teacher candidate teaching prepared lessons as outlined below. Collaborate with the university supervisor and teacher candidate to determine where improvement is needed.
  - Elementary Mentors – Complete two evaluations during the 30 days (1<sup>st</sup> placement) and two more evaluations during the next 30 day or (2<sup>nd</sup> placement).
  - Secondary Majors – Complete four evaluations during the 60 days.
  - Secondary Minors – Complete two evaluations during the 60 days.
  - SPED – Complete two evaluations during the 40 days in addition to their regular education placement.
11. **IMPORTANT: Conduct a mid-term conference** with the teacher candidate using the Mid-Term Evaluation form. You may complete a separate evaluation or work off of the teacher candidate's required Mid Term Self Evaluation. **If there are any concerns, the score is below 37 or if there are any 0's please contact the Supervisor and Field Service Office so that we can address the issues.**
12. Please return the following to his/her university supervisor:
  - Required number of completed observation forms as outlined above
  - Final Clinical Practice Evaluation form

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## **PREPARING FOR THE TEACHER CANDIDATE**

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**Effective mentor teachers begin preparing for their teacher candidate prior to their arrival. They:**

1. Prepare the students for the arrival of the teacher candidate by telling the classroom students that the teacher candidate is another teacher in the room who can make a positive contribution to their learning. Notify parents that there will be a teacher candidate in the classroom. Share the teacher candidate's profile information with students so they will know something about the teacher candidate;
2. Provide a work space in the room for the teacher candidate to use. If possible, the work space should be a desk or table rather than a student desk;
3. Assemble materials that will help the teacher candidate understand curriculum and school policies, e.g., teachers' editions of textbooks, lesson planning materials or plan book, school district and state curriculum guides, and the school handbook containing school policies and procedures; and,
4. Develop plans for acquainting the teacher candidate with the school, the physical layout, and personnel.

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## **THE FIRST FEW DAYS OF CLINICAL PRACTICE**

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**Conference with the teacher candidate prior to the beginning of clinical practice. The teacher candidate will initiate this meeting as soon as she/he receives their placement. During this meeting the mentor teacher should:**

- Familiarize the teacher candidate with the routine and management techniques in the classroom;
- Acquaint the teacher candidate with the work that will be under way in the class when they arrive;
- Provide the teacher candidate with a copy of class schedules, students' names, and the school handbook;
- Take the teacher candidate on a tour of the school building;
- Discuss pertinent school policies and regulations with the teacher candidate;
- Reach an agreement concerning the responsibility and authority each will have; and,
- Discuss attendance, dress codes, personal behavior, time schedules, etc.

**During the initial period of clinical practice, the mentor teacher should:**

- Be aware of the special needs of the teacher candidate in adjusting to a different environment;
- Introduce the teacher candidate to the class in a way that establishes the teacher candidate as a teacher;
- Welcome the teacher candidate as a partner in the classroom;
- Introduce the teacher candidate to other faculty members and administrative staff;
- Involve the teacher candidate in classroom participation;
- Assist the teacher candidate in learning the students' names;
- Include the teacher candidate in discussions and planning with pupils;
- Plan for the teacher candidate's gradual assumption of teaching responsibilities;
- Assist the teacher candidate in becoming familiar with various available instructional materials;
- Inform the teacher candidate of necessary needed background information concerning students;
- Explain and train teacher candidates to use the roll book and grading procedures; and,
- Discuss educational ideas and goals with the teacher candidate so that she/he will be able to meet your expectations.

See page 32 of this handbook for Suggested Topics of Discussion with Mentor Teacher.

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## **SUGGESTED SEQUENCE OF CLINICAL PRACTICE ACTIVITIES**

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While each teacher candidate and clinical practice experience is unique, the following sequence of suggested activities can help insure a smooth transition. The mentor teacher and teacher candidate should meet regularly to discuss how best to implement these activities.

### **The Teacher Candidate Needs To:**

- Learn the students' names, learning styles, and other pertinent individual student characteristics.
- Learn the routine and observe how the mentor teacher handles discipline and classroom organization.
- Assist the mentor teacher with routine activities.
- Share the responsibility of the teaching load. Planning is the key to success.
- Develop plans for teaching, under the guidance of the mentor teacher. **Lesson plans developed by the teacher candidate should be shared well in advance** with the mentor teacher to allow for feedback and to obtain available resources.
- Continue to develop plans for teaching under the guidance of the mentor teacher.
- Meet with the mentor teacher daily and university supervisor on a regular basis to review progress and performance.
- Take part in extra-curricular school functions and other school activities as required.
- Teach solo during selected subjects or periods with assistance and evaluation from the mentor teacher as needed. There is no set time table for the teacher candidate to take full control, but the mentor teacher should teach less as time progresses. *If possible they should be soloing by the last two weeks of the first placement and even sooner in the second placement.* The teacher candidate should complete all the teaching responsibilities and plans for teaching by the end of the experience.

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## **CONTACTING THE UNIVERSITY SUPERVISOR**

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Throughout the clinical practice experience, the mentor teacher is encouraged to contact the education university supervisor should the need arise. The following are possible reasons for contacting the university supervisor.

### **The teacher candidate:**

1. Does not attend the first day of the clinical practice assignment;
2. Exhibits a reluctance to fulfill teaching responsibilities (lesson planning, preparation, disciplining, etc.);
3. Exhibits a reluctance to attend meetings required of mentor teacher;
4. Allows other employment or any other reason to interfere with the clinical practice assignment; or
5. Engages in any inappropriate activity.

If, for any other reason, you feel the teacher candidate needs assistance or counseling, please contact the **Office of Field Services at 435-586-1950** and they will get the information immediately to the university supervisor. **Please don't wait until there is a major problem.**

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## **THE EVALUATION**

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As a mentor teacher, your counsel and evaluation of the teacher candidate are essential. Most teacher candidates have acquired entry level skills but have much to learn about the complex process of effective teaching. **YOUR EVALUATION SHOULD BE BASED ON THEIR PERFORMANCE AND PROGRESS AS A TEACHER CANDIDATE.**

Please collaborate with your teacher candidate on a regular basis regarding his/her daily accountability self-reflection form. This will give you the opportunity to help the teacher candidate evaluate the events of each day and make plans for improvement.

Sample Observation and Mid-Term/Final evaluation forms are found in Appendix F. Please study the final evaluation form at the beginning of the clinical practice experience. There are several standards or criteria to be met that will require your help in providing opportunities for the teacher candidate such as “communicating with parents (through letters, positive notes or conferences. Should you have any questions about the evaluation forms, please contact the **Field Service Coordinator** at **435-586-1933**. All evaluations should be reviewed with the teacher candidate and signed as required. The original signed evaluation will need to be given to the University Supervisor.

**IMPORTANT:** The teacher candidate is required to do a **midterm self-evaluation** and conference with the mentor teacher. This is to be done at the mid-point of each placement (3 & 9 weeks-elementary, 5/6 weeks secondary). The mentor teacher is strongly encouraged to do a **separate evaluation** especially if there are deficiencies or concerns OR they may make written comments on the teacher candidate's self evaluation. If there are any concerns, 0's or the total score is **below 37** please contact the University Supervisor and/or Field Service Coordinator immediately.



Department of Elementary and Secondary Education

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**THE ROLE OF  
THE  
UNIVERSITY  
SUPERVISOR**

As a university supervisor, you are the liaison between the university, mentor teacher, and teacher candidate. Your major role will be to observe the teacher candidate. You will provide assistance/feedback to both the teacher candidate and mentor teacher. Your influence and representation of the university will be important to both the teacher candidate and mentor teacher. You will be on the front lines in the classroom with the teacher candidate and mentor teacher and will be their primary university contact.

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## **SUPERVISOR SELECTION CRITERIA:**

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To be a university supervisor, candidates must have a master's degree (or equivalent experience) and 3-5 years of successful teaching experience.

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## **UNIVERSITY SUPERVISOR REQUIREMENTS:**

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You are required to visit the teacher candidate six times during the clinical practice experience and complete at least 4 written observation records. (For those traveling long distances to supervise, some observations/visits may be combined with the collaboration seminars, however) **All supervisors must make an initial visit the first week followed by two teaching observations within the first 4 weeks so that potential problems may be identified early.** If a teacher candidate is experiencing difficulty, it may be necessary to visit more frequently. A written final evaluation must be completed following the final observation.

You are to assist the teacher candidate in completing the Teacher Work Sample, completing formative assessments on it during the process, then completing the summative evaluation upon completion.

University supervisors will conduct collaboration seminars with all assigned teacher candidates a minimum of 2 times during the semester. If you only have one or two teacher candidates, these may be combined as an extended post observation conference.

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## **EDUCATION UNIVERSITY SUPERVISOR: VISITATION/EVALUATION PROCEDURES**

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Visitation/Conference Component:

- 1. Initial Visitation/Conference** – Face to face contact with the School Office, Administrators, Mentor Teacher, and Teacher Candidate, if at all possible.
  - Initial visitation **MUST** be completed during the first week.
  - Check **to make sure the Teacher Candidate has his/her Utah State Student Teaching License on site. If not please contact the Field Service Office immediately**
  - Discuss visitation/observation procedure, lesson plan expectations, Teacher Work Sample topic and progress, and evaluation methods.
  - At the secondary level, at least 50% of the assignment must be in the major. They must have the same load as mentor teachers, but no more than three different subjects to prepare. If not, contact the Field Service Office immediately. Also, check to make

sure elementary placements meet the teacher candidate's needs. If the mentor teacher is different from the one listed, please advise the Field Service office immediately.

**2. Subsequent Conference/Visitations** – A minimum of four (4) visitations following formal observation are required. Two during each half of the experience.

- A visitation contact following a formal observation with the teacher candidate may be in the form of e-mail, phone, face to face, or clinical practice seminar, etc.
- These visitations could easily be accomplished in a post observation conference.
- **IMPORTANT:** A three-way midterm conference is highly recommended to determine and discuss any areas of concern. **Please contact the Field Service Coordinator to report the progress of each teacher candidate.** If the teacher candidate receives any 0's or scores **below a 37 on** the midterm evaluation a Performance Growth Plan should be implemented immediately.

**Observation Component** – Check your clinical practice assignments for secondary students to determine the university academic supervisor for each one. Contact them regarding scheduling to alleviate double visitation on the same day.

- A minimum of four (4) formal observations are required for secondary students that should include both Major and Minor content areas.
- A minimum of two formal observations are required **per** elementary placement which include a variety of subject areas.
- Observations are 50-90 minutes in duration (one complete class period for secondary and one complete lesson and a transition for elementary.) *Observations should not be made if the teacher candidate has not completed a satisfactory formal lesson plan prior to the observation. Criteria: A substitute should be able to teach from it*
- Look for transitional problems as well as other instructional areas of concern.
- Document the strengths and weaknesses of the teacher candidate.
- Complete the clinical practice observation form for each visit. A minimum of four (4) are required.
- Observations will include written documentation for the quality of the teacher candidate's lesson plan, instructional delivery, and ability to implement the INTASC and PTEP Standards.
- The clinical practice observation form was designed to help the teacher candidate. These forms do not go into the teacher candidate's permanent credential file. They are filed in the Office of Field Services. You may not observe all of the items on the form. Address only those that apply to the observation.
- Attach anecdotal notes and comments you would like to share with the teacher candidates to help them improve their teaching as needed.
- Observation documentation must be signed by the University supervisor .
- A copy is to be given to the teacher candidate and university supervisor and the originals kept in each teacher candidate's master folder until the end of the experience.
- Observations will be followed by a timely post observation visitation/conference with teacher candidate (face to face, phone, or other interactive form of communication).

## Clinical Practice Final Evaluation Components:

- Conference with the teacher candidate regarding the evaluation.
- **The original and one copy of the final evaluation must accompany the teacher candidate's master folder for each mentor and education supervisor.** The original will be sent to the Career Service Center to be added to the teacher candidate's credential file. Many districts will not consider teacher candidate's applications for employment without this form.

## Master Folder Accountability Components:

- Make sure all observation and evaluation forms and documents required for each teacher candidate are filed in, and checked off, the master accountability folder and returned to the Office of Field Services two (2) weeks prior to exit interviews held the Wednesday, Thursday and Friday of Final Exam week each semester.
- *It is recommended that you give your teacher candidate's a deadline of two week for turning in all required paperwork and Teacher Work Sample. **Completed files MUST be submitted at least TWO WEEKS prior to the start of Exit Interviews.*** It will be up to you to inform your teacher candidates of this date. The Teacher Work sample units should be taught during the first 30 days of clinical practice to allow ample time for write-ups. Portfolios should be near completion prior to the start of clinical practice, with only a few artifacts needed for completion.
- All teacher candidates must meet these deadlines with no exceptions, regardless of the last day of clinical practice.
- Teacher Candidates whose clinical practice goes beyond the last day of finals will be allowed to hand in their Daily Accountability log **no later than the day after they have met their required number of days.**

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## UNIVERSITY SUPERVISOR CHECKLIST

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### PREPARATION

1. Study the Handbook of Clinical Practice. If you are a one-time adjunct, please look at your teacher candidate's handbook.
2. Study the supervisor evaluation forms to be completed by the teacher candidate and mentor teacher that assess your performance as a supervisor to know what is expected. They are in the sample evaluation section of the handbook.
3. University supervisors will receive a master folder for each teacher candidate. These master folders will be mailed to adjunct supervisors who live out of the area. Make sure you have a master folder for each teacher candidate. The master folder will have a check list of the forms which must be turned in to you for each teacher candidate. Please see an example of this check list found in the "Forms to be Returned" section of this handbook.

### FIRST WEEK

1. Make the initial contact in person with your teacher candidates, mentor teachers, and site principals the **first week** they are out.

- Please don't wait for a daily schedule from them or the Office of Field Services before you make this contact. Your assignment sheet shows school assignments and phone numbers. Their personal profile sheet lists additional information.
- Check to make sure the teacher candidate is placed in both his/her major and minor subject areas.
- Discuss the assignment and whether or not it meets their needs. Consider grade levels, major and minor, etc. At the secondary level, at least 50% of the assignment must be in the major. They must have the same load as mentor teachers, but no more than three different subjects prepared. If not, contact the Office of Field Services immediately at (435) 586-1950. Collect their daily schedules.
- Discuss the teacher candidate's plans to implement the Teacher Work Sample and review the work they have done to that point.
- Make sure the teacher candidate knows that all paperwork is to be handed to you and not sent to the Office of Field Services.
- Make sure the mentor knows what paperwork must be handed in to you:
  - Clinical Practice Observation forms:
    - 2 for each elementary placement (including ½ time kindergarten mentors)
    - 4 for each secondary major mentor
    - 2 for each secondary minor mentor
    - a Mid-Term Evaluation
    - Clinical Practice Final Evaluation

### **THROUGHOUT THE EXPERIENCE**

1. Make a minimum of **four formal visits** to observe, evaluate, and conference with your teacher candidate regarding their progress. (Two visits are required of academic content area supervisors).
  - Please make at least **one visit and two observations** during the first half of the assignment and at least **one visit and two observations** during the second half.
  - During each visit, observe the teacher candidate for at least an hour, to complete the clinical practice observation form.
  - Each observation must be **followed by conference** with you, the teacher candidate (via e-mail, face to face, phone call etc). Make a point to visit with the mentor teacher. Collaboration with the mentor(s) is essential.
  - Please keep all clinical practice observation forms in the teacher candidate's master folder.
  - **Please notify the Office of Field Services immediately if you are concerned about the progress of the teacher candidate and can see that intervention is necessary.** The performance growth plan is for this purpose. See Appendix B for details.
  - The Teacher Work Sample should be formatively assessed by you each time you visit.
  - A minimum of two (2) collaboration opportunities need to be held with all of your teacher candidates present.

### **MIDTERM TIME**

1. Facilitate and gather the teacher candidate's to Midterm Self-Reflection Clinical Practice Evaluation form at the mid-point of their experience (3 weeks elementary, 6 weeks

secondary). This is a formative exercise to be used as a personal reflection activity and opportunity to collaborate with the mentor teacher using the final evaluation criteria. Unless there are concerns, no formal midterm needs to be done by supervisors, but we encourage you to participate in a 3-way conference.

- Conference with the teacher candidates and mentor teacher regarding the midterm evaluation. Outline a plan for improvement if needed. Place the completed teacher candidate's midterm self reflection form in the master folder and contact the Field Service Coordinator regarding the TC's progress.

### **FINAL WEEKS**

1. \_\_\_\_\_ Collaboratively make one last formative evaluation of the teacher candidate's Teacher Work Sample with the teacher candidate and mentor teacher. Teacher candidates can then make suggested improvements before submitting it.
2. \_\_\_\_\_ Complete the Clinical Practice Final Evaluation Form on each teacher candidate. The original of the final evaluation must accompany the teacher candidate's master folder.
3. \_\_\_\_\_ The teacher candidate's electronic portfolio will be graded online by designated university evaluators. (Listed on the teacher candidates #11 check list in the handbook)
4. \_\_\_\_\_ Collect the Teacher Work Sample and do a final summative evaluation on each one. Please return the original TWS to the teacher candidate with a **copy** of the graded rubric. **Place the graded rubric in the master folder.** Grading rubric forms are found in Appendix C of the handbook. Make additional copies as needed. It is recommended that Teacher Work Samples be saved on disks.
5. \_\_\_\_\_ Make sure all paperwork is filled out and returned to the Office of Field Services regarding your personal travel and reimbursement of expenses, if applicable. To receive financial compensation (stipends) make sure 1099's and Special Appointment information have been turned in to the Office of Field Services.
6. \_\_\_\_\_ Conduct a final group collaboration meeting with your teacher candidates.
7. \_\_\_\_\_ Collect verification of handbook review, from the teacher candidates.
8. \_\_\_\_\_ Collect teacher candidate's daily accountability sheets.
9. \_\_\_\_\_ Collect required observation and final evaluation forms from mentor teacher(s).
10. \_\_\_\_\_ Make sure you have collected all of the above information in the teacher candidate's master folder and returned to the Office of Field Services at least two (2) weeks prior to the exit interviews, which are held Wednesday, Thursday and Friday of finals week.

PLEASE REFER TO THE SUGGESTED SUPERVISION MODEL (pg 57)

### **SUU Supervision Model**

This is a suggested framework for supervision responsibilities. Although some flexibility may be necessary in order to accommodate individual and school schedules, **early contact**, visits and **continuous communication** is **essential** for effective supervision.

#### PLACEMENT ONE

**Week 1 – Introduction Visit. Objectives:** Meet teacher candidate, mentor teacher and principal, exchange contact information, plan first observation and collaboration meeting , \*\*\***Collect initial required paperwork:** 1- New contact information, 3-Verification of discussion of Handbook, 4-Classroom schedule.

***\*\* It Is IMPORTANT That Supervisors Make Contact The First Week and an observation within 2weeks. Please stay in communication with the mentor teachers at each visit.***

#### Week 1-3 Collaboration Meeting

**Week 2 –Observation #1** Conference- Check daily accountability & reflection. Discuss Teacher Work Sample (TWS) Encourage the Mentor Teacher to do a formal observation using the SUU form.

**Week 3/4 – Observation # 2** Collect mid-term evaluations – conference with teacher candidate and mentor teacher. Check daily accountability & **reflection** form, Check TWS progress.

**Week 3/4 (Elem) 5/6 (Sec) MID TERM EVALUATIONS** This is important! ***Please facilitate a three way formative assessment conference***

**ALL SUPERVISORS MUST E-MAIL MARLENE BARTH TO ADVISE OF PROGRESS OF EACH TEACHER CANDIDATE AT MID-TERM AND AT THE END OF FIRST PLACEMENT . Please e-mail each candidate's score from the evaluation rubric.**

**Week 5/6 –** Visit, phone, or e-mail contact. Advise/collect first placement Mentor Teacher observation forms and **Final Evaluation**.

#### PLACEMENT TWO-

**Week 7- School Site Visit-** Introductions, Planning visit, Schedule second collaboration meeting Gather previous mentor teacher's Observation and Final Evaluation forms. **Check on progress of TWS.**

**Week 8-** University Supervisor Observation # 3

**Week 9** Visit, E-mail, phone Teacher Candidates.

**Facilitate Elementary** teacher candidate's 2<sup>nd</sup> placement, mid-term self evaluation and ***Please facilitate a three way formative assessment conference*** - **E-MAIL MARLENE BARTH TO ADVISE OF SATISFACTORY/UNSATISFACTORY PROGRESS OF EACH TEACHER CANDIDATE WITH THEIR SCORE FROM THE EVALUATION RUBRIC.**

**Week 10/11-** University Supervisor Observation #4 Determine end date of candidate's clinical practice . 2<sup>nd</sup> Collaboration Mtg.

**Week 12/13 -** Gather all observation forms, Final (summative) Evaluation & Daily accountability & Grade the TWS.

**Please forward packet with COMPLETED (and signed) Accountability Form to the Field Service Office no later than TWO WEEKS before Finals Week. SPED students may bring the remaining days of their daily accountability log with them to the Exit interview.**

***Thank-you for excellent and diligent work***

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## **SECONDARY ACADEMIC UNIVERSITY SUPERVISOR: VISITATION/EVALUATION PROCEDURES**

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**Observation/Visitation Component:** You have been asked to evaluate a teacher candidate who is completing Clinical Practice in your academic area.

### **TWO OBSERVATIONS ARE REQUIRED**

#### **A. Initial Visitation/Observation**

- Make face-to-face contact with School Office personnel, Administrators, Mentor teacher, and Teacher Candidate for the initial visit and observation. Check teacher candidate's schedule to verify that the times and content areas you represent are being taught
- **Collect their daily schedules.** At the secondary level, at least 50% of the assignment must be in the major. They must have the same load as mentor teachers, but no more than three different subjects prepared. If not, contact the Office of Field Services immediately at (435) 586-1950. .
- Check to see that the clinical practice assignment is working satisfactorily. If not, please contact the Office of Field Services at 586-1950 to discuss the situation and begin a process to remedy it.
- Discuss visitation/observation procedures, lesson plan expectations, and conferencing procedures following the observation with the teacher candidate.

#### **B. Guidelines for both first and second observation**

- An observation should be completed within the first two weeks of clinical practice. A second within four weeks
- Observations should be for the entire length of the class period being observed.
- Observations should not be made if the teacher candidate has not completed a satisfactory formal lesson plan prior to observation.
- Clinical practice observation forms must be completed and filed with the Office of Field Services within one week following visitation.
- Look for transitional problems as well as other instructional areas of concern.
- Document the strengths and weaknesses of the teacher candidate.
- Observations include written documentation for the quality of the teacher candidate's lesson plan and instructional delivery.
- The clinical practice observation forms are designed to help the teacher candidate. These forms do not go into the teacher candidate's permanent credential file. They are filed in the Office of Field Services.

- You may not observe all of the items on the form at each visit. Address only those that apply to the observation.
- Attach anecdotal notes and comments you would like to share with the teacher candidate to help her/him improve their teaching.
- **Observations must be followed by a timely post observation conference** with the teacher candidate; face-to-face if possible, otherwise by phone, or e-mail.
- At the beginning of the conference, allow the students a few minute to write a reflection of their lesson in the appropriate space in the observation form preferably before presenting your comments.
- Observation documentation must be signed by the university supervisor and by the teacher candidate.

## **Evaluation Component:**

### **A. Final Evaluation – Clinical Practice Evaluation**

- After you complete the final evaluation, conference with the teacher candidate and mentor teacher to review the evaluation.
- **The original and one copy of the final evaluation must be sent to the Office of Field Services.** The original will be sent to the Career Service Center to be added to the teacher candidate's credential file. Many districts will not consider teacher candidate's applications for employment without this form.



Department of Elementary and Secondary Education

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**APPENDIX A**

**PERFORMANCE**

**GROWTH**

**PLAN**



## PERFORMANCE Growth Plan

Teacher Candidate Name \_\_\_\_\_  
School \_\_\_\_\_ Date \_\_\_\_\_  
Mentor Teacher \_\_\_\_\_  
University Supervisor \_\_\_\_\_

### CONFERENCE TO IMPROVE PERFORMANCE AND COMPETENCIES

#### **Inadequate Performance Statement:**

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#### **Actions Required to Improve Performance:**

Teacher Candidate: \_\_\_\_\_

Mentor Teacher: \_\_\_\_\_

University Supervisor: \_\_\_\_\_

#### **What will be accepted as evidence of satisfactory performance and how will it be assessed?**

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#### **Acceptable Time Lines:**

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**Teacher Candidate's Comments:** \_\_\_\_\_

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\_\_\_\_\_  
Teacher Candidate

\_\_\_\_\_  
University Supervisor

\_\_\_\_\_  
Mentor Teacher

\_\_\_\_\_  
Other

**\*Add supportive evidence as needed.**

## TEACHER CANDIDATE'S PERFORMANCE GROWTH EVALUATION

Date \_\_\_\_\_

**Describe actions taken by teacher candidate to improve performance:**

Satisfactory \_\_\_\_\_ Unsatisfactory \_\_\_\_\_

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(Attach Documentation)

**Recommendation**

- |                                                          |                                              |
|----------------------------------------------------------|----------------------------------------------|
| <input type="checkbox"/> Continue with student teaching  | <input type="checkbox"/> Drop                |
| <input type="checkbox"/> Reassignment                    | <input type="checkbox"/> Administrative Drop |
| <input type="checkbox"/> Suspension                      | <input type="checkbox"/> Pass                |
| <input type="checkbox"/> Termination of student teaching | <input type="checkbox"/> Fail                |
|                                                          | <input type="checkbox"/> In-Progress         |

**University Supervisor's Comments:**

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**Mentor Teacher's Comments:**

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**Teacher Candidate's Comments:**

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\_\_\_\_\_  
Teacher candidate                      University Supervisor                      Mentor Teacher

\_\_\_\_\_  
Building Administrator                      Field Service Coordinator



Department of Elementary and Secondary Education

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**APPENDIX B**

**PROFESSIONAL**

**PORTFOLIO**



## Professional Portfolio Links

The professional portfolio guide for candidates and beginning teachers is located at:

[http://www.suu.edu/ed/peu/aa/archives/portfolio\\_docs/portfolioprompt.pdf](http://www.suu.edu/ed/peu/aa/archives/portfolio_docs/portfolioprompt.pdf)

## Submitting the e-Portfolio

Pre - Checklist:

\_\_\_\_\_ E-portfolio's Table of Content is the INTASC (10 standards) or Ed. Leadership standards (8 standards)

\_\_\_\_\_ I belong to the Teacher Education Department

\_\_\_\_\_ I have at least two artifacts supporting well written rationales for each standard

\_\_\_\_\_ Rationales explain why the artifacts demonstrate my competency for each standard using the language of the standard

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### Submission for assessment

1. On each standard's homepage (example: *Undergraduate* - Discipline Knowledge or *Ed Leadership* - Philosophy Statement) on the bottom, right side, **red font** 'Submit Assessment' – Click
2. Select one and only one assessor (remember who you selected).
3. Confirmation will be on your portfolio page (above theme layout).
4. Open next standard's homepage (example: Developmental Knowledge) – bottom, right side, 'Submit Assessment' – Click
5. Select a different assessor each time (remember who you selected)

(For help with questions or concerns contact Dr. Deb Hill)



Department of Elementary and Secondary Education

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# **APPENDIX C**

# **TEACHER**

# **WORK**

# **SAMPLE**

## **Teacher Work Sample Links**

The Teacher Work Sample and Performance Prompts for candidates and beginning teachers are located at:

<http://www.suu.edu/ed/fso/pdf/Teacher-Work-Sample.pdf>

The Teacher Work Sample scoring rubric is located at:

[http://www.suu.edu/ed/fso/pdf/tws\\_scoring\\_rubric.pdf](http://www.suu.edu/ed/fso/pdf/tws_scoring_rubric.pdf)

## Checklist for a Quality TWS

### Contextual Factors: (1-2 pages)

#### School Characteristics-

\_\_\_\_\_ I have included a narrative describing the school (e.g., structure, demographic, etc).

#### Classroom Characteristics-

\_\_\_\_\_ I have included a narrative describing the layout of the classroom.

#### Student Characteristics-

\_\_\_\_\_ I have included a narrative describing the students (e.g., number, gender, special needs, etc.) in my classroom and any challenges this group of student present.

### Learning Goals: (1-2 pages)

\_\_\_\_\_ I have included a description of the learning goal(s) to be addressed in this unit with Utah Core reference numbers and disciplines.

\_\_\_\_\_ I have included a rationale for the using the learning goal(s)

\_\_\_\_\_ I have included the content area and specific objectives to be taught to accomplish the learning goal(s).

### Assessment Plan: (1-2 pages)

\_\_\_\_\_ I have included a description of pre- and post-assessment that is aligned with the learning goal(s) with criteria for success.

\_\_\_\_\_ I have included a description of the types of formative assessments to be used to determine student progress.

\_\_\_\_\_ I have included a description of the rationale and student adaptations for each learning goal.

\_\_\_\_\_ I have included a copy of the pre- and post-assessment.

### Design of Instruction: (25-30 pages)

\_\_\_\_\_ I have included a completed copy of the Daily Block Plan for Unit Learning Activities.

\_\_\_\_\_ I have included ten (10) TWS lesson plans used in the teaching of my Unit, with selected samples of student work.

\_\_\_\_\_ I have developed quality objectives that are measurable and observable.

\_\_\_\_\_ I have assessed these objectives formatively and summatively.

### Instructional Decision Making: (3-4 pages)

\_\_\_\_\_ I have included a narrative of the reflections of the ten (10) lesson plans taught with changes and adaptations for future lessons.

### Analysis of Learning Results: (3-4 pages)

\_\_\_\_\_ I have included aggregated data for the whole class, subgroups, and individuals comparing pre- and post assessment data.

\_\_\_\_\_ I have included a narrative with an analysis of the data to draw conclusions about the extent to which the students attained the learning goal(s) and changes or adaptations for future use.

### Reflection and Self Evaluation: (2-3 pages)

\_\_\_\_\_ I have included a narrative evaluating my effectiveness on instruction and student learning.

\_\_\_\_\_ I have included a narrative evaluating my effectiveness as an instructor.

\_\_\_\_\_ I have included a narrative regarding what I have learned about best teaching practices as I developed and taught the TWS.

## Teacher Work Sample Scoring Rubric

Candidate \_\_\_\_\_

Date \_\_\_\_\_

Evaluator \_\_\_\_\_

Score \_\_\_\_\_/14

Must score 9 or above with no 0's

**Directions:**

Using the scale below, please circle the appropriate number to represent the candidate's level of performance on each component of the Teacher Work Sample.

**0 = Standard Not Met:**

Performance fails to provide evidence of meeting the standard for the component of the Teacher Work Sample. Performance does not address the indicators of the standard.

**1 = Standard Partially Met:**

Performance provides evidence of partially meeting the standard for the component of the Teacher Work Sample. Performance addresses some of the indicators of the standard.

**2 = Standard Met:**

Performance provides evidence of meeting the standards for the component of Teacher Work Sample. Performance addresses all of the indicators of the standard.

Contextual Factors of Learning	0	1	2
<p><i>The teacher uses information about the learning-teaching context and student individual differences to plan instruction and assessment.</i></p> <p>Identifies and describes characteristics of the school, classroom, and students; relates characteristics of the school, classroom, and students to instruction; and adapts instruction and assessment to address factors in the learning-teaching context.</p>			

Learning Goals	0	1	2
<p><i>The teacher sets important, challenging, varied, and appropriate achievement targets.</i></p> <p>Provides achievement targets that clearly define what students should know and be able to do; achievement targets are linked to national, state, and local standards and long-term instructional goals; match students' current progress and development; address a variety of learning outcomes; and reflect high expectations for student learning.</p>			

Assessment Plan	0	1	2
<p><i>The teacher uses multiple assessment modes and approaches aligned with achievement targets to assess student learning before, during, and after instruction.</i></p> <p>Includes an assessment plan comprised of multiple assessment approaches and modes, including pre-assessments, formative assessments, and post-assessments, that align with achievement targets, and are developmentally appropriate; adapts assessments to accommodate students needs and individual differences; and provides rationales for assessments including validity, usability, and format.</p>			

<b>Design for Instruction</b>	<b>0</b>	<b>1</b>	<b>2</b>
<p><i>The teacher designs instruction for specific achievement targets, student characteristics and needs, and learning contexts.</i></p> <p>Includes learning activities that are aligned with achievement targets and student characteristics and needs; integrates technology into teaching and learning; provides opportunities for collaborations with families; presents accurate and up-to-date content that reflects knowledge of the discipline and modes of inquiry; adapts instruction to accommodate student needs and individual differences.</p>			

<b>Instructional Decision-Making</b>	<b>0</b>	<b>1</b>	<b>2</b>
<p><i>The teacher responds to student feedback, evaluates instruction on the basis of this input and makes necessary adjustments to instruction to meet individual student needs and enhance instruction for all learners.</i> The teacher uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem-solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources. The teacher constantly monitors and adjusts strategies in response to learner feedback. The teacher varies his or her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.</p>			

<b>Analysis of Learning Results</b>	<b>0</b>	<b>1</b>	<b>2</b>
<p><i>The teacher uses assessment data to profile student learning, communicate information about student progress, and plan future instruction.</i></p> <p>Provides an accurate and clear summary of student performance on pre- and post-assessments; uses assessment data to draw conclusions about the learning of ALL students and to evaluate student performance on the achievement targets; disaggregates (separates into component parts) data as needed to make informed conclusions about student learning.</p>			

<b>Reflection</b>	<b>0</b>	<b>1</b>	<b>2</b>
<p><i>The teacher reflects on his or her instruction and student learning in order to improve his or her teaching practice.</i></p> <p>Draws conclusions about the extent to which the achievement targets were met and cites evidence to support those conclusions; discusses questions and issues the instructional sequence raised about teaching and students; and reflects on aspects of the instructional sequence that were especially successful or effective and on how the instructional sequence might be taught differently or more effectively.</p>			

# **APPENDIX D**

# **EXIT INTERVIEW**

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# PROCEDURES FOR SCHEDULING YOUR EXIT INTERVIEW

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## ~ EXIT INTERVIEW PROCEDURES ~

1. Exit interviews are held on Wednesday, Thursday, and Friday of Finals Week each semester (*with the exception of summer in which there will only be one interview day*).
2. Exit interviews are **mandatory**. You **must** attend the exit interview to receive a passing grade for Clinical Practice. Students, whose clinical practice is located more than 400 miles from SUU, will need to call the Office of Field Services to arrange a telephone interview with a designated representative.
3. You are responsible to schedule your own appointment for an exit interview. Shirley Wilson, the secretary for Field Services, will be scheduling exit interviews. You can schedule your appointment by calling 435-586-1950 or by emailing [wilson@suu.edu](mailto:wilson@suu.edu) .
4. **These are group interviews.**
  - There may be as many as 10 people or as few as 1 or 2 interviewing in each group.
  - The interviewing process will take approximately an hour and a half (1 ½).
  - The first thirty (30) minutes you will meet in the Old Main conference room 207 to:
  - Complete evaluations on your SUU Ed. Supervisor, and Mentor Teacher (*these evaluations will remain confidential so please share your true feelings*).
  - Complete the College of Education evaluation survey.
  - Meet with Stacia Thomas from Career Services to complete your credential file. **Please bring \$4(cash) to the exit interview for Stacia Thomas to acquire your official transcript for your credential file.**
  - The remaining hour will be spent answering six questions asked by department faculty. Please respond to the questions with specific ideas and issues. These questions are to help us see where we can improve our program for future teacher candidates.
  - Your feedback will not in any way affect your final grade as you seek employment in the teaching community. **Please remember that attendance at this interview is mandatory to receive a passing grade for Clinical Practice.**
5. After your interview, you will need to stop by Suzanne Brinkerhoff's desk (OM 312) to determine completion of licensure paperwork.

# **APPENDIX E**

# **FORMS THAT MUST BE SUBMITTED TO THE UNIVERSITY SUPERVISOR**

# Current Contact Information Form

Please provide the address where you will be living while you complete your clinical practice! Please be accurate and **keep it updated**. Return this form promptly to the Field Service Office. This will allow us to remain in contact with you as we relay critical information, and timely notices. In addition, we would like you to share a permanent address where we can obtain current contact information should it be necessary.

Teacher Candidate Current Address:

Name: \_\_\_\_\_ Phone: ( ) \_\_\_\_\_

Maiden Name (if applicable) \_\_\_\_\_

Address: \_\_\_\_\_

City \_\_\_\_\_ Zip \_\_\_\_\_

Email: \_\_\_\_\_

Placement School Name(s): \_\_\_\_\_

Placement School Phone(s): ( ) \_\_\_\_\_

Teacher Candidate Permanent Address:

Name: \_\_\_\_\_ Phone: ( ) \_\_\_\_\_

Address: \_\_\_\_\_ City \_\_\_\_\_

Contact Person(s): \_\_\_\_\_

Please fill out this form and return it to:

Shirley Wilson  
Southern Utah University  
Field Service Office OM 202  
351 West University Blvd.  
Cedar City, UT 84720  
Fax: 435-865-8046

If you have questions or concerns, you may contact the following by phone or email.  
Marlene (Field Service Coordinator) (435) 865-8384 [barth@suu.edu](mailto:barth@suu.edu)  
Shirley Wilson (Secretary) (435) 586-1950 [wilson@suu.edu](mailto:wilson@suu.edu)



## Verification of Handbook and Conceptual Framework Discussion with Mentor Teacher(s)

I, \_\_\_\_\_, verify that I have gone over the SUU Handbook of Clinical Practice with my Mentor teacher(s). He or she is now aware of the standards that I must master as a teacher candidate from Southern Utah University as described in the Conceptual Framework.

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Teacher Candidate's Signature Date

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Mentor Teacher's Signature Date

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Mentor Teacher's Signature Date





**CLINICAL PRACTICE DAILY ACCOUNTABILITY AND PERSONAL REFLECTION FORM**

Teacher Candidate \_\_\_\_\_ Placement \_\_\_\_\_

60 Days Required for Elementary, Secondary and SPED *An eligible day is one that has a minimum of 6 hours of days with **students in classroom*** **Tally days only, not hours**

Date	Running Day Total	Strengths	Areas in Need of Improvement	Mentor Teacher Initials
	1			
	2			
	3			
	4			
	5			
	6			
	7			
	8			
	9			
	10			
	11			
	12			
	13			
	14			
	<b>15</b>	Elem 1 <sup>st</sup> : Midterm Self Reflection/Evaluation with Mentor Teacher		
	16			
	17			
	18			
	19			
	20			
	21			
	22			
	23			
	24			
	25			
	26			
	27			
	28			
	29			
	<b>30</b>	Elementary Interns & Secondary: Midterm Self Reflection/Evaluation with Mentor Teacher  Elementary: Review Final Evaluation with First Mentor Teacher		
Date	Running	Strengths	Areas in Need of Improvement	Mentor

	Day Total		Teacher Initials
	31		
	32		
	33		
	34		
	35		
	36		
	37		
	38		
	39		
	40		
	41		
	42		
	43		
	44		
	<b>45</b>	Second Placement : Midterm Self Reflection/Evaluation with Mentor Teacher	
	46		
	47		
	48		
	49		
	50		
	51		
	52		
	53		
	54		
	55		
	56		
	57		
	58		
	59		
	<b>60</b>	Review Final Evaluation with Mentor Teacher	

**CONGRATULATIONS! YOU DID IT!**

**IMPORTANT ! GO OVER THE TEACHER CANDIDATE CHECKLIST CAREFULLY ( Handbook: page 7):** Before leaving your placement(s) be sure to gather ***all*** required paperwork including Observation forms, signed Daily Accountability, Mid Term & Final Evaluations from **all** mentor teachers. Forward to your Supervisor ***immediately***.

Your grade will not be posted until all requirements are met and documentation has been returned to the Field Service Office.

**Clinical Practice Observation Record**

Student Teacher \_\_\_\_\_ Date: \_\_\_\_\_ Grade/Subject \_\_\_\_\_

Evaluator \_\_\_\_\_ School: \_\_\_\_\_

Observation Number: \_\_\_\_\_ Length of Time Observed: \_\_\_\_\_ Post Observation: (Circle One) Conference Phone E-mail

Student's Progress: Satisfactory \_\_\_\_\_ Needs Improvement: \_\_\_\_\_ (see below and over)

**Lesson Presentation Evaluation**  
*(Most of these elements will be observed in an effective lesson)*

	Yes	No	N/A	Comments
A Written Lesson Plan was Followed				
Lesson planned to utilize a <b>variety</b> of creative instructional activities				
Critical Questions pre-written and imbedded throughout lesson				
Learning Objectives are <b>Clear and Measurable</b> - Stated and Written				
Assessment of Prior Knowledge - Pre-Assessment				
Lesson Opening - Grab Attention/Anticipatory Set - Expectations defined				
Lesson Body - Review – formal or embedded - Continually check for Understanding - Modeled (visual supports) - Active student participation - Supervised practice opportunities - Promotes critical thinking at all levels - Differentiated Instruction - Accommodations/Cultural perspectives				
Post-Assessment - How was student learning evaluated?				
Lesson Closing - practical/real world ties				
Independent/Extended Practice Opportunities				
Content Knowledge Adequately Demonstrated				
Positive & Caring Interaction with Students				
Established Class Management Procedures				

Over for Comments & Signature:

Summarize Teacher Candidate's Strengths:

Suggestions for Improvement:

Teacher Candidate's Reflection:

*Evaluator's Signature* \_\_\_\_\_ *Candidate's Signature* \_\_\_\_\_

Teacher Candidate \_\_\_\_\_ Semester \_\_\_\_\_ District \_\_\_\_\_ School \_\_\_\_\_

Grade/Subject Taught \_\_\_\_\_ Evaluator \_\_\_\_\_ Please Check: Mentor \_\_\_\_\_ Supervisor \_\_\_\_\_

**Instructions:** This instrument is intended to provide an assessment of the candidate's competence in teaching. Candidates must achieve a **score of 64 with no "0's"** to pass. Please include a comment when deficiencies are identified. Candidates who receive **"0" or score below 48** at midterm will be required to meet with the Mentor Teacher and University Supervisor to implement a Performance Growth Plan. Please notify the Field Service Coordinator of all Midterm Scores

**1. Teacher Professionalism and Dispositions**

	<b>Evaluation Area</b>	<b>Standard Not Met/Evident 0</b>	<b>Insufficient 1</b>	<b>Emerging 2</b>	<b>Sufficient 3</b>	<b>Proficient 4</b>	<b>Score</b>	<b>Comments</b>
<b>1</b>	<b>Professionalism: Attendance, Punctuality &amp; Appearance</b>	Frequently absent and/or late. Dresses inappropriately.	A few absences. Generally punctual. Usually maintains professional appearance.		Never/rarely absent with valid reason. Always punctual. Always maintains professional appearance.			
<b>2</b>	<b>Self-Initiative / Independence</b>	Passive. Depends on others for direction, ideas, guidance. Needs close supervision.	Sometimes sees needs and takes initiative to address them. Needs some supervision.		Usually identifies needs and addresses them. Works well independently.			
<b>3</b>	<b>Reliability / Dependability</b>	Often fails to complete assigned tasks and duties.	Sometimes needs to be reminded to attend to assigned tasks or duties.		Responsible. Attends to assigned tasks or duties without prompting.			
<b>4</b>	<b>Desire to Improve Own Teaching Performance</b>	Makes no effort to improve own teaching performance.	Makes some effort to improve own teaching performance.		Makes effective efforts to improve own teaching performance.			
<b>5</b>	<b>Professional Interaction with Colleagues</b>	Fails to build professional relationships. No interaction with colleagues.	Attempts to build professional relationships. Limited interaction with colleagues.		Builds professional relationships and interacts positively with colleagues.			
<b>6</b>	<b>Oral and Written Language</b>	Speech is inaudible or unclear. Written language is illegible. Language may contain grammar, syntax, or spelling errors. Vocabulary may be inappropriate, vague, or used incorrectly.	Speech and written language are clear and correct. Vocabulary is correct, but limited or not appropriate to students' ages or backgrounds.		Speech is easy to understand. No grammatical errors in oral or written language. Developing more extensive and/or appropriate vocabulary for level of student.			

## 2. Teaching for Student Learning

	Evaluation Area	Standard Not Met/Evident 0	Insufficient 1	Emerging 2	Sufficient 3	Proficient 4	Score	Comments
7	<b>Routines and Procedures</b>	Does not establish routines, procedures, and strategies for managing non-instructional duties to maximize the use of instructional time.	Attempts to establish routines, procedures, and strategies for managing non-instructional duties to maximize the use of instructional time.		Establishes routines, procedures, and strategies for managing non-instructional duties. Maximizes the use of instructional time.			
8	<b>Knowledge of Content</b>	Makes content errors, does not correct errors of students or self, or lacks initiative to research content to make connections.	Displays basic content knowledge but cannot facilitate connections with the students or other disciplines.		Displays solid content knowledge and facilitates connections between the content and other disciplines in the student's world.			
9	<b>Appropriate Questioning and Discussion Techniques</b>	Teacher dominates the instruction time with few and/or poor questions elicited from the students.	Questions are asked but may be framed to elicit short low-level responses.  More response time may be needed.		Questions are appropriate and high quality. Adequate time is provided response. Students are encouraged to formulate their own questions.			
10	<b>Knowledge of Technology and Resources</b>	Displays little knowledge of the appropriate use of various technologies in the planning, delivery, analysis and assessment of learning and instruction.	Recognizes the value of appropriate use of various technologies and resources in the planning, delivery, analysis and assessment of learning and instruction but unable to model.		Demonstrates and models a knowledge of the appropriate use of various technologies and resources in the planning, delivery, analysis and assessment of learning and instruction.			
11	<b>Reflection on Teaching (written journal and conversations)</b>	Does not know whether a lesson was effective or achieved its goals. Profoundly misjudges the success of a lesson. Perceptions are often inaccurate. Does not accept constructive criticism well.	Generally accurate impression of a lesson's success. Offers vague, general suggestions for improvement or is dependent on supervisors for ideas. Open to suggestions.		Can accurately determine whether a lesson has met the stated goals and cites references about how it may be improved. Is committed to reflection, self-assessment and learning as an on-going process. Welcomes constructive criticism.			

### 3. Creating an Environment for Student Learning

	Evaluation Area	Standard Not Met/Evident 0	Insufficient 1	Emerging 2	Sufficient 3	Proficient 4	Score	Comments
12	<b>Interaction with Students</b>	Is sometimes indifferent or antagonistic towards students.	Hesitant to work with students, but relates well when opportunity presents itself.		Relates easily and positively with students.			
13	<b>Sensitivity to Student Needs</b> <b>Contextual, Cultural and Privacy factors</b>	Does not readily observe or identify student distress or special needs or contextual factors. Does not honor confidential information about students.	Identifies special needs of some students (cultural, contextual, vision, hearing, counseling, medical intervention, etc.) but does not communicate concerns with classroom teacher. Respects the privacy of students and confidentiality of information.		Is concerned about all aspects of a child's well-being (cultural, cognitive, emotional, social, and physical) and is alert to signs of difficulty. Sensitive to discrimination or harassment among students. Respects privacy and confidentiality.			
14	<b>Engages all Students</b> <b>Communicate Expectations</b>	Fails to communicate expectations to students. Does not engage students in meaningful and challenging learning activities.	Attempts to communicate expectations to students.  Engages students in meaningful and challenging learning activities some of the time.		Communicates expectations to all students. Engages students in meaningful and challenging learning activities, relevant to their needs.			
15	<b>Response to Student Misbehavior</b>	Does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Attempts to respond to misbehavior but with uneven results.		Response to misbehavior is appropriate, successful, and respects the student's dignity.			
16	<b>Motivates Students and promotes a Cooperative Learning Environment</b>	Displays minimal or no knowledge of strategies for a motivational and effective learning environment.	Designs some strategies and activities that motivate and promote a cooperative and effective learning environment.		Develops and implements strategies that motivate and promote a cooperative and effective learning environment.			

#### 4. Organizing Content Knowledge for Student Learning

	Evaluation Area	Standard Not Met/Evident 0	Insufficient 1	Emerging 2	Sufficient 3	Proficient 4	Score	Comments
17	<b>Understands Development and Pedagogy</b>	Displays minimal or no knowledge of developmental characteristics of age group, and / or uses inappropriate activities and assignments.	Designs some activities and assignments in a developmentally appropriate way.		Understands research on best instructional practices & learners' needs (cognitive, social, emotional, and physical).			
18	<b>Lesson Plans: Monitoring and Adjustment</b>	Adheres rigidly to an instructional plan even when a change will clearly improve the lesson.	□ Begins to check for understanding within a lesson. Attempts to adjust a lesson but with mixed results.		Routinely checks for understanding within the lesson and makes minor adjustments to lessons or unit.			
19	<b>Best Practices: Multiple Teaching Strategies, Active Learning, Modeling</b>	Relies mostly on lecture method and giving assignments. Students are passive learners. No modeling.	Written plans and delivery of instruction show evidence of more than one strategy within a lesson and a variety of approaches over time. Students are actively engaged for at least one half of the lesson. Some evidence of modeling.		Written instructional strategies are effectively incorporated in lessons based on subject matter & needs of students. Students are actively involved in problem solving & critical thinking with peers in small & large groups when appropriate.			
20	<b>Assessment Criteria and Feedback</b>	Criteria for assessment are not predetermined on paper. Feedback is not provided in a timely manner or is of poor quality.	Feedback to students is timely but may only be minimal (just a score). Learners are not made aware of performance criteria in advance.		Learners are given assessment criteria in advance (rubrics, point systems, etc.) Feedback includes qualitative comments to highlight strengths or needs.			
TOTAL SCORE								

**Evaluator Comments** (Please attach an additional sheet to describe the candidate's overall performance of assigned duties and/or personal qualities if desired.)

Date \_\_\_\_\_ Evaluator's Signature \_\_\_\_\_ Teacher Candidate's Signature \_\_\_\_\_