



Department of Teacher Education and Family Development

STUDENT TEACHING HANDBOOK

Field Service Placement Office

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Dear Teacher Candidate,

Student Teaching provides field experiences for you, a Teacher Candidate, to expand and demonstrate your knowledge, skills, and dispositions necessary to support all students' learning. Student Teaching presents a practical real-world teaching experience in which you can apply effective teaching practices. This experience is carried out under the close supervision of a Mentor Teacher and one or more Teacher Education Supervisors from the Southern Utah University's Department of Teacher Education and other appropriate academic content departments.

The Student Teaching experience at Southern Utah University is the culmination of sound liberal arts and science education and professional educator preparation. Student Teaching is a critical requirement for licensing which must be successfully completed before professional teaching credentials can be acquired.

The Student Teaching Handbook 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 Student Teaching Program, are welcomed. Please submit these to the Teacher Education Department at SUU.

Sincerely,

Dr. Bart Reynolds

Dr. Bart Reynolds, Chair
Department of Teacher Education and Family Development

Key Contacts

Area	Name	Phone Number	E-Mail
Admissions: Elementary/Secondary/ Post-Baccalaureate	Shirley Wilson	586-7802	wilson@suu.edu
Background Checks: Undergraduate Post-Baccalaureate	Shirley Wilson	586-7802	wilson@suu.edu
Student Employment and Education Specialist	Stacia Thomas	586-5420/ 865-8489	thomas_s@suu.edu
Student Teaching Criteria Mentors/Supervisors Student Teacher Placements Student Teacher Clearance	Dr. Jerry Bowler	586-1933	bowler_g@suu.edu
Education Advisor	Ruth Billhimer	865-8083	billhimer@suu.edu
Elementary/ Secondary Block Application	Shirley Wilson	586-7802	wilson@suu.edu
Elementary Practicum	Peggy Wittwer	586-7809	wittwerp@suu.edu
Graduation Requirements Teacher Licensure	Jan Neth	865-8320	janetneth@suu.edu
PRAXIS Tests (Content and PLT) CAAP Tests	Educational Testing Services Dr. Bart Reynolds Blaine Edwards – SUU Testing Center	800-772-9476 435-865-8485 586-5419	www.ets.org reynolds@suu.edu edwardsb@suu.edu
Secondary Practicum	Dr. Bart Reynolds	435-865-8485	reynolds@suu.edu
Teacher Work Sample	Dr. Bart Reynolds	435-865-8485	reynolds@suu.edu

Applications for Student Teaching

Due dates for Student Teaching:

Fall Student Teaching = Prior Semester - Second Tuesday in February
Spring Student Teaching = Prior Semester - Second Tuesday in September

Applications for Student Teaching are located online at:

http://www.suu.edu/ed/fso/clinical_practice/app-forms.html

All interns and student teachers must submit a USOE Student Teaching License with their Student Teaching 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.
4. If the system is unable to locate your background check or if it has expired, follow criminal background check instructions on the website.
5. Pay \$30 processing fee online using credit card. Note: This amount may be changed by USOE at any time.
6. Select "Download License" and print certificate. A copy of this will also be sent to your email account on file.
7. Make a copy of the license and submit it to the Field Service Placement Office with the Student Teaching Application.
8. All student teachers and interns are required BY LAW to carry this license with them in the field at ALL TIMES.

Academic and Career Development Center (ACDC)

The purpose of the ACDC is to provide resources for SUU graduates to help them obtain professional positions. Each Teacher Candidate is required to complete a credential file prior to their student teaching experience. A small fee is required. The ACDC is located in Office 101 and 177 of the Sharwan Smith Center. For information, contact the ACDC at 435-865-8489.

Graduation and Licensing Applications

Graduation and licensing applications are available in Old Main (OM) 211. Spring and Summer Completers must submit their application to Janet Neth, the College of Education's licensing Coordinator, in OM 211 before October 1st of each year. Fall completers must submit by February 1st. Questions should be directed to 435-865-8320. *(If you have attended other colleges or universities, please submit official transcripts to the registrar.)*

TEACHER CANDIDATE CHECKLIST

BEFORE PLACEMENT

1. _____ Complete and submit the **Current Contact Information Form** to the Field Service Placement Office as soon as you know where you will be living during student teaching.
2. _____ Thoroughly read the Student Teaching Handbook. Many questions can be answered and problems solved by doing this before you begin your student teaching.
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 Student Teaching Handbook. Use the “Suggestions for Topics of Discussion with Mentor Teacher” on page 33. It is your responsibility to share your handbook.

Discuss topics for the Teacher Work Sample (TWS) that will fit the curriculum during your student teaching.

Complete the handbook verification form with your Mentor Teacher. Give the form to the Teacher Education Supervisor.

Notify the Field Service Placement Office immediately if there are any changes regarding your placement.

FIRST WEEK OF PLACEMENT

5. _____ Complete the **Student Teaching Schedule** in this handbook (Appendix E), and send it to your **Education and Secondary Academic Supervisors immediately**. Teacher Education Supervisors cannot schedule their visits until they have your calendar. If you do not know how to contact them, call the Field Service Placement Office at 435-586-1933.
6. _____ We recommend that you keep a notebook, available for review by your Mentor Teacher and by the Teacher Education 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 Teacher Education 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 student teaching which you want to include in your portfolio
 - TWS progress (Teacher Work Sample)
 - 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 student teaching.

WEEK 3 and 9- Elementary / WEEK 5-Secondary

8. ____ **Complete the Mid-Term Student Teaching Evaluation** and hold a conference with your Mentor Teacher and Teacher Education Supervisor at the halfway point of your assignment (Elementary students will complete two mid-terms). Go over the evaluation and make an improvement plan. **Ensure they are given to your Teacher Education Supervisor.**

ONGOING:

9. ____ Gather all observation and evaluation forms and give to your Teacher 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 Teacher Education Supervisor.
11. ____ Complete the Teacher Work Sample. You **must** complete this in time for your Teacher Education Supervisor to grade.

All criteria, with the exception of the Daily Accountability Forms, must be submitted to the Teacher Education Supervisor no later than two (2) weeks prior to the end of the semester.

Teacher Candidate Master Accountability Record

Semester _____

Name _____ School Dist./Schools _____

Teacher Educ. Supervisor _____ Academic Supervisor _____

Mentor Teachers _____

Teacher Candidate Master Accountability Folder
Check the box showing verification and/or documentation for the following:

- 1 Signed verification of discussion with Mentor Teacher regarding the Student Teaching Handbook
- 2 Teacher Candidate's Schedule for each placement
- 3 Completed Teacher Candidate Checklist

Observations by supervisors:

Visitation/Contacts

- 4 #1 Date _____
- 5 #2 Date _____
- 6 #3 Date _____
- 7 #4 Date _____

- Introductory Date _____
- Other Date _____

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

- | | | | |
|--|---|----|--|
| 8 <input type="checkbox"/> 1 st placement elementary | 8 <input type="checkbox"/> Secondary major | OR | <input type="checkbox"/> Secondary minor |
| 9 <input type="checkbox"/> 1 st placement elementary | 9 <input type="checkbox"/> Secondary major | | <input type="checkbox"/> Secondary minor |
| 10 <input type="checkbox"/> 2 nd placement elementary | 10 <input type="checkbox"/> Secondary major | | |
| 11 <input type="checkbox"/> 2 nd placement elementary | 11 <input type="checkbox"/> Secondary major | | |

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

- 12 Date _____
- 13 Date _____

14 **Teacher Candidate Mid-Term Student Teaching evaluation form.** To be completed by both the Teacher Candidate and Mentor Teacher. (for each placement) **Score** _____

Final Evaluations from Mentors:

- 15 1st Placement Elementary **Score** _____
- 16 2nd Placement Elementary **Score** _____
- 15 Secondary Major **Score** _____
- 16 Secondary Minor **Score** _____

Final Evaluation from Teacher Education Supervisor and/or Academic Supervisor:

17 Education **Score** _____

Teacher Work Sample and graded rubric:

18 Education Supervisor **Score** _____

19 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 student teaching.

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 more than 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
- Competent
- Knowledgeable

The program is currently accredited through the Teacher Education Accreditation Council (TEAC) accreditation. The program 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 primary mission supports the University mission in providing students a personalized learning environment fostering meaningful experiences involving the mind, the heart and the hands. The Professional Teacher Education Program (PTEP) 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 program 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 a concrete approach for modeling the process of effectively integrating assessment into the teaching/learning process. PTEP faculty believes 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, CCSSO's 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 underserved 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. Diversity, technology, and life-long learning themes are woven throughout courses through modeling, assessment and professional best practice.

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 essential 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 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 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 required 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.

STUDENT TEACHING

COURSE SYLLABI

COLLECTIVE COURSE SYLLABI REVIEW

ELED 4980/6980

Elementary Education Student Teacher (9 credits)

SCED 4980

Secondary Education Student Teacher (7 credits)

SPED 4980

Special Education Student Teaching (9 credits)

Instructor: Dr. Bart Reynolds
Office: Education 323
Phone: 435-865-8125
Field Placement Office: 435-586-1933
Fax: 435-586-5434
E-Mail: <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. Student Teaching 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 Teacher Education Supervisor. The Teacher Candidate is expected to demonstrate competence in each of the targeted CCSSO's 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 Student Teaching, Teacher Candidates are recommended for licensure with the State of Utah, based upon their Major and area of specialty.

Course Objectives:

Targeted CCSSO's 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 of 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 Teacher Education 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 other's 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 student teaching experience with the exception of those hours allowed by University policy.
3. Have a completed application for Student Teaching on file in the SUU Field Service Placement Office.
4. File the USOE Student Teacher License the SUU Field Service Placement Office.
5. Secure a student teaching 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 student teaching 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 student teaching. If necessary, remain in the classroom until this has been accomplished.
8. Return all required paperwork regarding student teaching to the Field Placement Office through the Teacher Education 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 Student Teaching Handbook.

Course Text/Readings:

SUU STUDENT TEACHING HANDBOOK

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 Teacher Education Supervisor before a grade will be recorded.

2. Successful final evaluation of student experience submitted by Mentor Teachers and Teacher Education 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 Student Teaching Handbook.

Reasonable Accommodations Statement:

ADA statement: Students with medical, psychological, learning or other disabilities desiring academic adjustments, accommodations or auxiliary aids will need to contact the Southern Utah University Coordinator of Services for Students with Disabilities (SSD), in Room 206F of the Sharwan Smith Center or phone (435) 865-8022. SSD determines eligibility for and authorizes the provision of services.)

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 586-1933 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.

Emergency Management Statement: In case of emergency, the University's Emergency Notification System (ENS) will be activated. Students are encouraged to maintain updated contact information using the link on the homepage of the *mySUU* portal. In addition, students are encouraged to familiarize themselves with the Emergency Response Protocols posted in each classroom. Detailed information about the University's emergency Management Plan can be found at <http://www.suu.edu/ad/facilities/emergency-procedures.html>

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.

GENERAL INFORMATION

GENERAL GUIDELINES AND REQUIREMENTS

1. Teacher Candidates should refrain from employment during the period of student teaching. 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 Field Service Placement Office recognizes that some individuals have unique problems needing resolution. Teacher Candidates who feel they need special consideration should contact Field Service Placement or their Teacher Education Supervisor.
2. Get acquainted with your Mentor Teacher prior to the beginning of the actual Student Teaching 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 professional, working 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.**

STUDENT TEACHER PLACEMENT

The placement of Teacher Candidates is taken very seriously by the Teacher Education Department. Every effort is made to provide each Teacher Candidate an experience that is professionally appropriate. All assignments are made in a joint effort by the SUU's COEHD Field Service Placement Office and Teacher Education Department and the Local Education Agent (LEA) – school district. Special arrangements by the students, the LEA, 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 student teacher 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 student teaching experience, the University reserves the right to place him/her in a situation that can be more closely supervised.

2. **The availability of student teaching 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 three or more years.
- c. Have the proper dispositions, attitudes, and desire to Mentor a Teacher Candidate and help them master the national CCSSO's InTASC standards for first year teachers as outlined in our Handbook of Student Teaching.

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 Student Teaching placements**

The Field Service Placement Office and the Teacher Education Department 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.

TEACHER CANDIDATE: PROBLEM RESOLUTION

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

1. Conferencing with the Teacher Candidate to examine the problem through his/her eyes. Then the Teacher Education Supervisor will assist the Teacher Candidate to implement changes to help solve the problem.
2. Conferencing with the Mentor Teacher, examining the problem from the Mentor Teacher's point of view. The Teacher Education Supervisor will then counsel with the Mentor and share ideas on what can be done to help resolve the problem. The Teacher Education Supervisor will designate a time period for problem resolution.
3. Contacting Field Service Placement Office at (435) 586-1933 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.

GUIDELINES FOR ASSISTING TEACHER CANDIDATES AT RISK FOR FAILURE

SUU's field-based Student Teaching Certification programs provide pre-service teachers the opportunity to practice effective instructional 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 Teacher Education Supervisor must decide whether the Teacher Candidate should continue with or pass the student teaching experience. The procedures outlined below are designed to help the Teacher Candidate, Mentor Teacher, and Teacher Education Supervisor in this process.

1. **Serious problems in student teaching 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 Teacher Education Supervisor should immediately **notify the Field Service Placement Office when serious questions are raised** concerning the Teacher Candidate's instruction, management skills and/or professionalism.
3. The Field Service Placement Office will notify the Teacher Candidate that she/he is at risk of failing student teaching.
4. The Field Service Placement Office will schedule a meeting with the Teacher Candidate, Mentor Teacher, Teacher Education Supervisor and Field Service Placement 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, Teacher Education Supervisor and Field Service Placement). 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, Teacher Education Supervisor, and Field Service Placement Office to evaluate whether the Teacher Candidate has met the criteria for continuation.

If these procedures do not result in successful performance, Field Service Placement Office will discuss various options with the Teacher Candidate, Mentor Teacher, and Teacher Education Supervisor.

REMOVAL FROM STUDENT TEACHING

Student teaching will be terminated by the Field Service Placement Office if it is determined that the situation in a particular placement is damaging to the students, the Teacher Candidate, violates school/district/university policies, or compromises the quality and effectiveness of the Teacher Education Department 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. Field Service Placement Office strives to create an opportunity for success in student teaching; however, Teacher Candidates must accept responsibility for their own professional conduct and teaching.

SEXUAL HARASSMENT

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 Field Service Placement Office at (435) 586-1933. Your placement will be modified to remove you from any hostile situation.

SUMMARY OF TEACHER CANDIDATE EVALUATION FORMS

- **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.
- **Student Teacher Observation Record:**
Teacher Education Supervisors will fill out a **Student Teacher 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 CCSSO's 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 Field Placement. These forms are not sent to the ACDC to become part of the permanent file. Forms must be signed and copies distributed to the appropriate people.
- **Mid-Term Student Teaching 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 Student Teaching 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.**
- **Student Teaching Evaluation (Final):**
Upon completion of student teaching, the Mentor Teacher and Teacher Education Supervisor will complete the **SUU Student Teaching Final Evaluation Form**. This evaluation form must be signed by the evaluator (Mentor Teacher or Teacher Education Supervisor) and given to the Teacher Education 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 ACDC 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 Field Placement Office through the **Teacher Education Supervisor** before any Teacher Candidate's grade will be posted.

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

TEACHER

CANDIDATE

ASSISTANCE

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, or 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 Teacher Education Supervisor in the Student Teaching Handbook.
- **Discuss/review the topic and dates and expectations for your Teacher Work Sample unit.**

INITIAL OBSERVATIONS

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.

YOUR BEHAVIORS CAN STRENGTHEN OR MINIMIZE YOUR EFFECTIVENESS IN THE CLASSROOM

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?

DO AND DON'T

No handbook would be complete without do and don't. Read through them carefully before you begin your student teaching.

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 student teaching.
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, Teacher Education Supervisor, and the school administration.
5. Willingly accept assignments from your Mentor Teacher.
6. Ask for feedback from your Mentor Teacher daily and your Teacher Education 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. Express appreciation to your Mentor Teacher daily.
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 Teacher Education 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 student teaching 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 cannot count towards student teaching time.** Contact Field Service Placement Office if you have concerns regarding this at (435) 586-1933.

DISCIPLINE

Since you will be in a classroom with an already-established management system, you will need to follow that system. When you have your own classroom, you will probably use the best of many ideas or a specific system. Do not become discouraged with discipline. Remember you are learning and some skills take more time to develop. 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, however if you stick to it, your students will understand exactly where you stand. The more consistent you are, the smoother your discipline program will be and the easier your student teaching experience will become.
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 the student's 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. In addition, be alert to changes 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 consistency 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!**
The Mentor Teacher, building Principal, and Teacher Education Supervisor can help and give you advice if needed. Seek them out, listen to them, and implement their advice.

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

LESSON PLAN CONSIDERATIONS

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 the student some ideas on what they could do on their own to extend what they have learned.

LESSON PLANNING COMPONENTS: PLAN YOUR WORK – WORK YOUR PLAN

To meet the needs of the LEA in which you are completing your student teaching the COEHD encourages you to use the district's lesson plan format. If the LEA does not have a standardized lesson plan format use the COEHD's lesson plan form or select from the following components, applicable to your lessons, in formulating your lesson plans. 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? (Bell ringer, 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
Graphs
Tapes, CD's
Multimedia Kits
Programmed Material
Slides
Power point Presentation

Scrap Books
Moving Pictures
Diorama
Videos
DVD's
Textbook

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

Question Quizzes and Drills
Multiple choice questions
Matching Ideas
Bean Bags
Scrambled Games
Cross Word Puzzles
Tic Tac Toe

Creative Expressions
Writing
Discussing
Sharing orally
Recall Games
(I'm thinking of...)
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?	Have I improved myself?
How do I know?	Did we think?
Did everyone participate?	Was there evidence of improved behavior?
Did we have a happy time?	Did we learn something?

12. Plans for Next Time?

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

TEACHER

CANDIDATE/INTERN

PROGRAM

SUU TEACHER CANDIDATE/INTERN PROGRAM

The SUU Student Teaching Internship Program is a collaborative program between the Teacher Education Department at Southern Utah University and partner LEAs. Student Teaching 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 student teaching (as required of all Teacher Candidates) and successful completion of the academic school year as a Teacher Candidate intern, credit will be given for 9 credits of student teaching.

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 Placement 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 student teaching to be eligible.**
3. Teacher Candidates, who are selected for academic year internships must complete all of the requirements for student teaching during the Fall University Semester, and will be issued a grade for student teaching.
4. Teacher Candidate interns must register for Student Teaching (SCED 4980 - 7 cr. hrs. or ELED 4980 – 9 cr. hrs.) at the beginning of their internship in order for Student Teaching to be listed on their official transcripts.
5. School mentors and Teacher Education 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 Teacher Education 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 Student Teaching credit; the candidate may be removed from the Teacher Education Department program.

8. Teacher Candidate interns are usually financially compensated during their internships. Such compensation is agreed upon, based on the LEA's School Board policy.
9. Communication is essential for a positive and effective internship. Teacher Candidate interns should make sure that the school, district, and Teacher Education Supervisor 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 LEA's 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 Field Service Placement Office at (435) 586-1933.

THE ROLE OF MENTOR TEACHERS

INTRODUCTION

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 Placement Office.

Student Teaching is the culmination of the Teacher Education Department programs. The primary goal of the student teaching 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 Teacher Education Supervisor.

The Mentor Teacher is perhaps the most influential person in the Teacher Candidate's student teaching 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 student teaching are among the essential elements of a successful student teaching 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.

CRITERIA FOR SELECTING MENTOR TEACHERS

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 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.

MENTOR TEACHER CHECKLIST

1. Go online to <http://suu.edu/ed/fso/pdf/1099form.pdf> to complete the **Mentor Teacher Acceptance/1099 Stipend Request form**. Please return this form to the Field Service Placement Office 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 Teacher Education 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 Student Teaching Handbook with him/her thoroughly. **The Student Teaching Handbook 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 Student Teaching Handbook. They must be detailed enough for a substitute to be able to teach from them.

10. Complete the **Student Teacher Observation Forms** while observing the Teacher Candidate teaching prepared lessons as outlined below. Collaborate with the Teacher Education Supervisor and Teacher Candidate to determine where improvement is needed.
 - Elementary Mentors – Complete two evaluations during the 30 days (1st placement) and two more evaluations during the next 30 day or (2nd 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 30 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 48 or if there are any 0’s please contact the Supervisor and Field Placement Office so that we can address the issues.

12. Please return the following to his/her Teacher Education Supervisor:
 - Required number of completed observation forms as outlined above
 - **Final Student Teaching Evaluation Form**

PREPARING FOR THE TEACHER CANDIDATE

Effective Mentor Teachers begin preparing for their Teacher Candidate prior to their arrival by doing the following:

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.

THE FIRST FEW DAYS OF STUDENT TEACHING

Hold a conference with the Teacher Candidate prior to the beginning of student teaching. The Teacher Candidate should 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 person will have.
- Discuss attendance, dress codes, personal behavior, time schedules, etc.

During the initial period of student teaching, 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 background information concerning students.
- Explain and train Teacher Candidates to use the roll book and grading procedures.
- 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.

SUGGESTED SEQUENCE OF STUDENT TEACHER ACTIVITIES

While each Teacher Candidate and student teaching 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 Teacher Education 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.

CONTACTING THE TEACHER EDUCATION SUPERVISOR

Throughout the student teaching experience, the Mentor Teacher is encouraged to contact the Teacher Education Supervisor should the need arise. The following are possible reasons for contacting the Teacher Education Supervisor.

The Teacher Candidate:

1. Does not attend the first day of the student teaching 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 student teaching assignment
5. Engages in any inappropriate activity

If, for any other reason, you feel the Teacher Candidate needs assistance or counseling, please contact the Field Service Placement Office at (435) 586-1933 so they can forward the information immediately to the Teacher Education Supervisor. **Please do not wait until there is a major problem.**

THE EVALUATION

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 student teaching 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 Placement Office at (435) 586-1933. All evaluations should be reviewed with the Teacher Candidate and signed as required. The original signed evaluation should be given to the Teacher Education Supervisor.

IMPORTANT: The Teacher Candidate is required to do a **mid-term 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 48, please contact the Teacher Education Supervisor and/or the Field Service Placement Office immediately.

**THE ROLE OF
THE
TEACHER
EDUCATION
SUPERVISOR**

INTRODUCTION

As a Teacher Education 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.

SUPERVISOR SELECTION CRITERIA:

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

TEACHER EDUCATION SUPERVISOR REQUIREMENTS:

You are required to visit the Teacher Candidate six times during the student teaching 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 (TWS), completing formative assessments on it during the process, then completing the summative evaluation upon completion.

Teacher Education 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.

TEACHER EDUCATION SUPERVISOR: VISITATION/EVALUATION PROCEDURES

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 Placement 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 Placement 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 Placement Office immediately (435) 586-1933.

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 student teaching 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 Placement Office to report the progress of each Teacher Candidate. If the Teacher Candidate receives any 0's or scores below a 48 on the midterm evaluation, a Performance Growth Plan should be implemented immediately.

Observation Component – Check your student teaching 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 student teaching 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 CCSSO's InTASC and PTEP Standards.
- The **Student Teaching 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 Field Service Placement Office. 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 Teacher Education Supervisor.
- A copy is to be given to the Teacher Candidate and Teacher Education 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 the Teacher Candidate (face to face, phone, or other interactive form of communication).

Student Teaching 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 Teacher Education Supervisor.** The original will be sent to the ACDC 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 filled in and checked off the Master Accountability Folder and returned to the Field Placement Office two (2) weeks prior to the end of the semester.
- *It is recommended that you give your Teacher Candidate's a deadline of two weeks for turning in all required paperwork and Teacher Work Sample. **Completed files MUST be submitted at least TWO WEEKS prior to the end of the semester.*** 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 student teaching to allow ample time for write-ups.
- All Teacher Candidates must meet these deadlines with no exceptions, regardless of the last day of student teaching.
- Teacher Candidates whose student teaching 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.**

TEACHER EDUCATION SUPERVISOR CHECKLIST

PREPARATION

1. Study the Student Teaching Handbook. 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. Teacher Education 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 do not wait for a daily schedule from them or the Field Placement Office 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 Field Placement Office immediately at (435) 586-1933. 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 Field Placement Office.
 - Make sure the Mentor knows what paperwork must be handed in to you:
 - Student Teaching Observation forms:
 - 2 for each elementary placement (including ½ time kindergarten mentors)
 - 4 for each secondary major mentor
 - 2 for each secondary minor mentor
 - 1 Mid-Term Evaluation
 - Student Teaching 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 Student Teaching Observation Form.
 - Each observation must be followed by a conference with you and 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 student teaching observation forms in the Teacher Candidate's master folder.
 - **Please notify the Field Service Placement Office 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 Mid-Term Self-Reflection Student Teacher 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 mid-term 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 Mid-Term Self-Reflection Form in the master folder and contact the Field Service Placement Office regarding the Teacher Candidate'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 Student Teaching Final Evaluation Form on each Teacher Candidate. The original of the final evaluation must accompany the Teacher Candidate's master folder.
3. _____ 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 Student Handbook. Make additional copies as needed. It is recommended that Teacher Work Samples be saved on disks.
4. _____ Make sure all paperwork is filled out and returned to the Field Placement Office 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 Field Placement Office.
5. _____ Conduct a final group collaboration meeting with your Teacher Candidates.
6. _____ Collect verification of handbook review, from the Teacher Candidates.
7. _____ Collect Teacher Candidate's daily accountability sheets.
8. _____ Collect required observation and final evaluation forms from Mentor Teacher(s).
9. _____ Make sure you have collected all of the above information in the teacher candidate's master folder and return to the Field Placement Office at least two (2) weeks prior to the end of the semester.

SUU SUPERVISION MODEL – ELEMENTARY

*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, 2-Verification of discussion of Handbook, 3-Classroom schedule.**

*It is **IMPORTANT** that supervisors make contact the first week and an observation within 2 weeks. Please stay in communication with the mentor teachers at each visit.*

Week 2/3 – Observation #1 Conference, check Daily Accountability & Reflection Form. Discuss Teacher Work Sample (TWS). Encourage the Mentor Teacher to do a formal observation using the SUU form.

Week 3/4 – MID TERM EVALUATIONS: Please facilitate a three way formative assessment conference.

ALL SUPERVISORS MUST E-MAIL JERRY BOWLER 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. (bowler_g@suu.edu)

Week 4/5 – Observation #2 Collect mid-term evaluations, conference with teacher candidate and mentor teacher, check Daily Accountability & Reflection form, Check TWS progress.

Week 6 – Visit, phone, or e-mail contact. Advise and collect placement one Mentor Teacher Observation Forms and **Final evaluation.**

PLACEMENT TWO

Week 7 – School Site Visit: Introductions, planning visit, schedule second collaboration meeting.

Week 8/9 – Observation #3 Conference, check Daily Accountability & Reflection Form. Discuss Teacher Work Sample (TWS) if not completed. Encourage the Mentor Teacher to do a formal observation using the SUU form.

Week 9/10 – MID TERM EVALUATIONS: Please facilitate a three way formative assessment conference.

ALL SUPERVISORS MUST E-MAIL JERRY BOWLER 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. (bowler_g@suu.edu)

Week 10/11 – Observation #4 Collect mid-term evaluations, conference with teacher candidate and mentor teacher, check Daily Accountability & Reflection form, Check TWS progress. Collect TWS from the student teacher and using the scoring Rubric complete an assessment of the TWS. Return TWS to student and place the Rubric in the folder to be turned in.

Week 12 – Visit, phone, or e-mail contact. Advise/collect placement two Mentor Teacher Observation Forms and **Final evaluation.**

Thank-you for excellent and diligent work. Remember if you have questions or concerns at any time please contact Jerry Bowler (435) 586-1933 or bowler_g@suu.edu

SUU SUPERVISION MODEL – SECONDARY

*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, play first observation and collaboration meeting, *****Collect initial required paperwork:** 1-New contact information, 2-Verification of discussion of Handbook, 3-Classroom schedule.

**** It is IMPORTANT that supervisors make contact the first week and an observation within 2 weeks. Please stay in communication with the mentor teachers at each visit.**

Week 2/3 – Observation # 1. Conference, check Daily Accountability & Reflection Form. 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 5/6 – MID TERM EVALUATIONS: Please facilitate a three way formative assessment conference.

ALL SUPERVISORS MUST E-MAIL JERRY BOWLER 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. (bowler_g@suu.edu)

Week 8/9 – University Supervisor Observation #3. Check on progress of TWS.

Week 10/11 – University Supervisor Observation #4. Determine end date of candidate's student teaching. Collect TWS from the student teacher and using the scoring Rubric complete an assessment of the TWS. Return TWS to student and place the Rubric in the folder to be turned in.

Week 12 – Gather all Observation Forms, Final (summative), Evaluation & Daily accountability and Grade the TWS.

Thank-you for excellent and diligent work. Remember if you have questions or concerns at any time please contact Jerry Bowler (435) 586-1933 or bowler_g@suu.edu

SECONDARY ACADEMIC CONTENT SUPERVISOR: VISITATION/EVALUATION PROCEDURES

Observation/Visitation Component: You have been asked to evaluate a Teacher Candidate who is completing Student Teaching 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 Field Placement Office immediately at (435) 586-1910.
- Check to see that the student teaching assignment is working satisfactorily. If not, please contact the Field Service Placement Office immediately at (435) 586-1933 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 student teaching. 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.
- Student Teacher Observation Forms must be completed and filed with the Field Service Placement Office 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 Student Teaching 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 COEHD Office.
- 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 UACS and by the Teacher Candidate.

Evaluation Component:

A. Final Evaluation – Student Teaching 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 Field Service Placement Office.** The original will be sent to the ACDC to be added to the Teacher Candidate's credential file. Many districts will not consider Teacher Candidate's applications for employment without this form.

APPENDIX A

PERFORMANCE

GROWTH

PLAN

PERFORMANCE GROWTH PLAN

Teacher Candidate Name _____

School _____ Date _____

Mentor Teacher _____

Teacher Education Supervisor _____

CONFERENCE TO IMPROVE PERFORMANCE AND COMPETENCIES

Inadequate Performance Statement:

Actions Required to Improve Performance:

Teacher Candidate: _____

Mentor Teacher: _____

Teacher Education Supervisor: _____

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

Acceptable Time Lines:

Teacher Candidate's Comments: _____

Teacher Candidate

Teacher Educ. 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 _____

(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 |

Teacher Education Supervisor's Comments:

Mentor Teacher's Comments:

Teacher Candidate's Comments:

Teacher Candidate

Teacher Educ. Supervisor

Mentor Teacher

Building Administrator

Field Service Coordinator

APPENDIX B

TEACHER WORK SAMPLE (TWS)

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 students 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 summative.

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>			

Design for Instruction	0	1	2
<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>			

Instructional Decision-Making	0	1	2
<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>			

Analysis of Learning Results	0	1	2
<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>			

Reflection	0	1	2
<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 C

FORMS THAT MUST BE SUBMITTED TO THE TEACHER EDUCATION SUPERVISOR

Current Contact Information Form

Please provide the address where you will be living while you complete your student teaching. Please be accurate and **keep it updated**. Return this form promptly to the Field Service Placement 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's Address while Student Teaching:

Name: _____ T# _____

Maiden Name (if applicable) _____

Address: _____ Phone: () _____

City/State _____ Zip _____

Email: _____

Alternate Contact Person(s): _____ Phone: () _____

Teacher Candidate Permanent Address (if different than above):

Name: _____ Phone: () _____

Address: _____ Phone: () _____

City/State _____ Zip _____

Student Teaching Placement Details:

Placement School Name(s): _____

Placement School Phone(s): () _____

Please fill out this form and return it to:

Southern Utah University
COEHD/ Field Service Placement Office
351 West University Blvd.
Cedar City, UT 84720
Tel: (435) 586-1933
Fax: (435) 586-5434



Department of Teacher Education and Family Development

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

I, _____, verify that I have gone over the SUU Student Teaching Handbook 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.

Teacher Candidate's Signature

Date

Mentor Teacher's Signature

Date

Mentor Teacher's Signature

Date

SUU BEVERLEY TAYLOR SORENSON
**COLLEGE of EDUCATION
& HUMAN DEVELOPMENT**

Beverley Taylor Sorenson College of Education and Human Development
Main Office, Education 306
351 West University Boulevard
Cedar City, UT 84720
Phone: (435) 865-1933 FAX: (435) 586-5434

STUDENT TEACHING SCHEDULE

(Send to Education Supervisor AND Secondary Academic Content Supervisor)

Teacher Candidate Name: _____

Please CIRCLE: ELEMENTARY SECONDARY

Teacher Candidate's address during student teaching – *(Include City, State & Zip Code):*

Address

City

State

Zip

Phone Number: _____

Current E-mail Address: _____

School Assignment: _____

School Principal: _____

Mentor Teacher's Name: _____

Indicate the preferred times and classes for visiting.

When is the best time for conferences and where conferences can be held?

Add any other pertinent information relative to this schedule:

STUDENT TEACHING 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			
	15	Elem 1 st : Mid-Term Self Reflection/Evaluation with Mentor Teacher		
	16			
	17			
	18			
	19			
	20			
	21			
	22			
	23			
	24			
	25			
	26			
	27			
	28			
	29			
	30	Elementary Interns & Secondary: Mid-Term 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		
	45	Second Placement : Mid-Term Self Reflection/Evaluation with Mentor Teacher	
	46		
	47		
	48		
	49		
	50		
	51		
	52		
	53		
	54		
	55		
	56		
	57		
	58		
	59		
	60	Review Final Evaluation with Mentor Teacher	

CONGRATULATIONS! YOU DID IT!

IMPORTANT ! GO OVER THE STUDENT TEACHER 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 and 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 Teacher Education Office.

Student Teaching Observation Record

Teacher Candidate _____ 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 variety of creative instructional activities				
Critical Questions pre -written and imbedded throughout lesson				
Learning Objectives are Clear and Measurable - 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 _____

Student Teaching Evaluation

BTS College of Education and Human Development
351 West University Boulevard
Cedar City, Utah 84720
Phone: 435-865-8320 FAX: (435) 586-5434

DRAFT

MID-TERM ____ **or FINAL** ____

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 60 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 Teacher Education Supervisor to implement a Performance Growth Plan. Please notify the Program Specialist over Field Service Placement Office of all Mid-Term Scores.

1. Teacher Professionalism and Dispositions

	Evaluation Area	Standard Not Met/Evident 0	Insufficient 1	Emerging 2	Sufficient 3	Proficient 4	Score	Comments
1	Professionalism: Attendance, Punctuality & Appearance	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.			
2	Self-Initiative / Independence	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.			
3	Reliability / Dependability	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.			
4	Desire to Improve Own Teaching Performance	Makes no effort to improve own teaching performance.	Makes some effort to improve own teaching performance.		Makes effective efforts to improve own teaching performance.			
5	Professional Interaction with Colleagues	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.			
6	Oral and Written Language	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	Routines and Procedures	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	Knowledge of Content	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	Appropriate Questioning and Discussion Techniques	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	Knowledge of Technology and Resources	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	Reflection on Teaching (written journal and conversations)	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	Interaction with Students	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	Sensitivity to Student Needs Contextual, Cultural and Privacy factors	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 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	Engages all Students Communicate Expectations	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	Response to Student Misbehavior	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	Motivates Students and promotes a Cooperative Learning Environment	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	Understands Development and Pedagogy	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	Lesson Plans: Monitoring and Adjustment	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	Best Practices: Multiple Teaching Strategies, Active Learning, Modeling	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	Assessment Criteria and Feedback	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 _____