THE ROLE OF MENTOR TEACHERS & SUPERVISORS IN STUDENT TEACHING PLACEMENTS

Field Service Office

Address:
Beverley Taylor Sorenson College of Education and Human Development (COEHD)
Southern Utah University
Teacher Education & Family Development Department
351 West University Boulevard
Cedar City, Utah 84720

Telephone
(435) 865-8685

Facsimile (FAX) Number:
(435) 586-5434

E-mail Address:
Dr. Shawn Christiansen, christiansen@suu.edu
Chair, Teacher Education and Family Development
Betty Ann Rember, bettyrember@suu.edu
Director, Field Services

Website:
http://www.suu.edu/ed/fso/
TABLE OF CONTENTS

THE ROLE OF THE MENTOR TEACHER

Introduction.................................................................................................................. 2
Criteria for Selecting Mentor Teachers................................................................. 2-3
Mentor Teacher Checklist ......................................................................................... 4-5
Preparing for the Student Teacher............................................................................... 5
Discussion Topics for the Mentor and Student Teacher.......................................... 6-7
The First Few Days of Student Teaching............................................................... 7
Suggested Sequence of Student Teacher Activities............................................... 8
Contacting Teacher Education Supervisor............................................................ 8-9
The Evaluation........................................................................................................... 9
Elementary Student Teaching Schedule................................................................... 10
Secondary Student Teaching Schedule...................................................................... 11
Elementary/SPED Student Teaching Schedule.......................................................... 12
Secondary/SPED Student Teaching Schedule............................................................ 13

THE ROLE OF THE TEACHER EDUCATION SUPERVISOR............................................. 14
Introduction............................................................................................................. 15
Supervisor Selection Criteria..................................................................................... 15
Teacher Education Supervisor Requirements.......................................................... 15
Teacher Education Supervisor Visitation/Evaluation Procedures............................ 15-17
Teacher Education Supervisor Checklist.................................................................. 17-19
SUU Elementary Supervision Model ...................................................................... 20
SUU Secondary Supervision Model.......................................................................... 21
Secondary Academic Supervisor: Visitation/Evaluation Procedures.......................... 22-23

APPENDIX A– PERFORMANCE GROWTH PLAN ............................................................. 24
Performance Growth Plan......................................................................................... 25
Student Teacher Performance Growth Evaluation.................................................... 26

APPENDIX B – INTEGRATED CORE APPLIED PROJECT (ICAP)....................................... 27
Guidelines for the Integrated Core Applied Project (ICAP)........................................ 28-29
ICAP Instructional Plan............................................................................................... 30
Directions for the ICAP Explicit Lesson Plan........................................................... 31-32
ICAP Explicit Lesson Plan Example........................................................................... 33-24
ICAP Scoring Rubric................................................................................................... 35

APPENDIX C – FORMS THAT MUST BE SUBMITTED TO THE TEACHER EDUCATION
SUPERVISOR............................................................................................................. 36
Student Teacher Master Accountability Record....................................................... 37
Verification of Handbook ......................................................................................... 38
Student Teaching Observation Record....................................................................... 39-40
Student Teaching Evaluation MID-TERM or FINAL.................................................. 41-44
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 Student Teachers. 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 Student Teacher 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 Student Teacher’s student teaching experience. Research indicates that the Mentor Teacher can be the most important factor in determining a Student Teacher’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 Student Teacher loose to “sink or swim.” It is the wish of the university and cooperating school districts that you are present with the Student Teacher as much as possible so you can provide regular feedback to help the Student Teacher 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 Student Teacher.

4. A Mentor Teacher must have the skills necessary to observe and evaluate Student Teacher performance and to provide on-going, descriptive feedback so as to foster positive growth for the Student Teacher.

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 Student Teacher into the classroom setting, allowing gradually increased levels of responsibility. A minimum of two weeks required, for the Student Teacher 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. Complete the Mentor Teacher Acceptance/1099 Stipend Request form and the W-9 form included in your Mentor Teacher information packet. Please return these forms to the Field Service Office so you can be paid promptly for your service.

2. Go over the materials in your Student Teacher’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 Student Teacher prior to the beginning of his/her assignment so that he/she can:
   - Determine the topic of the Integrated Core Applied Project and when he/she will be able to teach the Integrated Core Applied Project (during the first half of the experience if at all possible).
   - Introduce the Student Teacher to school faculty and staff.

4. Go over your Student Teacher’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 Student Teacher.

5. Model the Utah Effective Teaching and COSSO InTASC standards for the Student Teacher (page 16).

6. Remain in the classroom with the Student Teacher 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 Student Teacher regarding his/her self-reflection as disclosed on the daily accountability form as you sign it.

8. Discuss the Student Teacher’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 Student Teacher’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 Student Teacher teaching prepared lessons as outlined below. Collaborate with the Teacher Education Supervisor and Student Teacher 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 Student Teacher using the **Mid-Term Evaluation Form**. You may complete a separate evaluation or work off of the Student Teacher’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 the Field Service 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 STUDENT TEACHER**

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

1. Prepare the students for the arrival of the Student Teacher by telling the classroom students that the Student Teacher is another teacher in the room who can make a positive contribution to their learning. Notify parents that there will be a Student Teacher in the classroom. Share the Student Teacher’s profile information with students so they will know something about the Student Teacher;

2. Provide a work-space in the room for the Student Teacher 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 Student Teacher 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 Student Teacher with the school, the physical layout, and personnel.
Discussion Topics for Student Teachers and Mentor Teachers

- Where does the Student Teacher keep his/her things and where is his/her work-space?
- What time should the Student Teacher arrive at school and leave? What is the contractual time?
- How does the Student Teacher get into the classroom?
- How can the Student Teachers 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 Student Teacher 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 Student Teacher 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-Student Teacher to full (solo) instructor?
- Are there specific materials, textbooks, etc., that the Mentor Teacher would like to share or expects the Student Teacher to use?
• What resources are available: library, school counselor, special education instructor, Principal, equipment, other?

• Please review together the role description for Student Teachers, Mentor Teacher, and Teacher Education Supervisor in the Student Teaching Handbook.

• Discuss/review the topic and dates and expectations for your Integrated Core Applied Project.

THE FIRST FEW DAYS OF STUDENT TEACHING

Hold a conference with the Student Teacher prior to the beginning of student teaching. The Student Teacher should initiate this meeting as soon as she/he receives their placement. During this meeting the Mentor Teacher should:

• Familiarize the Student Teacher with the routine and management techniques in the classroom.
• Acquaint the Student Teacher with the work that will be under way in the class when they arrive.
• Provide the Student Teacher with a copy of class schedules, students’ names, and the school handbook.
• Take the Student Teacher on a tour of the school building.
• Discuss pertinent school policies and regulations with the Student Teacher.
• 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 Student Teacher in adjusting to a different environment.
• Introduce the Student Teacher to the class in a way that establishes the Student Teacher as a teacher.
• Welcome the Student Teacher as a partner in the classroom.
• Introduce the Student Teacher to other faculty members and administrative staff.
• Involve the Student Teacher in classroom participation.
• Assist the Student Teacher in learning the students’ names.
• Include the Student Teacher in discussions and planning with pupils.
• Plan for the Student Teacher’s gradual assumption of teaching responsibilities.
• Assist the Student Teacher in becoming familiar with various available instructional materials.
• Inform the Student Teacher of necessary background information concerning students.
• Explain and train Student Teachers to use the roll book and grading procedures.
• Discuss educational ideas and goals with the Student Teacher so that she/he will be able to meet your expectations.
SUGGESTED SEQUENCE OF STUDENT TEACHER ACTIVITIES

While each Student Teacher and student teaching experience is unique, the following sequence of suggested activities can help insure a smooth transition. The Mentor Teacher and Student Teacher should meet regularly to discuss how best to implement these activities.

The Student Teacher 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 Student Teacher 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 timetable for the Student Teacher 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 Student Teacher 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 Student Teacher:

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 Student Teacher needs assistance or counseling, please contact the Field Service Office at (435) 865-8685 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 Student Teacher are essential. Most Student Teachers 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 STUDENT TEACHER.**

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

Sample Observation and Mid-Term/Final evaluation forms are found in Appendix C. 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 Student Teacher 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 Office at (435) 865-8685. All evaluations should be reviewed with the Student Teacher and signed as required. The original signed evaluation should be given to the Teacher Education Supervisor.

**IMPORTANT:** The Student Teacher 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 (3rd & 9th week-elementary, 5th/6th week 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 Student Teacher’s self-evaluation. **If there are any concerns, any 0’s or the total score is below 48; please contact the Teacher Education Supervisor and/or the Field Service Office immediately.**
SUU Elementary Student Teaching Schedule

**Week One/First Placement:**
The student teacher should be in the classroom observing and helping the Mentor Teacher this week. The student teacher should shadow the Mentor Teacher and any other teachers in the grade level (team teaching). The student teacher should observe rules and procedures that are implemented in the classroom so the student teacher is very familiar with them. The student teacher should move around the room helping under the direction of the Mentor Teacher during practice time or any other time directed by the Mentor Teacher. The student teacher should be engaged in all the Mentor Teacher duties and responsibilities.

**Week Two:**
The student teacher and Mentor Teacher should be planning the lessons for the week together and deciding whom will teach which lesson during the week. The student teacher should be teaching 50% of the daily lessons as directed by the Mentor Teacher. The Mentor Teacher should be observing the lessons taught by the student teacher and reflecting with the student teacher at an appropriate time. The Mentor Teacher should teach the remaining 50% of the lessons with the student teacher observing the flow of those lessons. The Mentor Teacher will be teaching less as the week goes on.

**Week Three-Five:**
The student teacher should be soloing. Soloing means that the student teacher is in charge of planning, preparing, teaching, and assessing the whole day’s lessons with the Mentor Teacher assisting when needed. Soloing does not mean that the Mentor Teacher is not in the classroom. The Mentor Teacher needs to be available for help if needed but the student teacher is in charge of teaching the lessons under the direction of the Mentor Teacher. Please make sure that during Week Three the student teacher and Mentor Teacher complete the Mid-Term Self Evaluation. Each person can complete the evaluation separately or they can do one together. The Mentor Teacher does need to give the student teacher some time to teach with the Mentor Teacher out of the room unless this is against school or district policy.

**Week Six:**
The Mentor Teacher should be teaching most of the lessons and begin taking over the planning, preparing, teaching, and assessing the lessons. By the end of the week the Mentor Teacher is back in charge and the student teacher getting ready to transition out of the student teaching experience.

**Week Seven/Second Placement:**
Follow Week One information.

**Week Eight:**
Follow Week Two information.

**Week Nine-Eleven:**
Follow Week Three-Five information. Mid-Term Self Evaluation should be completed Week Nine.

**Week Twelve:**
Follow Week Six information.

Remember that this is a suggested schedule and can be adjusted by the Mentor Teacher if the student teacher is ready or not ready to take over the class. We do know that the more teaching experiences we have the more we learn about the teaching process. Please contact The Field Service if you have questions. (435) 865-8685 or bettyrember@suu.edu
SUU Secondary Student Teaching Schedule

**Week One:**
The student teacher should be in the classroom observing and helping the Mentor Teacher this week. The student teacher should shadow the Mentor Teacher and any other teachers in the grade level (team teaching). The student teacher should observe rules and procedures that are implemented in the classroom so the student teacher is very familiar with them. The student teacher should move around the room helping under the direction of the Mentor Teacher during practice time or any other time directed by the Mentor Teacher. The student teacher should be engaged in all the Mentor Teacher duties and responsibilities.

**Week Two:**
The student teacher and Mentor Teacher should be planning the lessons for the week together and deciding whom will teach which lesson during the week. The student teacher should be teaching some of the daily lessons as directed by the Mentor Teacher. The Mentor Teacher should be observing the lessons taught by the student teacher and reflecting with the student teacher at an appropriate time. The Mentor Teacher should teach the remaining lessons with the student teacher observing the flow of those lessons.

**Week Three:**
The student teacher and Mentor Teacher should be planning the lessons for the week together and deciding whom will teach which lesson during the week. The student teacher should be teaching most of the lessons with the Mentor Teacher observing and assisting. The Mentor Teacher will be teaching less as the week goes on.

**Week Four:**
The student teacher should be soloing. Soloing means that the student teacher is in charge of planning, preparing, teaching, and assessing the whole day’s lessons with the Mentor Teacher assisting when needed. Soloing does not mean that the Mentor Teacher is not in the classroom. The Mentor Teacher needs to be available for help if needed but the student teacher is in charge of teaching the lessons under the direction of the Mentor Teacher.

**Weeks Five-Eleven:**
Follow the plan for Week Four. Please make sure that during Week Six the student teacher and Mentor Teacher complete the Mid-Term Self Evaluation. Each person can complete the evaluation separately or they can do one together. The Mentor Teacher does need to give the student teacher some time to teach with the Mentor Teacher out of the room unless this is against school or district policy.

**Week Twelve:**
The Mentor Teacher should be teaching most of the lessons and begin taking over the planning, preparing, teaching, and assessing the lessons. By the end of the week the Mentor Teacher is back in charge and the student teacher getting ready to transition out of the student teaching experience.

Remember that this is a suggested schedule and can be adjusted by the Mentor Teacher if the student teacher is ready or not ready to take over the class. We do know that the more teaching experiences we have the more we learn about the teaching process. Please contact The Field Service if you have questions. (435) 865-8685 or bettyrember@suu.edu
SUU SPED/Elementary Student Teaching Schedule

**Week One/First Placement:**
The student teacher should be in the classroom observing and helping the Mentor Teacher this week. The student teacher should shadow the Mentor Teacher and any other teachers in the grade level (team teaching). The student teacher should observe rules and procedures that are implemented in the classroom so the student teacher is very familiar with them. The student teacher should move around the room helping under the direction of the Mentor Teacher during practice time or any other time directed by the Mentor Teacher, The student teacher should be engaged in all the Mentor Teacher duties and responsibilities.

**Week Two:**
The student teacher and Mentor Teacher should be planning the lessons for the week together and deciding whom will teach which lesson during the week. The student teacher should be teaching 50% of the daily lessons as directed by the Mentor Teacher. The Mentor Teacher should be observing the lessons taught by the student teacher and reflecting with the student teacher at an appropriate time. The Mentor Teacher should teach the remaining 50% of the lessons with the student teacher observing the flow of those lessons. The Mentor Teacher will be teaching less as the week goes on.

**Week Three-Five:**
The student teacher should be soloing. Soloing means that the student teacher is in charge of planning, preparing, teaching, and assessing the whole day’s lessons with the Mentor Teacher assisting when needed. Soloing does not mean that the Mentor Teacher is not in the classroom. The Mentor Teacher needs to be available for help if needed but the student teacher is in charge of teaching the lessons under the direction of the Mentor Teacher. Please make sure that during Week Three the student teacher and Mentor Teacher complete the Mid-Term Self Evaluation. Each person can complete the evaluation separately or they can do one together. The Mentor Teacher does need to give the student teacher some time to teach with the Mentor Teacher out of the room unless this is against school or district policy.

**Week Six:**
The Mentor Teacher should be teaching most of the lessons and begin taking over the planning, preparing, teaching, and assessing the lessons. By the end of the week the Mentor Teacher is back in charge and the student teacher getting ready to transition out of the student teaching experience.

**Week Seven/Second Placement:**
Follow Week One information.

**Week Eight:**
Follow Week Two information.

**Week Nine-Eleven:**
Follow Week Three-Five information. Mid-Term Self Evaluation should be completed Week Nine

**Week Twelve:**
Follow Week Six information.

Remember that this is a suggested schedule and can be adjusted by the Mentor Teacher if the student teacher is ready or not ready to take over the class. We do know that the more teaching experiences we have the more we learn about the teaching process. Please contact The Field Service if you have questions. (435) 865-8685 or bettyrember@suu.edu
SUU SPED/Secondary Student Teaching Schedule

Week One/First Placement:
The student teacher should be in the classroom observing and helping the Mentor Teacher this week. The student teacher should shadow the Mentor Teacher and any other teachers in the grade level (team teaching). The student teacher should observe rules and procedures that are implemented in the classroom so the student teacher is very familiar with them. The student teacher should move around the room helping under the direction of the Mentor Teacher during practice time or any other time directed by the Mentor Teacher. The student teacher should be engaged in all the Mentor Teacher duties and responsibilities.

Week Two:
The student teacher and Mentor Teacher should be planning the lessons for the week together and deciding whom will teach which lesson during the week. The student teacher should be teaching 50% of the daily lessons as directed by the Mentor Teacher. The Mentor Teacher should be observing the lessons taught by the student teacher and reflecting with the student teacher at an appropriate time. The Mentor Teacher should teach the remaining 50% of the lessons with the student teacher observing the flow of those lessons. The Mentor Teacher will be teaching less as the week goes on.

Week Three-Five:
The student teacher should be soloing. Soloing means that the student teacher is in charge of planning, preparing, teaching, and assessing the whole day’s lessons with the Mentor Teacher assisting when needed. Soloing does not mean that the Mentor Teacher is not in the classroom. The Mentor Teacher needs to be available for help if needed but the student teacher is in charge of teaching the lessons under the direction of the Mentor Teacher. Please make sure that during Week Three the student teacher and Mentor Teacher complete the Mid-Term Self Evaluation. Each person can complete the evaluation separately or they can do one together. The Mentor Teacher does need to give the student teacher some time to teach with the Mentor Teacher out of the room unless this is against school or district policy.

Week Six:
The Mentor Teacher should be teaching most of the lessons and begin taking over the planning, preparing, teaching, and assessing the lessons. By the end of the week the Mentor Teacher is back in charge and the student teacher getting ready to transition out of the student teaching experience.

Week Seven/Second Placement:
Follow Week One information.

Week Eight:
Follow Week Two information.

Week Nine-Eleven:
Follow Week Three-Five information. Mid-Term Self Evaluation should be completed Week Nine.

Week Twelve:
Follow Week Six information.

Remember that this is a suggested schedule and can be adjusted by the Mentor Teacher if the student teacher is ready or not ready to take over the class. We do know that the more teaching experiences we have the more we learn about the teaching process. Please contact The Field Service if you have questions. (435) 865-8685 or bettyrember@suu.edu
THE ROLE OF
THE
TEACHER
EDUCATION
SUPERVISOR
INTRODUCTION

As a Teacher Education Supervisor, you are the liaison between the university, Mentor Teacher, and Student Teacher. Your major role will be to observe the Student Teacher. You will provide assistance/feedback to both the Student Teacher and Mentor Teacher. Your influence and representation of the university will be important to both the Student Teacher and Mentor Teacher. You will be on the front lines in the classroom with the Student Teacher 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 Student Teacher 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 Student Teacher 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 Student Teacher in completing the Integrated Core Applied Project (ICAP), 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 Student Teachers a minimum of 2 times during the semester. If you only have one or two Student Teachers, 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 Student Teacher, if at all possible.
   - Initial visitation MUST be completed during the first week.
   - Discuss visitation/observation procedure, lesson plan expectations, Integrated Core Applied Project topic and progress, and evaluation methods.
   - At the secondary level, at least 50% of the assignment must be in the major. They must have the same load as Mentor Teachers, but no more than three different
subjects to prepare. If not, contact the Field Service Office immediately. Also, check to make sure elementary placements meet the Student Teacher’s needs. If the Mentor Teacher is different from the one listed, please advise the Field Service Office immediately (435) 865-8685.

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 Student Teacher 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 Office to report the progress of each Student Teacher. If the Student Teacher 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 is required for secondary students that should include both Major and Minor content areas.
- A minimum of two (2) formal observations is 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 Student Teacher 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 Student Teacher.
- Complete the student teaching observation form for each visit. A minimum of four (4) is required.
- Observations will include written documentation for the quality of the Student Teacher’s lesson plan, instructional delivery, and ability to implement the Utah Effective Teaching, CCSSO’s InTASC and PTEP Standards.
- The Student Teaching Observation Form was designed to help the Student Teacher. These forms do not go into the Student Teacher’s permanent credential file. They are filed in the Field Service 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 Student Teachers 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 Student Teacher and Teacher Education Supervisor and the originals kept in each Student Teacher’s master folder until the end of the experience.
- Observations will be followed by a timely post observation visitation/conference with the Student Teacher (face to face, phone, or other interactive form of communication).
Student Teaching Final Evaluation Components:

- Conference with the Student Teacher regarding the evaluation.
- The original and one copy of the final evaluation must accompany the Student Teacher’s master folder for each mentor and Teacher Education Supervisor. The original will be sent to the ACDC to be added to the Student Teacher’s credential file. Many districts will not consider Student Teacher’s applications for employment without this form.

Master Folder Accountability Components:

- Make sure all observation and evaluation forms and documents required for each Student Teacher are filled in and checked off the Master Accountability Folder and returned to the Field Service Office two (2) weeks prior to the end of the semester.
- It is recommended that you give your Student Teacher a deadline of two weeks for turning in all required paperwork and Integrated Core Applied Project. 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 Student Teachers of this date. The Integrated Core Applied Project units should be taught during the first 30 days of student teaching to allow ample time for write-ups.
- All Student Teachers must meet these deadlines with no exceptions, regardless of the last day of student teaching.
- Student Teachers 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 Student Teacher’s handbook.

2. Study the supervisor evaluation forms to be completed by the Student Teacher 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 Student Teacher. These master folders will be mailed to adjunct supervisors who live out of the area. Make sure you have a master folder for each Student Teacher. The master folder will have a checklist of the forms, which must be turned in to you for each Student Teacher. Please see an example of this checklist found in the “Forms to be Returned” section of this handbook.
FIRST WEEK
1. Make the initial contact in person with your Student Teachers, Mentor Teachers, and site Principals the **first week** they are out.
   - Please do not wait for a daily schedule from them or the Field Service 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 Student Teacher 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 Service Office immediately at (435) 865-8685. Collect their daily schedules.
   - Discuss the Student Teacher’s plans to implement the Integrated Core Applied Project and review the work they have done to that point.
   - Make sure the Student Teacher knows that all paperwork is to be handed to you and not sent to the Field Service 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
       - 1 Student Teaching Final Evaluation

THROUGHOUT THE EXPERIENCE
1. Make a minimum of **four formal visits** to observe, evaluate, and conference with your Student Teacher 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 Student Teacher for at least an hour, to complete the Student Teaching Observation Form.
   - Each observation must be followed by a conference with you and the Student Teacher (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 Student Teacher’s master folder.
   - **Please notify the Field Service Office immediately if you are concerned about the progress of the Student Teacher and can see that intervention is necessary.** The performance growth plan is for this purpose. See Appendix A for details.
   - The Integrated Core Applied Project 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 Student Teachers present.
MIDTERM TIME

1. Facilitate and gather the Student Teacher’s Mid-Term Self-Reflection Student Teacher Evaluation Form at the mid-point of their experience (3rd and 9th week elementary, 5th/6th week 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 Student Teachers and Mentor Teacher regarding the mid-term evaluation. Outline a plan for improvement if needed. Place the completed Student Teacher’s Mid-Term Self-Reflection Form in the master folder and contact the Field Service Office regarding the Student Teacher’s progress.

FINAL WEEKS

1. Collaboratively make one last formative evaluation of the Student Teacher’s Integrated Core Applied Project with the Student Teacher and Mentor Teacher. Student Teachers can then make suggested improvements before submitting it.

2. Complete the Student Teaching Final Evaluation Form on each Student Teacher. The original of the final evaluation must accompany the Student Teacher’s master folder.

3. Collect the Integrated Core Applied Project and do an ICAP Scoring Rubric on each one. Please return the original Integrated Core Applied Project to the Student Teacher with a copy of the ICAP Scoring Rubric. Place the graded ICAP Scoring Rubric in the master folder. ICAP Scoring Rubric Forms are found in Appendix B of the Student Handbook. Make additional copies as needed. It is recommended that Integrated Core Applied Projects be saved on disks.

4. Make sure all paperwork is filled out and returned to the Field Service Office regarding your personal travel and reimbursement of expenses, if applicable. To receive financial compensation (stipends) make sure 1099’s, W-9, and Special Appointment information have been turned in to the Field Service Office.

5. Conduct a final group collaboration meeting with your Student Teachers.

6. Collect verification of handbook review, from the Student Teachers.

7. Collect Student Teacher’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 Student Teacher’s master folder and return to the Field Service 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 Student Teacher, 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 Integrated Core Applied Project (ICAP). 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 BETTY ANN TO ADVISE OF PROGRESS OF EACH STUDENT TEACHER AT MID-TERM AND AT THE END OF FIRST PLACEMENT. Please e-mail each candidate’s score from the evaluation rubric. (bettyrember@suu.edu)**

**Week 4/5 – Observation #2** Collect mid-term evaluations, conference with Student Teacher and mentor teacher, check Daily Accountability & Reflection form, Check ICAP 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 Integrated Core Applied Project (ICAP) 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 BETTY ANN REMEMBER TO ADVISE OF PROGRESS OF EACH STUDENT TEACHER AT MID-TERM AND AT THE END OF FIRST PLACEMENT. Please e-mail each candidate’s score from the evaluation rubric. (bettyrember@suu.edu)**

**Week 10/11 – Observation #4** Collect mid-term evaluations, conference with Student Teacher and mentor teacher, check Daily Accountability & Reflection form, Check ICAP progress. Collect ICAP from the student teacher and using the scoring Rubric complete an assessment of the ICAP. Return ICAP 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 Betty Ann Rember (435) 865-8685 or bettyrember@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 Student Teacher, 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 Integrated Core Applied Project (ICAP). Encourage the Mentor Teacher to do a formal observation using the SUU form.

**Week 3/4 – Observation #2.** Collect mid-term evaluations, conference with Student Teacher and mentor teacher, check Daily Accountability & Reflection form, Check ICAP progress.

**Week 5/6 – MID TERM EVALUATIONS:** Please facilitate a three way formative assessment conference.

ALL SUPERVISORS MUST E-MAIL BETTY ANN REMBER TO ADVISE OF PROGRESS OF EACH STUDENT TEACHER AT MID-TERM AND AT THE END OF FIRST PLACEMENT. Please e-mail each candidate’s score from the evaluation rubric. (bettyrember@suu.edu)

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

**Week 10/11 – University Supervisor Observation #4.** Determine end date of candidate’s student teaching. Collect ICAP from the student teacher and using the scoring Rubric complete an assessment of the ICAP. Return ICAP 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 the ICAP Scoring Rubric.

Thank you for excellent and diligent work. Remember if you have questions or concerns at any time please contact Betty Ann Rember (435) 865-8685 or bettyrember@suu.edu
SECONDARY ACADEMIC CONTENT SUPERVISOR: VISITATION/EVALUATION PROCEDURES

Observation/Visitation Component: You have been asked to evaluate a Student Teacher 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 Student Teacher for the initial visit and observation. Check Student Teacher’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 Service Office immediately at (435) 865-8685.

- Check to see that the student teaching assignment is working satisfactorily. If not, please contact the Field Service Office immediately at (435) 865-8685 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 Student Teacher.

B. Guidelines for both first and second observation

- An observation should be completed within the first four weeks of student teaching.

- Observations should be for the entire length of the class period being observed.

- Observations should not be made if the Student Teacher has not completed a satisfactory formal lesson plan prior to observation.

- Student Teacher Observation Forms must be completed and filed with the Field Service 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 Student Teacher.

- Observations include written documentation for the quality of the Student Teacher’s lesson plan and instructional delivery.

- The Student Teaching Observation Forms are designed to help the Student Teacher. These forms do not go into the Student Teacher’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 Student Teacher to help her/him improve their teaching.

• Observations must be followed by a timely post observation conference with the Student Teacher; face-to-face if possible, otherwise by phone, or e-mail.

• At the beginning of the conference, allow the students a few minutes to write a reflection of their lesson in the appropriate space in the observation form preferably before presenting your comments.

• Observation documentation must be signed by the University Academic Content Supervisor (UACS) and by the Student Teacher.

Evaluation Component:

A. Final Evaluation – Student Teaching Evaluation

• After you complete the final evaluation, conference with the Student Teacher and Mentor Teacher to review the evaluation.

• The original of the final evaluation must be sent to the Field Service Office. This original will be sent to the ACDC to be added to the Student Teacher’s credential file. Many districts will not consider Student Teacher’s applications for employment without this form.
APPENDIX A

PERFORMANCE GROWTH PLAN
PERFORMANCE GROWTH PLAN

Student Teacher Name ______________________________ Date ____________
School __________________________________________
Mentor Teacher ________________________________
Teacher Education Supervisor ______________________

CONFERENCE TO IMPROVE PERFORMANCE AND COMPETENCIES

Inadequate Performance Statement:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Actions Required to Improve Performance:

Student Teacher:__________________________________________________________
________________________________________________________________________
Mentor Teacher:__________________________________________________________
________________________________________________________________________
Teacher Education Supervisor:______________________________________________
________________________________________________________________________

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

Acceptable Time Lines:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Student Teacher’s Comments:______________________________________________
________________________________________________________________________
________________________________________________________________________

________________________________________________________________________

Student Teacher Teacher Educ. Supervisor Mentor Teacher

________ Other

*Add supportive evidence as needed.
STUDENT TEACHER’S PERFORMANCE GROWTH EVALUATION

Date __________________________

Describe actions taken by Student Teacher to improve performance:

Satisfactory ____________  Unsatisfactory ____________

_____________________________________________________

_____________________________________________________

(Attach Documentation)

Recommendation

☐ Continue with student teaching  ☐ Drop

☐ Reassignment  ☐ Administrative Drop

☐ Suspension  ☐ Pass

☐ Termination of student teaching  ☐ Fail

☐ In-Progress

Teacher Education Supervisor’s Comments: ________________________________________________

_________________________________________________________________________________

Mentor Teacher’s Comments: ___________________________________________________________

_________________________________________________________________________________

Student Teacher’s Comments: __________________________________________________________

_________________________________________________________________________________

____________________________________  ______________________________  ________________
Student Teacher                     Teacher Educ. Supervisor                Mentor Teacher

____________________________________  ______________________________
Building Administrator                Field Service Director
APPENDIX B

Integrated Core Applied Project (ICAP)
Integrated Core Applied Project (ICAP) Guidelines

A Integrated Core Applied Project (ICAP) is a performance-based unit prepared by a secondary or elementary education student with a focus on increasing student learning by using sound mapping and planning strategies. The Integrated Core Applied Project provides evidence that documents the education student’s skill and ability to successfully plan an integrated curriculum unit that differentiates learning activities for all types of learners. The process of creating an ICAP will help the student gain insights into what content they need to teach, how to integrate the Integrated Core and state core curriculum, how they want to teach concepts, what assessment to use to monitor learning, how contextual factors may affect their teaching, and reflect on what was gained in the process of planning, adapting, implementing and assessing instruction. By creating an integrated applied capstone project during the block courses, students will be able to collaboratively draw from this information to successfully complete the ICAP requirements as outlined in their student teaching experience. Student Teachers will be asked to create an ICAP and teach several (a minimum of 5) of the lessons included. Student Teachers will compose a written reflection paper describing their experiences of creating, assessing learning, and teaching their ICAP.

Benefits of the Integrated Core Applied Project

- **Provides performance-based assessment:** The Integrated Core Applied Project requires student teachers to document their understanding of the teaching and learning process and their ability to increase student learning.
- **Contributes to reflective practice:** The student teacher will practice and internalize the reflective process at the novice stage and begin to hone the ever-changing planning, teaching and pedagogical skills.
- **Affords accountability:** Stakeholders have access to reliable information about a student teacher’s performance, which is supported by actual documentation. The ICAP will show students’ ability to create and teach curriculum using strategies that differentiate lesson activities to meet all learning styles and to be a reflective practitioner.

Successful student teacher’s support learning by designing an ICAP that incorporates a range of strategies which builds on each student’s strengths, needs, and prior experiences. Through this performance assessment, the student teacher provides credible evidence of their ability to facilitate learning by meeting the following standards related to the Professional Education Unit’s Core Outcomes for Program Completers, the Utah Teaching Standards and the InTASC Model Core Teaching Standards.

**ICAP Instructional Plan/Lesson Plans**

**Instructional Plan will include:**

- The student teacher will create 5-7 lesson plans for the Integrated Core Applied Project that incorporates appropriate standards and learning objectives taking into account the varying learning needs of individual students and groups. Assessment information will include formative and summative items incorporated with each lesson.

- Instructional standards and objectives should define what you expect students to know and be able to do at the end of the lesson/ instructional unit. The instructional standard and learning objectives must address at least two of the following areas: (1) knowledge, (2) reasoning and problem solving, (3) skills, (4) products, and (5) dispositions.

(The lessons selected to be taught should include instructional standards and objectives listed under the Utah State Office CORE curriculum standards and also include Integrated Core Standards. Instructional standards are the broad curriculum theme for The ICAP, whereas the objectives are specific to the individual lessons and should be written with measurable and observable language. **List the Utah CORE instructional standard(s) that align w/the topic and as well as integrate Integrated Core Standards.**)

28
ICAP Lesson Plans: (5-7 Lessons that Make up a Unit of Study)

- The student teacher designs integrated, multidisciplinary lesson plans, which are challenging and highly relevant to all students. Learning activities address instructional standards and learning objectives and meet the needs of diverse students by allowing for multiple paths to learning. The student teacher uses research to plan and select a wide variety of instructional strategies, resources and tools of inquiry aimed at meeting the needs of all students.

(The description of each learning activity must include the following components: (1) content areas addressed, (2) grade level, (3) estimated time, (4) instructional standard(s) and learning objectives, (5) lesson steps using explicit language, (6) materials and resources, (7) differentiation of lesson activities for meeting the learning styles of all students (8) assessment criteria, (9) how technology is to be integrated into the activity, and (10) reflection to be completed after the lesson is taught) (See ICAP lesson plan form at)

ICAP Planning/Teaching Reflection Paper

In general, your ICAP reflection paper will include:

- Contextual Factors will include information about the students’ in the classroom, i.e., strengths, weaknesses, diversity, learning styles, etc.
- How instructional standards and learning objectives linked to the Integrated Core Standards and State Core Curriculum Standards were used to create unit lessons and learning activities.
- Types of assessments that were created and used to measure student learning, learning outcomes and an analysis of results.
- An overall reflection of the planning, teaching, assessing, and student learning outcomes as outlined with each lesson.

Guidelines for your Reflection Paper:

- Format:
  - The paper should be written as a college paper: title page, double-spaced, numbered pages.

- Contextual factors and Instructional standards:
  - Address contextual factors as you identify how your instructional standards (1) relate to the students’ current progress and development; (2) align with the classroom teacher’s long-range instructional goals; and (3) align with local, state, national and integrated common core standards. (2 -3 pages)

- Assessment & Justification: (1 – 2 pages)
  - The paper should include a description of pre/post assessment that is aligned with instructional standards and learning objectives. (Attach a copy of the assessment)
  - Incorporate state criteria used to determine if the students’ performance met the learning objectives.
  - Include results of pre/post assessments in your paper along with your analysis of these results.

- Overall Reflection on Instruction (2 page minimum)
  - The student teacher will reflect upon the entire process of constructing and teaching an ICAP. Discuss some of your challenges and victories associated with the elements that made up your ICAP. Consider all that you have learned about the planning, teaching and assessing process, what elements were most difficult, how can you make the process easier, etc. Again, focus on the entire process of developing an ICAP, rather than on an individual lesson reflection.
<table>
<thead>
<tr>
<th>Lesson Components</th>
<th>Standards &amp; Objectives</th>
<th>Differentiation</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Explicit Integrated Lesson Plan Components:

*Integrated Content Area(s):* Due to the time constraints of teaching all concepts connected to the core curriculum, it is a good practice to integrate other content area learning objective(s) whenever appropriate. Individual lesson plans should focus on one content area integrating other areas where there is a natural fit.

**Standard:** (1-Content Core Standard 1-Common Core Standard)
The lesson standard is the broad theme of the lesson/unit. A literacy Common Core Standard should be included in addition to the content standard whenever possible.

**Learning Objective(s):** (*Each content area listed needs to have a learning objective*)
Learning objectives are the key goals for student learning during the lesson. These objectives should be written as observable and measurable goals. Include a learning objective for each content area listed in the *integrated content area of the lesson plan.

**Essential Questions:**
Are specific questions driven by the learning objective(s) that students should be able to answer throughout the learning activities included in the lesson plan.

**Materials:**
Specifically list any materials needed for all learning activities included in the lesson plan.

Complete the following sections of the lesson plan using: red or bold type – to script what the teacher says, blue or regular type – to script what the student’s will do, green or italic type - for what needs to be written on the board or a chart.

The above instructions are to be used to complete the main components, anticipatory set, introduction, etc., of the lesson plan. The colors/kind of type are used to indicate specific actions or teacher script used in the lesson plan.

**Lesson Components**

**Anticipatory Set: (Beginning)**
The anticipatory set is a hook/activity to pique students’ interest and access their prior knowledge about a key concept/topic.

**Introduction: (Explain)**
Explain to students the “what, why, when, and where” of what the lesson is about. Use clear and explicit language to clarify learning goals.

**Modeling: (Demonstrate)**
This is the “I do it” portion of the lesson where the teacher models or demonstrates key elements of the curriculum concepts.

**Guided Practice: (Reinforce/Reteach)**
This is the “We do it” or practice portion of the lesson where the teacher guides students in practicing skills taught to achieve learning objectives. This step can be accomplished with whole class, small group or one-on-one.

**Independent Practice: (Scaffolding)**
This is the “You do it” or individual student practice part of the lesson. This step is for individual student practice and assessment to show competency. Can be similar to guided practice.

**Closure: (Revisit Learning Objectives)**
During this step of the lesson plan all learning objectives are revisited and students should be able to answer essential questions. This is where students make a real-life connection and are able to transfer skills to other events.

**Time:**
Determine how much time is to be allotted to teach concepts of the lesson plan and then break up the total time into the number of minutes needed to teach each section.

**Differentiation:**
Think about the contextual factors of the students in the classroom and determine how you will accommodate each step in the lesson to meet the learning styles of all students. Include any adaptations you would make for students that have language needs, learning or behavior disabilities, culturally diverse backgrounds, gifted and talented abilities, etc.

**Technology Integration:**
Think through the steps of the lesson and determine how you could integrate technology strategies to enhance learning.

**Assessment:**
Referencing the learning objectives of the lesson determine how to best assess and document student learning. Include the type of assessment, formative/summative and how you will document learning outcomes through out the lesson. (Examples: paper/pencil, observation, project, portfolio, rubric, etc. You will also need to create a pre and post assessment for the unit to compare/contrast learning outcomes.

**Reflection:**
After teaching each individual lesson reflect on each step of the lesson recording how students responded, effectiveness of activities, pacing, timing, student engagement, what went well, what needs to be changed, etc.

**Overall Reflection:** *(Reflect on teaching process)*
After reflecting on each step of the lesson look at the overall effectiveness of the lesson including, student responses to essential questions, learning outcomes assessed throughout, summative assessment, percentage of students that mastered key concept, etc.

How would you change the lesson?
**Southern Utah University – Teacher Education**  
**Integrated Core Applied Project (ICAP)**  
**Explicit Integrated Lesson Plan**

Name: __________________________________________ Grade Level/Content Area: ___________________________ Estimated Time: ___________________________

*Integrated Content Area(s): ______________________________________________________________________________________________________________________

Standard: (1-Content Core Standard and 1-Common Core Standard, Per Unit)  
Learning Objective(s): (*Each content area listed needs to have a learning objective)  
Essential Questions:

Materials:

*Complete the following sections of the lesson plan using: red or bold type – to script what teacher says, blue or regular type – to script what student’s will do, green or italic type - for what is to be written on the board or a chart

<table>
<thead>
<tr>
<th>Time</th>
<th>Lesson Components</th>
<th>Instructional Language/Teacher Script/Activities</th>
<th>Differentiation Contextual Factors</th>
<th>Technology Integration</th>
<th>Assessment</th>
<th>Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Number of min. for each component</em></td>
<td>*Scripted step by step for each lesson component. *Remember to add in essential questions when applicable.</td>
<td><em>How will I accommodate lesson/activities for all learning styles: ESL, gifted, special needs, culturally diverse, etc.</em></td>
<td><em>How will I integrate technology</em></td>
<td><em>Documentation</em></td>
<td><em>Outcomes</em></td>
<td><em>How did the students respond</em></td>
</tr>
<tr>
<td>Anticipatory Set: Beginning:</td>
<td><em>How will I “hook” the students? Access/build on prior knowledge.</em></td>
<td><em>What, Why, When Where</em></td>
<td><em>Pre and Post Formative/Summative</em></td>
<td><em>Rubric, Project</em></td>
<td><em>Observation</em></td>
<td><em>What do I need to change</em></td>
</tr>
<tr>
<td>Introduction: Explain:</td>
<td><em>Use clear, explicit language</em></td>
<td></td>
<td><em>Paper/Pencil</em></td>
<td><em>Reteach concepts</em></td>
<td></td>
<td><em>New ideas to improve this section</em></td>
</tr>
<tr>
<td>Modeling: Demonstrate:</td>
<td><em>(I do it. Teacher models)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* (Each content area listed needs to have a learning objective)
<table>
<thead>
<tr>
<th>Guided Practice:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reinforce/Reteach:</td>
</tr>
<tr>
<td>(We do it. Teacher guides students)</td>
</tr>
<tr>
<td>*Practice together</td>
</tr>
<tr>
<td>*Small group</td>
</tr>
<tr>
<td>*Whole group</td>
</tr>
<tr>
<td>*With teacher</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Independent Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scaffolding:</td>
</tr>
<tr>
<td>Practice:</td>
</tr>
<tr>
<td>(You do it. Individual student practice)</td>
</tr>
<tr>
<td>*Similar to guided practice activities</td>
</tr>
<tr>
<td>*Done alone to show competency</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Closure:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revisit:</td>
</tr>
<tr>
<td>*Learning objectives</td>
</tr>
<tr>
<td>*Did students answer essential questions</td>
</tr>
<tr>
<td>*Did students make a real life connection</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall Reflection:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflect:</td>
</tr>
<tr>
<td>*Were the learning objectives met in each content area</td>
</tr>
<tr>
<td>*Did the lesson answer essential questions</td>
</tr>
<tr>
<td>*Did students reach competency</td>
</tr>
<tr>
<td>*Did I adjust lesson to meet the need of all types of learners</td>
</tr>
<tr>
<td>*How was my timing and “withitness”</td>
</tr>
<tr>
<td>*Did I enjoy teaching and did students enjoy learning</td>
</tr>
</tbody>
</table>
Integrated Core Applied Project (ICAP) Scoring Rubric

College of Education and Human Development
351 West University Boulevard – ED 310
Cedar City, Utah 84720
Phone: 435-865-8685  FAX: (435) 586-5434

Student Teacher ______________________ Semester ______________________ District ______________________ School ______________________

Grade/Subject Taught ______________________ Evaluator ______________________ Score ______________________

Instructions: This instrument is intended to provide an assessment of the student teacher’s competence with the ICAP. The student teacher must achieve a **score of 15 with no “0’s”** to pass.

<table>
<thead>
<tr>
<th>Evaluation Area</th>
<th>Standard Not Met 0</th>
<th>Insufficient 1</th>
<th>Emerging 2</th>
<th>Sufficient 3</th>
<th>Proficient 4</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ICAP Planning/Teaching Reflection Paper</strong></td>
<td>No evidence of contextual factors, standards, objectives, and assessments outlined.</td>
<td>Little or limited evidence of contextual factors, standards, objectives, and assessments outlined.</td>
<td>Satisfactory or exemplary evidence of contextual factors, standards, objectives, and assessments outlined.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Instructional Plan</strong></td>
<td>No evidence of appropriate planned lessons including standards and learning objectives or justification criteria.</td>
<td>Little or limited evidence of appropriate planned lessons including standards and learning objectives or justification criteria.</td>
<td>Satisfactory or exemplary evidence of appropriate planned lessons including standards and learning objectives or justification criteria.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Assessment Area</strong></td>
<td>No evidence of Pre/Post assessment or justification criteria.</td>
<td>Little or limited evidence of Pre/Post assessment or justification criteria.</td>
<td>Satisfactory or exemplary evidence of Pre/Post assessment or justification criteria.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ICAP Lesson Plans</strong></td>
<td>No evidence of appropriate integrated/multidisciplinary lesson plans.</td>
<td>Little or limited evidence of appropriate integrated/multidisciplinary lesson plans.</td>
<td>Satisfactory or exemplary evidence of appropriate integrated/multidisciplinary lesson plans.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reflection on Instruction</strong></td>
<td>No evidence of adequate reflection on the teaching process.</td>
<td>Little or limited evidence of adequate reflection on the teaching process.</td>
<td>Satisfactory or exemplary evidence of adequate reflection on the teaching process.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date ______________ Evaluator’s Signature ______________________ Student Teacher’s Signature ______________________
APPENDIX C

REQUIRED FORMS
<table>
<thead>
<tr>
<th><strong>Student Teacher Master Accountability Record</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name</strong> ___________________________</td>
</tr>
<tr>
<td><strong>Semester</strong> ____________</td>
</tr>
<tr>
<td><strong>Teacher Educ. Supervisor</strong> ___________________________</td>
</tr>
<tr>
<td><strong>Mentor Teachers</strong> ___________________________</td>
</tr>
</tbody>
</table>

**Student Teacher 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. Student Teacher’s Schedule for each placement
3. Completed Student Teacher Checklist

**Observations by supervisors:**

<table>
<thead>
<tr>
<th>#</th>
<th>Date</th>
<th>Introductory</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Visitation/Contacts**

<table>
<thead>
<tr>
<th>#</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>8</th>
<th>1st placement elementary</th>
<th>9</th>
<th>1st placement elementary</th>
<th>10</th>
<th>2nd placement elementary</th>
<th>11</th>
<th>2nd placement elementary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Secondary major</td>
<td></td>
<td>Secondary major</td>
<td></td>
<td>Secondary major</td>
<td></td>
<td>Secondary major</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>12</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Date</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Score ____________

**Final Evaluations from Mentors:**

<table>
<thead>
<tr>
<th>15</th>
<th>1st Placement Elementary</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>2nd Placement Elementary</td>
<td>Score</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Score ____________

**Integrated Core Applied Project and scored rubric:**

<table>
<thead>
<tr>
<th>18</th>
<th>Education Supervisor</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>19</th>
<th>a</th>
<th>b</th>
<th>Daily Accountability form signed by all mentors</th>
</tr>
</thead>
</table>

Date ____________  Supervisor’s Signature ___________________________  Student Teacher’s Signature ___________________________
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 Student Teacher from Southern Utah University as described in the Conceptual Framework.

__________________________________________________________
Student Teacher’s Signature    Date

__________________________________________________________
Mentor Teacher’s Signature     Date

__________________________________________________________
Mentor Teacher’s Signature     Date
Student Teaching Observation Record

Student Teacher __________________________ Date: _______________ Grade/Subject __________________

Evaluator ___________________________________________ School: ____________________________

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

Student’s Progress: Satisfactory __________ Needs Improvement: ________________________ (see below and over)

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

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

Suggestions for Improvement:

Student Teacher’s Reflection:
Evaluator’s Signature _____________________________ Student Teacher’s Signature _____________________________
**Student Teaching Evaluation**

BTS College of Education and Human Development
351 West University Boulevard
Cedar City, Utah 84720
Phone: 435-865-8685   FAX: (435) 586-5434

Student Teacher ___________________________ Semester _______________ District ___________________________ School ___________________________

Grade/Subject Taught ___________________________ Evaluator ___________________________ Please Check: Mentor _________ Supervisor _________

**Instructions:** This instrument is intended to provide an assessment of the student teacher’s competence in teaching. A student teacher must achieve a **score of 60 with no “0’s”** to pass. Please include a comment when deficiencies are identified. A student teacher 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 Office of all Mid-Term Scores.

### 1. Teacher Professionalism and Dispositions

<table>
<thead>
<tr>
<th>Evaluation Area</th>
<th>Standard Not Met/Existent</th>
<th>Insufficient 1</th>
<th>Emerging 2</th>
<th>Sufficient 3</th>
<th>Proficient 4</th>
<th>Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reliability / Dependability</td>
<td>Often fails to complete assigned tasks and duties.</td>
<td>Sometimes needs to be reminded to attend to assigned tasks or duties.</td>
<td>Responsible. Attends to assigned tasks or duties without prompting.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Desire to Improve Own Teaching Performance</td>
<td>Makes no effort to improve own teaching performance.</td>
<td>Makes some effort to improve own teaching performance.</td>
<td>Makes effective efforts to improve own teaching performance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Interaction with Colleagues</td>
<td>Fails to build professional relationships. No interaction with colleagues.</td>
<td>Attempts to build professional relationships. Limited interaction with colleagues.</td>
<td>Builds professional relationships and interacts positively with colleagues.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral and Written Language</td>
<td>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.</td>
<td>Speech and written language are clear and correct. Vocabulary is correct, but limited or not appropriate to students' ages or backgrounds.</td>
<td>Speech is easy to understand. No grammatical errors in oral or written language. Developing more extensive and/or appropriate vocabulary for level of student.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Teaching for Student Learning

<table>
<thead>
<tr>
<th>Evaluation Area</th>
<th>Standard Not Met/Evident</th>
<th>Insufficient 1</th>
<th>Emerging 2</th>
<th>Sufficient 3</th>
<th>Proficient 4</th>
<th>Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Routines and Procedures</strong></td>
<td>Does not establish routines, procedures, and strategies for managing non-instructional duties to maximize the use of instructional time.</td>
<td>Attempts to establish routines, procedures, and strategies for managing non-instructional duties to maximize the use of instructional time.</td>
<td>Establishes routines, procedures, and strategies for managing non-instructional duties. Maximizes the use of instructional time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Knowledge of Content</strong></td>
<td>Makes content errors, does not correct errors of students or self, or lacks initiative to research content to make connections.</td>
<td>Displays basic content knowledge but cannot facilitate connections with the students or other disciplines.</td>
<td>Displays solid content knowledge and facilitates connections between the content and other disciplines in the student’s world.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Appropriate Questioning and Discussion Techniques</strong></td>
<td>Teacher dominates the instruction time with few and/or poor questions elicited from the students.</td>
<td>Questions are asked but may be framed to elicit short low-level responses. More response time may be needed.</td>
<td>Questions are appropriate and high quality. Adequate time is provided response. Students are encouraged to formulate their own questions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Knowledge of Technology and Resources</strong></td>
<td>Displays little knowledge of the appropriate use of various technologies in the planning, delivery, analysis and assessment of learning and instruction.</td>
<td>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.</td>
<td>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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reflection on Teaching (written journal and conversations)</strong></td>
<td>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.</td>
<td>Generally accurate impression of a lesson’s success. Offers vague, general suggestions for improvement or is dependent on supervisors for ideas. Open to suggestions.</td>
<td>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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## 3. Creating an Environment for Student Learning

<table>
<thead>
<tr>
<th>Evaluation Area</th>
<th>Standard Not Met/Evidence 0</th>
<th>Insufficient 1</th>
<th>Emerging 2</th>
<th>Sufficient 3</th>
<th>Proficient 4</th>
<th>Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>12</strong> Interaction with Students</td>
<td>Is sometimes indifferent or antagonistic towards students.</td>
<td>Hesitant to work with students, but relates well when opportunity presents itself.</td>
<td>Relates easily and positively with students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>13</strong> Sensitivity to Student Needs Contextual, Cultural and Privacy factors</td>
<td>Does not readily observe or identify student distress or special needs or contextual factors. Does not honor confidential information about students.</td>
<td>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.</td>
<td>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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>14</strong> Engages all Students, Communicate Expectations</td>
<td>Fails to communicate expectations to students. Does not engage students in meaningful and challenging learning activities.</td>
<td>Attempts to communicate expectations to students. Engages students in meaningful and challenging learning activities some of the time.</td>
<td>Communicates expectations to all students. Engages students in meaningful and challenging learning activities, relevant to their needs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>15</strong> Response to Student Misbehavior</td>
<td>Does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.</td>
<td>Attempts to respond to misbehavior but with uneven results.</td>
<td>Response to misbehavior is appropriate, successful, and respects the student's dignity.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>16</strong> Motivates Students and promotes a Cooperative Learning Environment</td>
<td>Displays minimal or no knowledge of strategies for a motivational and effective learning environment.</td>
<td>Designs some strategies and activities that motivate and promote a cooperative and effective learning environment.</td>
<td>Develops and implements strategies that motivate and promote a cooperative and effective learning environment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 4. Organizing Content Knowledge for Student Learning

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

**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 ____________________________________________  Student Teacher’s Signature ____________________________________________

44