

W UNIVERSITY *of* WASHINGTON | TACOMA
EDUCATION PROGRAM



Dual Track Teaching

Teacher Certification Program

Modified Fall Quarter Full-Time

2019

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TEACHER PREPARATION FOR A DEMOCRATIC, INCLUSIVE SOCIETY

The faculty and staff of the UWT Education Program and the teachers and administrators of our partner schools are dedicated to providing a challenging professional preparation program to meet our fundamental commitment: serving the children of the region and the nation, particularly those attending schools in economically hard-pressed areas, by supplying the education system with committed, competent, caring teachers. Above all, we believe that our ultimate task is to prepare teachers for a democratic, inclusive society. We are committed to the development of ethical, caring teachers who understand the democratic imperative of educating all students and who believe in each student's ability to learn and grow.

**TCP Program Schedule
Fall Quarter 2019
Calendar and Milestones**

Date	Event
Arranged by FS prior to start of Quarter	Triad Orientation – Teacher Candidate / Mentor Teacher / Field Supervisor. Candidate takes time to explore the surrounding community.
First Week of School Milestone #1	Candidate is in the classroom to assist Mentor Teacher with classroom set-up and prep prior to start of school. Candidate available to participate in school wide meetings, trainings, etc. as appropriate. Begins full-time in school on Mentor Teacher’s first required full day in classroom as specified by the District. Establishing relationships with students, families, and staff.
NLT September 20 th Milestone #2	Candidate has sent communication home to student families identifying self and requesting consent to video record for edTPA if needed. Candidate is assisting in classroom with 1: 1 and small group instruction under guidance of Mentor Teacher.
September 25	UWT Fall Quarter begins
October 1 Milestone # 3	Teaching Triad has established a plan/timeline for Formal Observations, progression to full-time, independent teaching, and edTPA lesson sequence if required.
October 14	Mid Experience Conference
November 1 Milestone #4	Candidate is teaching for all or much of the day. edTPA lesson sequence has been completed or is imminent.
Mid – November Milestone # 5	Candidate and Mentor Teacher have finalized plan for transition of students back to Mentor on December 4 th . Candidate has completed 2 – 3 weeks of independent classroom instruction and experience as lead teacher
Dec 4	Last Day in host school. Final Evaluation Checklist completed by Mentor and Field Supervisor and submitted to the Director of Field Placements and Partnerships.

INTRODUCTION

This student teaching handbook serves as a guide for teacher candidates and as a reference for administrators, site coordinators and mentor teachers. It summarizes the requirements and expectations of clinical practice for the initial preparation of Dual Track candidates. It includes information regarding the role of Teacher Candidates, the role of partner schools, and the support provided by the university.

School educators and university faculty share the responsibility for the education and supervision of Teacher Candidates to ensure that candidates learn 1) how to create a positive classroom environment that supports students’ personal growth and promotes their academic success; 2) how to teach diverse learners.

TEACHER CANDIDATE CLINICAL PRACTICE

Teaching Responsibilities

Candidates are expected to achieve increasingly higher levels of competence in a variety of teaching contexts, as they progress from initial part-time student teaching experiences to full-time student teaching. Fall Quarter Teacher Candidates have had previous classroom experience and may be extending their clinical practice for a variety of reasons. They are expected to come up to speed quickly.

Initially Teacher Candidates will focus on building positive relationships with both the Mentor Teacher and the incoming class(es) of students. The Teacher Candidate may assist with preparation and management of the physical

space, co-teach portions of a lesson, provide one on one support, or lead small group instruction under the close supervision of the Mentor Teacher. Co-teaching is an acceptable and valuable opportunity for learning. Teacher Candidates should be invited to participate in instruction based on the Mentor Teacher and Candidates level of comfort. The goal will be moving to the Teacher Candidate accepting increasing responsibility for content area instruction.

Teacher candidates will be responsible for organizing and managing all classroom routines, and expanded responsibilities to include the following:

- Taking full instructional responsibility for teaching the entire day with minimal Mentor Teacher support (minimum of two to three weeks);
- Assuming as much responsibility for communicating with parents/guardians as permitted by the school.

Lesson Planning

Planning instruction is a basic prerequisite to effective teaching. Good plans serve as a guide to delivering an excellent lesson. Teacher candidates are required to develop plans for their lessons under the direction and guidance of their Mentor Teachers and Field Supervisors. While Teacher Candidates will continue to seek guidance and feedback from Mentor Teachers and Field Supervisors, it is also expected that the teacher candidates will increasingly assume more **independent responsibility for lesson content, planning, and delivery**.

Teacher candidates are expected to meet with their mentor teacher at a **regularly scheduled time each week** to review lesson plans, analyze student progress, and develop short-term goals. Teacher candidates are required to keep **daily** lesson plans and weekly unit plans in an organized notebook that is available at any time for the Mentor Teacher or Field Supervisor to review.

Whenever the Mentor Teacher or Field Supervisor conducts a **Formal Lesson Observation**, lesson plans are to be completed using the *UWT Formal Math or Literacy Lesson Plan* template (**Appendix B**). The lesson plan needs to be made available **a minimum of three days in advance** of scheduled Formal Lesson Observations. The Mentor Teacher or Field Supervisor will review the lesson plan and make comments prior to the Teacher Candidate teaching the lesson. Following the teaching of the lesson a *post-lesson analysis* needs to be completed using the *UWT edTPA Post Lesson Analysis* template (**Appendix C**). The post lesson analysis needs to be submitted to the Mentor Teacher or Field Supervisor, within **48 hours** of completion of the lesson.

Lessons plans completed on a daily basis for instructional purposes need to be to the Mentor Teacher a minimum of 48 hours in advance. With permission of the Field Supervisor and Mentor Teacher the Short Form lesson plan template may be utilized.

Evaluations

Assessment of Standards for Essential Abilities and Dispositions

Mentor Teachers will be responsible for completing the assessment of dispositions monthly throughout the Autumn quarter. Mentors will receive an email reminder with an online survey link to the assessment. Should there be any concerns between disposition assessments, Mentor Teachers are asked to either speak to the Field Supervisor assigned to the candidate or contact the Director of Field Placements at cjkirk@uw.edu or office (253)-692-4621/ work cell (253) 457-5759.

Informal Evaluations

During informal observations, classroom teachers and/or field supervisors will provide feedback on the candidate's delivery of whole class instruction. They will keep informal notes when observing teacher candidates. These notes may include observations on instructional strategies, type of student responses, observations of on-task behavior,

and/or type of praise statements used during teaching. The information will be used in follow-up discussions with the teacher candidate and serve as an objective basis for suggestions or recommendations for improvement.

Formal Evaluations

The mentor teacher and the university field supervisor will each conduct formal lesson observations throughout clinical practice. The Mentor Teacher and Field Supervisor will **each** conduct **three** Formal Lesson Observations **per quarter**. The Field Supervisor will provide the Mentor Teacher with instructions on accessing and completing the on-line assessment tools.

Teacher candidates are expected to use data from the formal evaluation to make improvements in their teaching performance. The Mentor Teacher and Field Supervisor will assist the teacher candidate in making improvements by focusing comments and subsequent observations on particular elements with which the teacher candidate is having difficulty.

Self-Evaluation

Teacher candidates are expected to engage in continuous reflection in terms of their growth as a professional and their teaching and classroom experiences. Teacher candidates are urged to engage in this process in an honest and constructive manner. Such evaluations are to be kept in a notebook and must be with you at all times during clinical practice. In addition to these reflections, all lesson plans should be kept in the teacher candidate's binder for quick access upon request.

Washington State edTPA Assessment

Teacher candidates are required to meet state and program standards in order to become certified to teach in Washington State. In addition to the program evaluations, Washington State requires all teacher candidates to complete the Teacher Performance Assessment (edTPA) in order to obtain certification. The edTPA is a subject-specific portfolio-based assessment, which requires candidates to develop, teach, and video-record a unit of 3-5 lessons.

Attendance

- **Time Logs:** For accountability and reporting purposes, Teacher Candidates will be responsible for keeping track of their exact days and hours spent in their field placement. This includes accounting for **absences and late arrivals**. Teacher Candidates will be responsible for having their time logs signed by their Mentor Teacher before submission. Time logs are to be scanned and uploaded to the TEDUC 587 Field Experience Canvas page monthly.
- **Attendance:** Each Teacher Candidate will report to their assigned school on the Mentor Teacher's first required day (per individual school requirements). Teacher Candidates are expected to maintain teacher's hours (per individual school requirements) during September Experience and adhere to their agreed upon modified schedule for the remainder of Autumn quarter. Teacher Candidates are also expected to attend the same meetings teachers attend such as staff meetings, parent conferences, and professional development days. Participation on committees is not mandatory; yet, visiting a committee meeting is certainly encouraged. Candidates are expected to mirror the Mentor Teacher's hours within reason.
- **Absence Policy:** Only in extenuating circumstances or unavoidable special circumstances can an absence be considered excused. Absences such as taking the day off before or after a holiday, sporting events, or other non-professional related activity are considered unexcused absences. Planned absences due to special circumstances will be granted on a case-by-case basis and require no less than 48 hours advance notice to your Field Supervisor **and** Director of Field Placements and Partnerships. Taking days off from field work in order to complete UWT coursework assignments is not permitted or excusable. All unexcused absences may result in immediate unprofessional dispositions and a possible meeting with the Director of Field Placements and Partnerships.
- **Reporting an Absence or Late Arrival:** Teacher Candidates must notify their Mentor Teacher, Field Supervisor, and Director of Field Placements and Partnerships, of all absences. This is done via email **and** text message. Notification of a late arrival must occur prior to your anticipated arrival when safe to do so. Teacher Candidates must make note of their **late arrivals**

and absences on their time log. In cases where a candidate is responsible for teaching a lesson(s) on the day of the absence or late arrival, the Teacher Candidate must send all relevant plans and materials to their Mentor Teacher.

- **Excessive Absences:** Absences of more than one or two days may result in lengthening the field experience, a withdrawal from field work, failure to pass field experience, or dismissal. All absences that exceed 3 days are to be made up in a timely manner. In cases where **more than 2 absences** occur, Teacher Candidates must outline a plan of improvement with the Director of Field Placements and Partnerships. Continued absences during the improvement plan phase will result in possible recommendation for dismissal from field experience and/or referral to the Graduate Faculty Council [please refer to the TCP General Handbooks for details].

School Closure Guidelines: In the event of inclement weather conditions or another situation severe enough for a district to determine a late start or school closure, Teacher Candidates should refer to the **district policy** and follow the “Teacher” guidelines. All inclement weather related absences are excused, and do not need to be made up.

Teacher Candidate Responsibilities and Expectations

The Standards for Essential Abilities and Dispositions for Admissions and Continuance in the Education Program of the University of Washington-Tacoma identify the essential attributes and dispositions required for satisfactory progress of Teacher Candidates.

Mentor Teachers and Field Supervisors will evaluate their Teacher Candidates, in part, by completing the *Assessment of Standards for Essential Abilities and Dispositions* [Appendix A] monthly during Autumn quarter. Your Mentor Teacher will share and discuss these evaluations with you and your Field Supervisor.

The following expectations serve to further guide Teacher Candidates in their daily interactions with students and staff in schools, their peers, faculty, and staff in the program.

- **Attendance:** Addressed in detail in the previous section
- **Appearance:** Appropriate and professional dress is expected of all Teacher Candidates. A professional style of clothing, cleanliness, and comfort are paramount. Teacher Candidates are provided with name badges to be worn at all times while in host school placements.
- **Preparation:** Teacher Candidates are expected to be punctual and dependable. This extends beyond being on time and ready to begin class at the start of each day. It means being able to perform well under time constraints and a heavy work load. Paperwork needs to be submitted on time and emails responded to in a timely manner. Teacher Candidates are expected to check emails daily and respond within 24 hours.
- **Conduct:** Teacher Candidates have the responsibility to present themselves as professionals. As learners and guests in schools, candidates are expected to adhere to the school-based policies and culture of their particular school community. This means respectfully accepting the direction of the school faculty and staff and being receptive to their feedback and suggestions for improvement.
- **Confidentiality:** Candidates are expected to maintain strict confidentiality of all field experience information such as observations of students, student records, and teacher information.
- **Social Media:** Before the first day at any school, Teacher Candidates should review their personal social networking accounts to ensure that privacy settings are set on the highest setting and remove anything that could be considered unprofessional. **Do not “friend” or communicate with any student, parent, or school staff member on a social networking site.**
- **Engagement & Participation:** Teacher Candidates are expected to take initiative by volunteering for tasks and actively participating in classroom activities within their level of skill. At the same time, do not be afraid to ask for help and/or seek clarification of expectations when uncertainty arises. You are expected to become involved in the classroom and school community as educational team members. Initiative and self-direction are encouraged. Candidates are encouraged to make this experience valuable to their growth as a professional.

- **Documentation of Clinical Field Work:** Teacher Candidates are required to complete and submit required evidence for field work to the TEDUC 587 Canvas site.
- **Demeanor:** Teacher Candidates are expected to display energy, enthusiasm, and a positive attitude with students and adults. This is apparent in one's body language and tone of voice, as well as in one's actions.
- **The School Community:** Teacher Candidates are asked to visit and inquire into the work of other school staff, e.g., the custodian, secretary, Principal, vice-Principal, reading consultant, counselor, and the nurse. Become familiar with the school/district philosophy, policies, school/teacher handbook, forms, and procedures. Increase your awareness and understanding of the school community as a whole. Documentation of these visits and interactions should be maintained in a reflection journal kept by the Teacher Candidate.
- **Records and Documentation:** Candidates are required to keep a binder that holds evidence of your field experience practice. This includes items like:
 - Evidence of reflective writing
 - Copies of evaluations from both your Mentor Teacher and Field Supervisor
 - Signed originals of Monthly Clinical Hours Tracking Form
 - Lesson Plans
 - Planning Tools

Mentor Teacher Responsibilities

Online resources for Mentor Teachers are available at:
<http://www.tacoma.uw.edu/education-program/resources>

The mentor teacher plays a vital role in the teacher candidate's total educational experience, especially in guiding and mentoring the teacher candidates in the transition from student to professional. The mentor teacher promotes the development of the teacher candidate's teaching competence, self-confidence, and professionalism.

Maintain *weekly* meetings with your teacher candidate and review lesson plans regularly. The teacher candidate is required to prepare these lesson plans as they begin to assimilate the skills and cognitive process of a professional. Please openly share all evaluations and feedback with the teacher candidate. If the mentor teacher and teacher candidate have been regularly discussing professional growth, there will be less "trauma" when it is necessary to raise serious concerns about their progress. Ensure that a *monthly* meeting between the field supervisor, teacher candidate and mentor occurs for clarity of communication.

Professionalism

Maintain high expectations for professional conduct:

- Review and give feedback on lesson plans (candidate required to provide 72 hours in advance)
- Interaction with students
- Dress/attire/hygiene
- Teacher hours (before and after bell)
- Absenteeism
- Conduct among other educators
- Attending teachers' meetings, committee meetings, parent nights, parent conferences, and other professional activities
- Safety procedures such as fire, lockdown, earthquake, etc.

Participation

Encourage the teacher candidate to become a part of a "teaching team." Share classroom management procedures and discipline policies with the candidate. Ask the teacher candidate to guide and discipline students when the need arises. Our teacher candidates are still in a developmental stage in terms of establishing their classroom management style. They are striving to develop a repertoire of effective strategies. Teacher candidates can also attend, as appropriate, grade level meetings and other meetings in order to become exposed to the regular instructional planning practices teachers maintain outside the classroom.

Please contact the Field Supervisor and/or the Director of Field Placements and Partnerships if there are any concerns.
By addressing issues early on, we are able to prevent major problems later.

Mentor Teacher Absences / Substituting and /or Supervisory Roles

Teacher Candidates are not permitted to assume any supervisory role without another certified person on duty. This includes substituting for mentors or other teachers in the event of their absence for any part of the school day. Washington State laws stipulate that only an individual with a valid Washington State teaching certificate may be given full responsibility for a group of public school children in a school sponsored activity. As Teacher Candidates do not hold a teaching certificate, they may not be given the responsibility for a school sponsored activity (e.g., classroom, playground, extra-curricular, etc.) except under the supervision or delegation of a certified teacher. Candidates with emergency substitute credentials may not substitute teach during Field Experience and Clinical Practice.

Program Field Supervisor Responsibilities

Online resources for Program Field Supervisors are available at

<http://www.tacoma.uw.edu/education-program/teacher-certification-field-supervisor-resources>

The role of the university Field Supervisor is an advocacy as well as mentorship role. Our university Field Supervisors are well seasoned educators who have vast experience and knowledge of the teaching field. The supervisor is there to help Teacher Candidates have the most successful and positive teaching experience possible and to ensure clear communication between the Mentor Teacher and Teacher Candidate. **The Field Supervisor is the evaluator for determining if the Teacher Candidate has successfully met university field experience requirements.**

Orientation

Conduct an orientation with teacher candidates and mentor teachers during the initial week.

Participation

Weekly on-site contact is maintained with your Teacher Candidate and the Mentor Teacher. The Field Supervisor will communicate plans for visit in advance to reduce potential disruptions of learning. It is your candidate's responsibility to contact you to discuss the need for additional observation or mentoring time to ensure their success in the program and their progress toward certification. Field Supervisors should make every effort to accommodate and support their candidates request for extra help and support. The Teacher Candidate will help with communication between members of the Teaching Triad.

Appendix D

UWT TCP Formal Lesson Evaluation Tool

Stages One - Three

Teacher Candidate Name:

Subject:

Grade:

Date:

Completed by:

Stage One: Planning for Instruction and Assessment

Directions: PRIOR to the candidate's teaching of the lesson, evaluate Sections 1-8 of the written edTPA Formal Lesson Plan. The teacher candidate needs to submit the lesson plan three days before the lesson is taught and it must be revised as necessary.

	Satisfac- tory or better	Devel- oping	Needs as- sistance
1) Standards, objectives, and learning tasks are aligned			
2) Assessments are aligned with objectives			
3) Assessments include evaluation criteria			
4) The academic language demands and supports are aligned with the learning tasks			
5) Students' prior learning and experiences are related to the learning tasks			
6) Lesson plan describes instructional supports for students with IEPs, 504 plans, and various learning needs that are aligned with learning outcomes			
7) Lesson plan includes modeling and practice of key literacy strategies OR use of representations to develop mathematical concepts			

8) Was the lesson plan submitted on time?

Yes

No

9) Please make specific and detailed comments about the candidate's planning.

Stage Two: Instructing and Engaging Students in Learning

Directions: DURING the teaching of the ENTIRE lesson, evaluate the teacher candidate's ability to instruct and engage students in learning.

1) Opening

	Satisfactory or better	Devel- oping	Needs assis- tance	Not ob- served
Materials ready and accessible				
Appropriate seating arrangement				
Starts on time				
Gains students' attention				
All students can see the materials and the teacher				
Connects new content to students' prior learning and experiences				
Introduces the learning target				

Please make specific and detailed comments about the candidate's performance during the opening of the lesson:

2) Lesson body

	Satisfactory or better	Developing	Needs assistance	Not observed
Elicits student understanding of the learning target(s) and why it is important				
Explains, models, or demonstrates as appropriate				
Requires frequent student responses				
Guides students' interaction with the concept/essential strategy				
Facilitates interaction among students				
Elicits in-depth student responses				
Manages time effectively				
Frequently checks for student understanding				

Responds immediately to any lack of understanding				
Presents contents clearly and with expression				

Please make specific and detailed comments about the candidate's performance during the body of the lesson:

3) Closure

	Satisfactory or better	Developing	Needs assistance	Not observed
Reviews student understanding of the learning target(s)				
Provides targeted feedback to group and individuals				
Assesses student learning, student voice, and academic language				

Please make specific and detailed comments about the candidate's performance during the closure of the lesson:

4) Positive learning environment

	Satisfactory or better	Developing	Needs assistance	Not observed
Communicates positive expectations				
Reinforces appropriate behavior				
Acknowledges student effort 10.3				
Monitors student behavior				
Manages disruptions				

Please make specific and detailed comments about the candidate's management of a positive learning environment:

5) Was the lesson plan revised as needed?

Yes No

Stage Three: Assessing Student Learning and Teaching

Directions: AFTER observation of the teaching of the lesson, evaluate the teacher candidate's post lesson analysis. The teacher candidate needs to submit a written post lesson analysis within 48 hours of completion of the teaching of the lesson.

	Satisfactory or better	Developing	Needs assistance
1) Lesson analysis accurately summarizes group performance as measured by the formal assessment.			
2) Lesson analysis accurately summarizes learning differences as measured by the formal assessment			
3) Lesson analysis accurately summarizes learning differences as measured by the student voice assessment			
4) Lesson analysis accurately summarizes the academic language assessment			
5) Evidence of written or oral feedback to students related to the learning objectives is provided			
6) Lesson analysis describes how the teacher will support students in applying feedback related to the learning objectives			
7) Lesson analysis uses assessment evidence to describe next steps for instructional support that improves student learning related to the lesson objectives			

Please make specific and detailed comments about the candidate's analysis of the lesson.

Appendix E

Formal Lesson Evaluation Rubric

Stage 1: PLANNING FOR INSTRUCTION AND ASSESSMENT			
Criteria	Satisfactory	Developing	Assistance Needed
Standards, objectives, and learning tasks are aligned	The lesson plan provides essential standards, objectives, and targets that are clearly aligned.	The lesson plan provides standards, objectives, and targets but they are not related and/or nonessential.	The lesson plan is missing standards, objectives, and/or targets.
Assessments are aligned with objectives	The lesson plan provides comprehensive assessments aligned with the objectives.	The lesson plan provides necessary assessments, but they are not related to the objectives or do not measure all of the objectives.	The lesson plan is missing an assessment or other form of evidence.
Assessments includes evaluation criteria	The assessments have criteria (e.g. scale, rubric, points) that describe levels of performance.	The lesson plan provides assessments, but does not include evaluation criteria.	The lesson plan is missing an assessment or other form of evidence.
The academic language demands and supports are aligned with the learning tasks	The lesson plan identifies vocabulary, plus additional language demands, and includes general supports.	The lesson identifies vocabulary as the major language demand and supports primarily address vocabulary.	The lesson plan is missing language demands or they are not related to the task. Supports are missing, vague, or not related.
Students' prior learning and experiences are related to the learning objectives	The lesson plan provides appropriate examples of students' prior learning and experiences.	The lesson plan provides examples of students' prior learning and experiences, but they are not related to the learning objectives.	The lesson plan focuses on students' deficits or prior learning and/or experiences that are unrelated to the learning objectives.
Lesson plan describes instructional supports for students with IEPs, 504 plans, and various learning needs that are aligned with learning outcomes.	The lesson plan describes targeted supports for individual students, including specific strategies to identify and respond to student misunderstandings.	The lesson plan describes general supports for the whole class.	The lesson plan is missing supports or describes supports that are not related to the learning outcomes.
Lesson plan includes modeling and practice of key literacy strategies OR use of representations to develop mathematical concepts.	The lesson plan explicitly teaches the students how to apply a literacy strategy and provides opportunities for guided practice OR facilitates interactions among students so they apply representations to develop mathematical concepts.	The lesson plan provides a model but does not include plans for students to practice or apply the literacy strategy OR use the representations to develop mathematical concepts.	The lesson plan does not model a literacy strategy OR is focused primarily on math facts or procedures.

Stage 2: Instructing and Engaging Students in Learning						
Opening	Satisfactory		Developing		Assistance Needed	
	Teacher Evidence	Student Evidence	Teacher Evidence	Student Evidence	Teacher Evidence	Student Evidence
<p>Materials ready & accessible 10.2 Do you have all the materials needed for this lesson? Are you prepared before the lesson?</p>	All materials are ready and accessible when group begins.	Students have correct materials in front of them, no loss of instructional time.	Most materials are ready when group begins, very little loss of instructional time.	Students have most materials needed for lesson.	Obtaining instructional materials delays or interrupts lesson.	Instruction is delayed while teacher or students retrieve materials.
<p>Appropriate seating arrangement Do you assign seating? Do you put low performers up front? When do you change seating?</p>	Teacher assigns seats based on need and modifies as needed.	Students know where they sit and do so without complaint.	Teacher assigns seats but seating may not be strategic.	Most students follow seating plan but some may try to not follow plan.	No seating plan is available or plan is not followed.	Students sit where they want.
<p>Starts on time Can you identify factors that prevent you from starting on time? Can you manage those factors? How?</p>	Lesson begins within 2 minutes of scheduled time.	All students know the routine and there is no loss of instructional time.	Lesson begins within 5 minutes of scheduled time.	Most students know the routine for beginning the lesson and are in their seats ready for instruction.	Lesson start time is unpredictable and varies from lesson to lesson.	Students are unaware of a routine for starting a lesson and require persuasion before lesson can begin.
<p>Gains students' attention Have you taught a routine for gaining students' attention? Is your routine working? If not, why?</p>	Teacher has taught a routine for gaining attention, uses that routine, and waits to begin instruction when all students are engaged.	Students come to attention quickly and quietly when the routine is employed.	Teacher has taught a routine for gaining attention, usually uses that routine, and begins instruction when most students are engaged.	Most, but not all, students come to attention quickly and quietly when the routine is employed.	Teacher has not taught a routine for gaining attention or is inconsistent in applying the routine and often begins instruction before students are engaged.	Students frequently ignore requests from the teacher for attention and ignore the directions or instruction that follows.

<p>All students can see the materials and the teacher What is the best arrangement for your materials so all can see and hear?</p>	Materials (book, board work, your signal, overhead) are presented so all can see and hear.	Students can see and hear all material all the time.	Materials (book, board work, your signal, overhead) are presented so most can see and hear.	Students can see and hear most of the material most of the time.	Materials (book, board work, your signal, overhead) are poorly located or obstructed.	Some students can see and hear materials some of the time.
<p>Connects new content to students' prior learning and experiences Have you surveyed your students to learn about their interests? Have you pre-assessed your students?</p>	Teacher reviews or reminds students of previous learning and relates to students' experience.	Students are prepared and motivated to begin the lesson.	Teacher assumes prior learning and/or makes superficial connections to student experiences.	Most, but not all, students are prepared or motivated to begin the lesson.	Teacher focuses on students' prior failures and ignores students' experiences.	Students demonstrate lack of understanding and/or lack of interest in beginning the lesson.
<p>Introduces the learning target(s) Have you written a student friendly learning target? Have you posted your target so students can see it?</p>	Teacher introduces the target in student-friendly language and posts the target so students can see it.	Students repeat the target as they are introduced to it and explain the target in their own words.	Teacher introduces the target in student friendly language but does not have the students repeat it.	Students may repeat the target but do not explain the target in their own words.	Teacher fails to introduce the target or uses difficult language.	Students fail to hear the target and/or understand what it means.

Lesson Body	Satisfactory		Developing		Needs Assistance	
	Teacher evidence	Student evidence	Teacher evidence	Student evidence	Teacher evidence	Student evidence
<p>Elicits student understanding of the learning target(s) and why it is important Are you able to express why the target is important? Do you refer back to it during the lesson?</p>	Teacher reinforces why the target is important and refers to it throughout the lesson.	Most students are able to identify the target and tell why it is important by the end of the lesson.	Teacher occasionally refers to the target but does not reinforce why the target is important.	Some students are able to identify the target and tell why it is important by the end of the lesson.	Teacher does not identify the target and does not refer to why it is important.	Students are unable to identify the target and tell why it is important.
<p>Explains, models, or demonstrates as appropriate Have you scripted or practiced the teacher explanation? Do you have sufficient examples?</p>	Teacher models by demonstrating a strategy, procedure, or learning task using several examples and providing verbal directions.	Students are actively involved in the model by answering questions and rehearsing the strategy.	Teacher models by demonstrating a strategy, procedure, or learning task with only one example.	Students passively listen and observe as the teacher models.	Teacher explains the learning task, but no strategies are modeled.	Students attempt to work on their own, many unsuccessfully.
<p>Requires frequent student responses Have you planned a variety of strategies to elicit frequent responses from all students?</p>	Teacher is constantly questioning and engaging students in individual and group responses.	Students are frequently responding individually and in groups, both orally and in writing.	Teacher asks occasional questions which engage students in individual and group responses.	Not all students respond when called upon or when sharing in groups.	Teacher infrequently asks questions or provides opportunities for students to interact with one another.	Students are unable to answer questions or are disengaged in the learning process.
<p>Guides students' interaction with the concept/essential strategy How will you structure opportunities for students to practice or explore new material?</p>	Teacher leads students in structured practice activities or exploration of new skills and concepts.	Students are actively involved in practice activities.	Teacher provides practice activities or exploration, but does not guide students.	Not all students are involved in practice activities.	Teacher does not provide practice activities or allow for exploration.	Students immediately start working independently without additional support.
<p>Facilitates interaction among students What types of grouping structures will you during the lesson? How you manage the groups? How will you assist students in working together?</p>	Teacher provides opportunities and for students to partner and work in small groups.	Students are verbally sharing and exchanging ideas with others.	Teacher provides opportunities and for students to partner and work in small groups, but does not facilitate the student's communication.	Students are sitting together in pairs or groups but only a few are working together.	Teacher allows for student interaction but it is poorly managed.	Students are unable to successfully work together.

<p>Elicits in-depth student responses What types of questions will you ask students? How will you include all students equally?</p>	<p>Teacher encourages all students to contribute and share their reasoning by asking “why” and “how” questions.</p>	<p>Students are thinking, talking, and figuring things out.</p>	<p>Teacher encourages most students to contribute or asks mostly surface level question questions.</p>	<p>Some students are answering when called on and/or answering surface level questions only.</p>	<p>Teacher does most of the talking or allows no student talk.</p>	<p>Students are silently listening to the teacher or filling out worksheets.</p>
<p>Manages time effectively 10.2 Have you practiced your lesson such that you can deliver it in a brisk and engaging way? Have you planned routines for transitions so as to lose as little instructional time as possible?</p>	<p>Teacher’s pacing of the lesson is brisk, smooth, and efficient. No time is lost in transitions.</p>	<p>Students are on-task and follow routines so that little instructional time is wasted during transitions.</p>	<p>Teacher’s pacing of the lesson is adequate to complete lesson but time is lost during transitions.</p>	<p>Most students are on-task but waste time during transitions.</p>	<p>Teacher’s pacing of the lesson is slow. A great deal of time is used in transitions.</p>	<p>Students are off task during the lesson. Students lose a great deal of valuable instructional time.</p>

Stage 3: ASSESSING STUDENT LEARNING AND TEACHING			
Criteria	Satisfactory	Improving/Slipping	Assistance Needed
Lesson analysis accurately summarizes group performance as measured by the formal assessment.	The lesson analysis is supported with evidence and focuses on what students did right AND wrong.	The lesson analysis is supported with evidence and focuses on what students did right OR wrong.	The lesson analysis is not supported with evidence and focuses on what students did wrong.
Lesson analysis accurately summarizes learning differences as measured by the formal assessment.	The lesson analysis is supported by evidence and identifies individual learning differences.	The lesson analysis is supported by evidence and includes some differences in whole class learning.	The analysis is not supported by evidence and does not summarize individual learning differences.
Lesson analysis accurately summarizes learning differences as measured by the student voice assessment.	The lesson analysis is supported by evidence of student voice and suggests one next step for one student.	The lesson analysis is supported by evidence of student voice and identifies whole class learning needs.	The lesson analysis is not supported by evidence of student voice and does not identify any next steps.
Lesson analysis accurately summarizes the academic language assessment results.	Lesson analysis is supported by evidence of students' use of vocabulary, as well as the language function and additional language demands.	Lesson analysis is supported only by evidence of students' use of vocabulary associated with the language function.	Lesson analysis identifies language use that is unrelated to the language objective or unrelated to the language demands.
Evidence of written or oral feedback to students related to the lesson objectives is provided.	The lesson analysis includes evidence of written or oral feedback that addresses BOTH strengths and needs.	The lesson analysis includes evidence of written or oral feedback that focuses on either errors OR strengths.	The lesson analysis includes evidence of written or oral feedback that is unrelated to the target, inconsistent with the analysis, or contains content inaccuracies.
Lesson analysis describes how the teacher will support students in applying feedback related to the learning objectives.	Lesson analysis describes how students will use the feedback to improve their learning related to the objectives.	Lesson analysis provides a vague description of how students will use the feedback or is unrelated to the objectives.	Lesson analysis does not describe how students will use the feedback.
Lesson analysis uses assessment evidence to describe next steps for instructional support that improves student learning related to the lesson objectives.	Lesson analysis includes an example of targeted support to individuals or groups to improve their learning related to the lesson objectives.	Lesson analysis includes an example of a general whole class support to improve learning related to the lesson objectives.	The instructional support does not follow from the assessment evidence provided.

2019-2020

Process for Supporting Candidates of Concern during Clinical Practice

Who Initiates Concern	How Candidates are Identified	When are Concerns Discussed	Types of Problems
Mentor Teacher	Attendance Records	Observations made by Field Supervisors and Mentor Teachers followed up with a conversation and/or email with the Director of Field Placements and Partnerships (within a 1 week time frame) Monthly Field Supervisor Meetings -If no concerns are present, a meeting with the Teacher Candidate, Mentor Teacher, and Field Supervisor should occur monthly for continuous communication	Professionalism These types of problems may be identified by the Disposition Process and communication with Mentor Teacher. Instructional Concerns- identified via observations / written work. These types of problems will be addressed by the communication process outlined below.
Field Supervisor	Dispositions		
Principal	Observations		
Director of Field Placement			
Self-Identification			
Faculty			

Communication Process:

Step 1. (Documentation) A *Student Progress & Counseling and Informal Remediation Plan* documentation may be used when the area of concern is focused on a single issue or area of concern and the Field Supervisor and Mentor Teacher believe remediation of the concern can be accomplished quickly via the coaching process.

Step 2. (Meeting) The Informal Plan requires a **meeting of the Candidate, Mentor Teacher,** and Field Supervisor. The document should include the date of the meeting and signature of participants. The Field Supervisor submits an electronic copy of **Student Progress Counseling and Informal Remediation Plan** document after discussion has occurred and form has been signed by candidate to the Director of Field Placements and Partnerships. Written documentation of the concern, the plan for remediation and the expected timeline for resolution should be forwarded to the Director of Field Placement by the Field Supervisor once the concern is resolved.

Step 3. (Follow-Up) Director of Field Placements and Field Supervisor are responsible for follow-up with the Teacher Candidate based on the plan timeline. The Director of Field Placements maintains all documentation. The Field Supervisor and Director of Field Placements will update the Mentor Teacher as needed.

Step 4. (Opting for a Formal Plan) When/if the Teacher Candidate shows minimal or no progress (e.g., the same assignment is given more than three times), a **Formal Plan** of improvement will be designed by the Field Supervisor and Director of Field Placements. At this time, the Director of Field Placements notifies the Director of TCP. **Note:** In some circumstances, observed concerns or timing within the Clinical Experience may indicate a need to move directly to a Formal Student Progress Counseling/Remediation process.

Step 5. (Possible Dismissal) If during the Formal Process, the Teacher Candidate demonstrates minimal or no progress, that candidate will be referred to the Graduate Faculty Council by the Director of Field Placements. **Possible dismissal from fieldwork may occur.**

