



# **Teacher Certification Program**

General Education K-8 and  
Teaching English Language Learners (TELL)  
&  
General Education K-8 and  
Special Education (Sp.Ed.)

Autumn 2020 Field Experience Handbook

T EDUC 587 A/B (Field Experience I)  
**Field Experience Handbook**

**University Contact Information**

<p><b>School of Education Office</b>          University of Washington, Tacoma          Education Program WCG 324, Box 358435          1900 Commerce St          Tacoma, WA 98402          Office phone: 253-692-4430          Fax 253-692-5612</p>	<p style="text-align: center;">Field Supervisor</p> Name: _____ Phone: _____ Email: _____ Text: Yes / No
<p><b>Carey J. Kirkwood</b>          The Director of the Office of Field Placements          and Partnerships          Office: 253-692-4621          Work Cell: 253-457-5759          Fax: 253-692-5612          cjkir@uw.edu</p>	<p style="text-align: center;">Mentor Teacher</p> Name: _____ Classroom Phone: _____ Cell Phone: _____ Email: _____ Text: Yes / No
<p><b>Lynn Hermanson</b>          UWT Certification Officer &amp; Academic Advisor          Office: 253-692-5698          Email: lynnherm@uw.edu          *Please contact Lynn Hermanson for information          regarding Clock Hours or additional endorsement          pathways.</p>	<p style="text-align: center;">Candidate:</p> Name: _____ Phone: _____ Email: _____ Text: Yes / No
<p><b>Donna Braboy</b>          Program Support Supervisor          Office: 253-692-4430          Fax: 253-692-5612          donnab@uw.edu          *Please contact Donna Braboy for information          regarding Mentor Teacher stipend payments.</p>	

The COVID-19 Pandemic has created the need for unique learning environments. We recognize that communities and schools are doing their best to respond to an ever-changing environment. As such, the information in this handbook is based on what we know today August 28, 2020. As changes are needed we will do our best to communicate those changes to you in a timely manner via email and / or Canvas.

## Calendar

Date	Event
August 28	Autumn Field Experience Orientation at UWT 1:00 – 2:30 Required for Candidates; Will be recorded for asynchronous viewing and shared with Mentors and Field Supervisors.
Late August/Early September (Prior to UWT Autumn Quarter Officially starting)  <i>***Milestone #1 ***</i>	Candidates may support Mentor in preparation, participate in staff development, team meetings etc. Candidates may begin focused observations. Observe and assist with teaching of classroom routines, procedures, expectations. At the start of the school year, Candidates will participate in classroom Full Time, Monday – Friday. <b>NOTE:</b> Creating time to participate in teacher preparation activities / STAFF Development may be essential this year as school staff are learning new tech instructional platforms.
September 23	Workshop – Focus on Lesson Planning. 9:00- 11:00 am
September 28	Candidates begin Mornings Only, Monday - Thursday
September 30	UWT Fall Quarter Begins/ Introduction Letter and edTPA Consent Forms sent Home to Families
October 2 <sup>nd</sup>	TELL Reflective Seminar begins. See Syllabus for details.
October 5 <i>***Milestone #2 ***</i>	Continue to observe instruction, offer support and work with students 1:1 and in small groups virtually or in person
Late October	Mid Quarter Virtual Conference – Field Supervisor, Mentor Teacher, and Candidate (Each Triad is responsible to schedule this conference)
November 2 <i>***Milestone #3***</i>	Provide 1:1 student instruction under Mentor Teacher direction. Provide small group instruction (partial or full lesson) of Mentor Teacher’s design. Provide occasional support with whole class instruction such as reading aloud to class, leading a learning activity, conducting a formative assessment activity, etc. It is understood that these activities will likely be conducted remotely.
November - early <i>***Milestone #4 ***</i>	Provide small group instruction (partial or full lesson) of Mentor Teacher’s design. Working with your Mentor Teacher, develop a lesson plan, deliver instruction and evaluate learning for a small group activity.
December 3	Last Day of Autumn Field Experience
December 4	Winter / Spring Field Experience Orientation during Reflective Seminar. Candidates Required; Mentor Teachers are invited.
January 4, 2021	First Day of Winter / Spring Clinical Practice at Host School

### Calendar and Milestone Targets Autumn Quarter 2020

Please note the Calendar items are current as of the printing of this document. Changes may occur. Every effort will be made to keep all parties informed if /when changes occur.

Milestone Targets are just that, “target dates”. They are provided as a guide and may vary based on individual experiences and readiness. Milestone Targets should be part of regular Teacher Candidate, Mentor and Field Supervisor planning and discussions.

## September Experience

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Welcome to the first quarter of field experience. This is an exciting time in which prospective teachers have the opportunity to gain hands-on experience and to link theory to practice in the real world of the classroom. During this experience, Teacher Candidates work under accomplished and knowledgeable professionals who will play an invaluable role in their education. Teacher Candidates are challenged to examine the demands of the profession as well as their own commitment, talent, and general fitness for the profession they have chosen.

### **Purpose:**

The field experience is designed to provide Teacher Candidates with the opportunity to:

- Gain insight into the operation and culture of public schools
- Gain additional knowledge and skills from a practical setting under the expertise of a professional educator

During the September Experience, Teacher Candidates will be in public school classrooms in a local school district.

### **September/Autumn Field Experience Objectives:**

These experiences integrate university course content and assignments with comprehensive fieldwork.

- Field assignments in public schools and classrooms in school settings
- Field experiences immersed in the life of schools and classroom
- Opportunities to observe instruction, apply principles, practice skills, and refine ideas discussed in Reflective Seminar sessions and TCP courses
- Opportunities to demonstrate sensitivity to and understanding of the needs of learners from diverse racial, ethnic, and social class groups and to observe for district/school policies that might affect students of color negatively or disproportionately.
- Opportunities to demonstrate interpersonal, ethical, and professional behavior and to practice self-awareness as it relates to personal power and privilege and how this might show up in work with students
- Authentic context for observation by and feedback from program Field Supervisor and Mentor Teachers

### **Time Commitment:**

Teacher Candidates are to maintain full-time teacher hours through Tuesday, September 22nd. This may include in-service training, meetings, and/or student and parent conferences that the Mentor Teacher or school administrators feel will be of benefit to the Teacher Candidate.

Teacher Candidates will begin their September Experience the first day of the public schools or earlier to attend building orientation/work days that occur prior to the beginning of the classes. Some districts have expressed an interest in having Teacher Candidates attend their new employee orientation in late summer. Every effort will be made to collaborate with public schools for the purpose of having Teacher Candidates attend building activities that precede the start of school.

### **Autumn Quarter Field Experience:**

In addition to the first weeks in their assigned schools, Teacher Candidates will continue in their host classroom through the completion of Autumn field experience on Thursday December 3rd. Starting Monday, September 28th, candidates will continue in their placements  $\frac{1}{2}$  days (mornings) Mondays-Thursdays. Candidates will generally need to leave their field placement by noon each day in order to return to campus and prepare for afternoon classes. Questions related to departure time from placements should be referred to the Field Supervisor and/or Director of Field Placements and Partnerships. Please note that once a schedule has been established the Teacher Candidate has made a **professional commitment to the Mentor Teacher and K-8 students** and is expected to fulfill that commitment. This is especially important when Teacher Candidates are given the responsibility of teaching one-to-one or in small groups.

### **September/Autumn Field Experience Supervision**

During the September/Autumn Field Experience, Teacher Candidates will be supervised, supported, and evaluated by UWT TCP Field Supervisors. The exception to this will be Special Ed Endorsement students placed in the Franklin Pierce School District under the supervision of a Franklin Pierce liaison or Field Supervisor. The Field Supervisor's role is to assist candidates in bridging university coursework and classroom experiences, to support the candidates as they get to know K-8 school culture / community and ensure there is a productive and positive Mentor Teacher/Teacher Candidate relationship. Overall, Field Supervisors are there to ensure candidates have a positive field experience that will contribute to their success during the Winter/Spring Clinical Practice.

Field Supervisors will conduct weekly, virtual visits (phone calls, zoom, emails, etc.) between the first day of school and September 23rd. Thereafter, they will conduct virtual or in-person visits 2 times per month for the remainder of the Autumn quarter (unless individual circumstances necessitate a different schedule).

## **Teacher Candidate Responsibilities and Expectations**

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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. The term "classroom" applies

to a physical setting and / or a virtual classroom setting. All Teacher Candidates are required to know and comply with COVID-19 safety rules established by the district / school. Concerns related to COVID-19 and personal safety should be referred immediately to the Director of Field Placement and Partnerships.

- **Attendance:** Addressed in detail in the next section. All Teacher Candidates are required to comply with School District and local Health Department requirements for masks, hand washing and social distancing practices. Local Health Department guidelines identify those individuals that may request a waiver of the mask requirement for health reasons.
- **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 workload. 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 host 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. Ideas for active participation and involvement will be discussed in Reflective Seminar.
- **Documentation of Clinical Field Work:** Teacher Candidates are required to complete and submit required evidence for Autumn field work to the TEDUC 587A/B Canvas site. (This includes clinical hours, edTPA video consent forms, and parent/family introduction letter, etc.)

- **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.
- **Focused Observation:** Teacher Candidates are expected to engage in focused observations and required assignments which will be evaluated and discussed in Reflective Seminar, TEDUC 590.
- **Self-evaluation & Reflection:** Teacher Candidates are expected to engage in daily self-evaluation and self-reflection in terms of growth as a professional. Such evaluations are to be kept in a notebook and/or journal along with your observations and to be discussed with your mentor. The education of prospective teachers is a personal journey of reflection and self-discovery, as well as an induction into the norms and practices of the teaching profession.
- **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 you Mentor Teacher and Field Supervisor
  - Signed originals of Monthly Clinical Hours Tracking Form
  - Lesson Plans
  - Planning Tools

The following are examples of the types of responsibilities in which Teacher Candidates can engage during the September/Autumn Experience. Many of these duties will look different with remote instruction:

- ✓ Take attendance
- ✓ lunch count
- ✓ Assign classroom helpers
- ✓ Accompany students to and from P.E., music, library and lunch
- ✓ Work one-on-one with students or in small groups
- ✓ Correct papers; record grades
- ✓ Participate in art activities
- ✓ Read aloud
- ✓ Give spelling tests
- ✓ Mentor Teacher & Teacher Candidate co-teach

## Attendance

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- **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 587A Field Experience Canvas page monthly.

- **Attendance:** Each Teacher Candidate will report to their assigned school or virtual activity 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 when campus course work allows. 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 (excluding weekends) 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. All Teacher Candidates are strongly encouraged to discuss with their chosen health care practitioner the importance of appropriate vaccinations, such as Influenza Vaccine, to maintain proper health in a school community.
- **Excessive Absences:** Absences exceeding 3 days (from August-June) 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. *Additional volunteer time spent in field placements is not considered a bank of time from which Teacher Candidates can draw for future absences*. In cases where **more than 5 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.

## 2020-2021

### Process for Supporting Candidates of Concern during Clinical Practice

<b>Who</b> Initiates Concern	<b>How</b> Candidates are Identified	<b>When</b> are Concerns Discussed	<b>Types of Problems</b>
Mentor Teacher Field Supervisor Principal Director of Field Placement Self-Identification Faculty	Attendance Records  Dispositions  Observations	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) <b>Monthly Field Supervisor Meetings</b> -If no concerns are present, a meeting with the Teacher Candidate, Mentor Teacher, and Field Supervisor should occur <b>monthly</b> for continuous communication	<b>Professionalism</b> These types of problems may be identified by the <b>Disposition Process</b> and communication with Mentor Teacher. <b>Instructional Concerns-</b> identified via observations / written work.  These types of problems will be addressed by the <b>communication process</b> outlined below.

#### 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 with-in 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.**

## Mentor Teacher Responsibilities and Expectations

Resources for Mentor Teachers are located at:

<https://www.tacoma.uw.edu/school-education/field-placements-partnerships>

The purpose of the September/Autumn Field Experience is to assist Teacher Candidates in gaining an understanding of the classroom setting and the school system in which that class is situated. Teacher Candidates will become acquainted with you, the operations of the classroom and school, and learn what it means to be a professional teacher. It is understood that the COVID-19 Pandemic has created a unique learning situation and has resulted in alterations to the traditional instructional environment. The following passages are framed from the idea of a physical classroom. The Mentor Teacher, Field Supervisor and Teacher Candidate are encouraged to identify and implement needed revisions that will best meet the needs of the teaching triad and most importantly support learning of students. Questions or concerns related to possible adjustments should be referred to the Director of Field Placement and Partnerships for additional guidance.

The Mentor Teacher plays a vital role in the Teacher Candidate's total educational experience. Accept your Teacher Candidate as a learner. Understand that college coursework and early field experience alone cannot prepare Teacher Candidates for the realities of live classrooms. They also need your consistent support and encouragement.

Productive field placements offer Teacher Candidates a setting in which they feel secure and important in the on-going work of the classroom and the school. In these placements there is a sense of partnership and shared responsibility between Mentor Teacher and Teacher Candidate.

The Mentor Teacher is asked to:

- Introduce your Teacher Candidate to the building principal, fellow colleagues, and support staff,
- Acquaint your Teacher Candidate with the operations of the classroom:
  - ✓ Classroom management style and expectations
  - ✓ Daily operation and schedule, teacher hours (including teacher meetings)
  - ✓ Expectations of students
  - ✓ Assessment procedures
  - ✓ Special occasions including units of study
  - ✓ Expectations of the Teacher Candidate
- Explain the operations of the school building such as:
  - ✓ Explain and adhere to COVID-19 Safety measures instituted by the school/district
  - ✓ Fire drill, earthquake, lock-down, and other emergency procedures
  - ✓ Entering and exiting the building procedures for students
  - ✓ Location of teacher's lounge, restrooms, office, etc.
  - ✓ Teacher workroom including special instructions for copying materials
- Provide the Teacher Candidate with a place to call their own. If possible, please provide a desk; if not, a table, a desk drawer, or cabinet space will do.
- Maintain high expectations for professional conduct:
  - ✓ Interaction with students
  - ✓ Dress/attire
  - ✓ Teacher hours
  - ✓ Absenteeism
  - ✓ Including: interactions with other educators, attending teacher's meetings, committee meetings, family nights, parent/guardian conferences, and other profession activities

- Encourage the Teacher Candidate to become a part of a “teaching team”, in which collaboration and interaction between the Mentor Teacher and Teacher Candidate are an integral part of the classroom context.
- Encourage the Teacher Candidate to become involved in classroom management issues. Share the classroom management procedures and discipline policies with your Teacher Candidate. Encourage your Teacher Candidate to guide and discipline students when the need arises. If students see the Teacher Candidate in a teaching role from the beginning, it will make the transition into full time teaching easier for everyone.
- Allow the Teacher Candidate the opportunity to implement the university assigned tasks.
- Provide the Teacher Candidate time to visit with and observe other school personnel (Principal, Assistant Principal, Counselor, etc.).
- Provide clear, specific feedback, suggestions, and perspective as the Teacher Candidate interacts with students. Give feedback as to what is working, as well as what is not working.
- Schedule regular weekly meetings for constructive comments. 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 criticisms.
- Expect the Teacher Candidate to demonstrate initiative, enthusiasm, excitement, dedication, and positive role modeling.
- Help the Teacher Candidate to understand that learning to teach is a developmental process.
- Examples of Teacher Candidate responsibilities during the September/Autumn Experience:
  - ✓ Take attendance
  - ✓ Take a lunch count
  - ✓ Assign classroom helpers
  - ✓ Accompany students to and from P.E., music, library, and lunch
  - ✓ Work one-on-one with students or in small groups
  - ✓ Correct papers; record grades
  - ✓ Give spelling tests
  - ✓ Mentor Teacher & Teach Candidate co-teach

### **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](mailto:cjkirk@uw.edu) or office (253)-692-4621/ work cell (253) 457-5759.

### **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.

### **ADDITIONAL INFORMATION:**

**Visit our UWT School of Education Field Placements and Partnerships website at:**

<https://www.tacoma.uw.edu/school-education/field-placements-partnerships> for more information on:

- 1) Working with Teacher Candidates as Adult Learners
- 2) UWT Definition of Co-Teaching with Co-Teaching Strategies and Examples
- 3) Mission and Conceptual Framework for the School of Education

## Appendix A – Professional Dispositions



### Assessment of Standards for Essential Abilities and Dispositions

*Students in the Education Program are expected to possess appropriate abilities and dispositions. This instrument functions as a data gathering tool to assess a Teacher Candidate’s progress in the following domains: Communication, Diversity, Empathy, Intellectual Reasoning, Interpersonal Skills, Professional Behavior, and Self-Awareness.*

**Mentor Teachers:** An online survey of this assessment will be sent via email once a month throughout the Autumn quarter.

**Please, rate the Teacher Candidate’s skills in each disposition category**

### Communication Skills

- Communicates effectively and sensitively in spoken and written English with cohort peers, K-12 students, faculty, staff, and other professionals.
- Expresses ideas and feelings clearly and demonstrates a willingness and ability to listen to others.
- Possesses sufficient skills in spoken and written English to understand the content presented in the program and in the field.

<b>1</b>	Not enough information to assess
<b>2</b>	Fails to demonstrate
<b>3</b>	Needs improvement
<b>4</b>	Improving, not yet satisfactory
<b>5</b>	Satisfactory or better

**Additional notes regarding the Teacher Candidate’s skills in this domain:**

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## Diversity

- Appreciates the value of human diversity.
- Interacts in an appropriate and respectful manner with all persons in light of the person's age, class, race, ethnicity, cultural background, religious affiliation (or lack of), nationality, gender identity, disability, sexual orientation, language, and/or value system.

<b>1</b>	Not enough information to assess
<b>2</b>	Fails to demonstrate
<b>3</b>	Needs improvement
<b>4</b>	Improving, not yet satisfactory
<b>5</b>	Satisfactory or better

**Additional notes regarding the Teacher Candidate's skills in this domain:**

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## Empathy

- Endeavors to comprehend another individual's way of life and values.
- Communicates empathy and support as a basis for a productive professional relationship.

<b>1</b>	Not enough information to assess
<b>2</b>	Fails to demonstrate
<b>3</b>	Needs improvement
<b>4</b>	Improving, not yet satisfactory
<b>5</b>	Satisfactory or better

**Additional notes regarding the Teacher Candidate's skills in this domain:**

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### **Intellectual Reasoning**

- Demonstrates the ability to systematically integrate, apply and critically evaluate educational issues, situations and interpersonal professional relationships in an informed way.

<b>1</b>	Not enough information to assess
<b>2</b>	Fails to demonstrate
<b>3</b>	Needs improvement
<b>4</b>	Improving, not yet satisfactory
<b>5</b>	Satisfactory or better

**Additional notes regarding the Teacher Candidate's skills in this domain:**

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### **Interpersonal Skills**

- Demonstrates the interpersonal skills needed to relate effectively to cohort peers, K-12 students, faculty, staff, parents, community members and other professionals. These include, but are not limited to compassion, respect, integrity, cultural humility and concern for the welfare of others.

<b>1</b>	Not enough information to assess
<b>2</b>	Fails to demonstrate
<b>3</b>	Needs improvement
<b>4</b>	Improving, not yet satisfactory
<b>5</b>	Satisfactory or better

**Additional notes regarding the Teacher Candidate's skills in this domain:**

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### **Professional Behaviors**

- Behaves professionally by knowing and practicing within the scope of education work.
- Maintains privacy and confidentiality.
- Respects others.
- Is punctual and dependable.
- Prioritizes responsibilities and completes assignments on time.

<b>1</b>	Not enough information to assess
<b>2</b>	Fails to demonstrate
<b>3</b>	Needs improvement
<b>4</b>	Improving, not yet satisfactory
<b>5</b>	Satisfactory or better

**Additional notes regarding the Teacher Candidate’s skills in this domain:**

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### **Self-Awareness**

- Knows how values, attitudes, beliefs, emotions, and past experiences affect thinking, actions, and relationships.
- Examines and changes behavior when it interferes with working effectively with cohort peers, K-12 students, parents, faculty, staff, and other professionals.
- Understands and respects power relationships while effectively working with others in educational settings.
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<b>1</b>	Not enough information to assess
<b>2</b>	Fails to demonstrate
<b>3</b>	Needs improvement
<b>4</b>	Improving, not yet satisfactory
<b>5</b>	Satisfactory or better

**Additional notes regarding the Teacher Candidate’s skills in this domain:**

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### Appendix B: Required Evidence for Autumn Field Work

Candidate Name: \_\_\_\_\_

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

Field Supervisor: \_\_\_\_\_

Date: \_\_\_\_\_

In order to pass the Autumn fieldwork experience, the following evidence needs to be submitted.

#	Evidence: (Teaching Candidates will...)	Comments:
1	Write and distribute a letter of introduction to parents/ guardians and upload to Canvas by September 30, 2020	
2	Distribute edTPA permission slips and upload to Canvas with a checked off roster by November 20, 2020	
3	Demonstrate progressively positive dispositions and attributes as documented through Mentor and Field Supervisor submission of Assessment of Disposition Standards.	
4	Have Signed Monthly Time Logs turned in at the end of each month to Canvas – Field Experience.	

Candidate Signature: \_\_\_\_\_

Candidate Name Printed: \_\_\_\_\_

**Return completed form with signature to SOE Office NLT December 4, 2020.**

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Grade Level/Course Name \_\_\_\_\_ Total Lesson Time: \_\_\_\_\_

**LESSON TITLE:**

**CENTRAL FOCUS (BIG IDEA)**

**STANDARDS** (Common Core Content):

**LEARNING TARGETS/OBJECTIVES:** Clearly state what you expect the students to know and be able to do as a result of this lesson.

	Objective	Target
Essential Literacy Strategy/Skill		
Academic Language		
Success Criteria		

**LITERACY ASSESSMENT PLAN:** Describe and attach **informal & formal assessments** used to gather evidence of learning, help students monitor their progress (self-assessment), assess academic language, and will inform your instruction. Include rubric or scoring guidelines if applicable.

**LEARNING CONTEXT:**

- **Learning Issues:** What are some key understandings/interpretations/perspectives associated with the central focus; prior knowledge, strategies/skills; specific strategies students might use in this lesson?
- **Relevance/Cultural Funds of Knowledge:** How does the lesson connect the central focus to citizenship, everyday experiences, responsibility, application, family/community/cultural assets and/or social/cultural relevance?
- **Student Engagement:** How will this lesson support equitable student engagement and participation (e.g. respectfully critique other’s reasoning, minimize status issues, include various perspectives/contributions)?

**ACADEMIC LANGUAGE DEMANDS:** Name and describe the *primary language function* of this lesson. Identify and describe the **language demands** students need to understand and/or use in this lesson. (e.g. reading, writing, speaking, listening, representing, specialized vocabulary, discourse practices and use of syntax) Note: if applicable give examples of specific vocabulary/terms emphasized in the lesson.

**DIFFERENTIATED INSTRUCTION:** How will the lesson support access to and development of essential literacy strategy/skill, participation, and academic language? Identify **key** differentiation strategies – **process, content, product** – for each identified group of students or individuals to assist them in meeting the learning targets.

Support for students with IEPs, 504 Plans	
English language learners/multilingual learners	
Students needing relevant extended inquiry	

<p><i>Describe the feedback strategies to respond to common preconceptions, errors and misunderstandings (e.g. what might students do? How will you respond?) Include lesson specific questions or prompts.</i></p>	
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**INSTRUCTIONAL MATERIALS/TECHNOLOGY/MEDIA that will support students meeting learning targets: Attach handouts/activity sheets; list special materials or technology resources associated with the lesson.**

**I. OPENING**

**Include the estimated time, language function (LF), specific language demands (LD) and Participation Structures (PS) used: Whole class (WC), Pair (P), small groups (SG), individual work (I).**

TIME:                                      LF:                                      LD: Reading, Writing, Speaking, Listening                                      PS: WC, P, SG, I

**OPENING / ENTRY:** *Describe your entry task or transition into instruction. This might include review or assessment of a pre-skill, homework discussion, “do now” activities.*

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**LAUNCH** *Describe how you will hook students into this specific lesson? How will you link to **prior learning, personal, cultural, or community assets**? How will you **elicit and promote student thinking (e.g. focus questions)**? The launch might also include rationale for learning this topic, interesting problem, connection to background knowledge.*

**TEACHER FOCUS QUESTION(S)**

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**Learning Targets/Success Criteria:** *How will you focus students’ attention on the learning targets of the lesson? How will students express their understanding of the learning target and resources to support their learning progress during the lesson? How will students express their understanding of the importance of the planned learning?*

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**II. LESSON BODY/EXPLORE:** *Outline the core learning tasks that facilitate the development, practice, application, and discourse about the essential literacy strategy/skill. Include specific tasks (e.g. problem-types) given to students. Include specific focus questions to elicit/extend and promote student thinking.*

TIME: LF: LD: Reading, Writing, Speaking, Listening PS: WC, P, SG, I

Core Learning Task(s)	Teacher Focus Question(s)

**RELEVANT LITERACY EXTENSIONS:** What are extended inquiry opportunities or inquiry support opportunities (e.g. adjust cognitive demand; require additional literacy strategy/skill, generalizations; work on a sub-problem of the task; try a smaller case

Extended Inquiry Opportunities	Inquiry Support Opportunities

**III. CLOSURE/SUMMARIZE:** *How will you debrief the lesson with students, specifically pulling out important literacy strategies/skills of the lesson? Include specific focus questions to elicit/extend student thinking.*

TIME: LF: LD: Reading, Writing, Speaking, Listening PS: WC, P, SG, I

DEBRIEF ACTIVITY:	Teacher Focus Question(s):

**ASSESSMENT/EXIT TASK:** *What can you ask students to do that will inform your next instructional step (e.g. follow up problem, reflection question)?*

<p><b>STUDENT VOICE:</b> <i>During Closing, how will students (A) identify the learning target, (B) self-assess and communicate (orally or in writing) their own progress towards the literacy learning targets and (C) identify how to access resources (i.e. what they are doing well and what they need to work on to meet or exceed the learning targets).</i></p>
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**Homework (if Applicable):**

Math Lesson Plan Formal Template 2020

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Grade Level/Course Name \_\_\_\_\_ Total Lesson Time: \_\_\_\_\_

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**LESSON TITLE:**

**CENTRAL FOCUS (BIG IDEA):**

**STANDARDS:**

*Common Core State Math Standard(s):*

*Math Practice Standard(s):*

**LEARNING TARGETS/OBJECTIVES:** Clearly state what you expect the students to know and be able to do as a result of this lesson.

	Objective	Target
Concept/skill		
Academic Language		
Success Criteria		

**MATH LEARNING ASSESSMENT PLAN:** Describe and attach **informal & formal assessments** used to gather evidence of learning, help students monitor their progress (self-assessment), and will inform your instruction. Include rubric or scoring guidelines if applicable.

**LEARNING CONTEXT:**

- **Learning Issues:** What are key understandings/confusions/errors associated with the central focus; prior mathematics knowledge; specific strategies students might use in this lesson?

- **Relevance/Cultural Funds of Knowledge:** How does the lesson connect the central focus to citizenship, everyday experiences, responsibility, application, family/community/cultural assets and/or social/cultural relevance?

- **Student Engagement:** How will this lesson support equitable student engagement and participation (e.g. respectfully critique other’s reasoning, minimize status issues, include various perspectives/contributions)?

**ACADEMIC LANGUAGE DEMANDS:** Name and describe the *primary language function* of this lesson. Identify and describe the *language demands* students need to understand and/or use in this lesson. (e.g. reading, writing, speaking, listening, representing, specialized vocabulary, discourse practices and use of syntax.) Note: if applicable give examples of specific vocabulary/terms emphasized in the lesson.

**DIFFERENTIATED INSTRUCTION:** How will the lesson support access to and development of math understanding, participation, and academic language? Identify **key** differentiation strategies – **process, content, product** – for each identified group of students or individuals to assist them in meeting the learning targets.

Students with IEPs, 504 Plans	
English language learners / multi-language learners	
Students needing relevant extended inquiry	
Describe the feedback strategies to respond to common preconceptions, errors and misunderstandings (e.g. what might students do? How will you respond?) Include lesson specific questions or prompts.	
Identify <b>representations</b> and <b>materials</b> that will assist students in meeting the learning targets.	

<b>MATERIALS/TECHNOLOGY/MEDIA:</b> Attach handouts/activity sheets; list special materials or technology resources associated with the lesson.

**I. OPENING:** Include the estimated time, language function (LF), specific language demands (LD) and participation structures (PS) used: whole class (WC), pair(P), small groups (SG), individual work(I).

TIME:                                      LF:                                      LD: Reading, Writing, Speaking, Listening                                      PS: WC, P, SG, I

<b>OPENING / ENTRY:</b> Describe your entry task or transition into instruction. This might include review or assessment of a pre-skill, homework discussion, “do now” activities.	
<b>LAUNCH</b> Describe how you will hook students into this specific lesson? How will you link to <b>prior learning, personal, cultural, or community</b>	<b>TEACHER FOCUS QUESTION(S)</b>

<b>assets? How will you elicit and promote student thinking (e.g. focus questions)?</b> The launch might also include rationale for learning this topic, interesting problem, connection to background knowledge.	
<b>Learning Targets/Success Criteria:</b> <i>How will you focus students' attention on the learning targets of the lesson? How will students express their understanding of the learning target and resources to support their learning progress during the lesson? How will students express their understanding of the importance of the planned learning?</i>	

**II. LESSON BODY/EXPLORE:** *Outline the core learning tasks that facilitate mathematical exploration, inquiry, and discourse about the main concept/skill. Include specific tasks (e.g. problem-types, key representations) given to students. Include specific focus questions to elicit/extend and promote student thinking.*

TIME: LF: LD: Reading, Writing, Speaking, Listening PS: WC, P, SG, I

Core Learning Task(s)	Teacher Focus Question(s)

**RELEVANT MATH EXTENSIONS:** What are extended inquiry opportunities or inquiry support opportunities (e.g. adjust cognitive demand; require additional math strategy/ representation / skill, generalizations; work on a sub-problem of the task; try a smaller case).

Extended Inquiry Opportunities	Inquiry Support Opportunities

**III. CLOSURE/SUMMARIZE:** *How will you debrief the lesson with students, specifically pulling out important math ideas of the lesson? Include specific focus questions to elicit/extend student thinking.*

TIME: LF: LD: Reading, Writing, Speaking, Listening PS: WC, P, SG, I

<b>DEBRIEF ACTIVITY</b> – <i>connects back to learning target</i>	<b>TEACHER FOCUS QUESTION(S):</b>
<p><b>ASSESSMENT/EXIT TASK:</b> <i>What can you ask students to do that will inform your next instructional step (e.g. follow up problem, reflection question)?</i></p>	
<p><b>STUDENT VOICE:</b> <i>During closing, how will students (A) revisit the learning target, (B) self-assess and communicate (orally or in writing) their own progress towards the math learning targets, and (C) identify how to access additional resources (i.e. what they are doing well and what they need to work on to meet or exceed the learning targets.</i></p>	
<p><b>Homework (if applicable):</b></p>	

## Science Formal Lesson Plan Template 2020

Name:  
Grade Level/Course Name:

Date:  
Total Lesson Time:

**LESSON TITLE:**

**CENTRAL FOCUS (BIG IDEA):**

**STANDARDS:** Common Core Next Generation Science Standards (NGSS)

<b>Scientific Concept/Domain</b>	
<b>Scientific or engineering practices and/or Crosscutting Concepts</b>	

**LEARNING TARGETS/OBJECTIVES:** Clearly state what you expect the students to know and be able to do as a result of this lesson.

	Objective	Target
<b>Scientific concept/ Domain</b>		
<b>Scientific or engineering practices and/or cross-cutting concepts</b>		
<b>Academic Language</b>		
<b>Success Criteria</b>		

**STUDENT LEARNING ASSESSMENT PLAN:**

**Tools:** Describe and attach **informal & formal assessments** used to gather evidence of learning, help students monitor their progress (self-assessment), and will inform your instruction. Include rubric or scoring guidelines if applicable.

**LEARNING CONTEXT:**

• **Learning Issues:** What are the key student understandings and possible prior knowledge/preconceptions associated with this topic; student confusions or errors associated with the central focus; and specific learning strategies students might use? What science safety considerations are specific to this lesson?

• **Student Engagement:** How will this lesson support equitable student engagement and participation (e.g. student scientific/intellectual contributions are valued and respected; strategies that minimize student status and classroom management issues)?

• **Relevance/Cultural Funds of Knowledge:** How does the lesson connect the central focus to citizenship, responsibility, application, family/community/cultural assets and/or social/cultural relevance?

**ACADEMIC LANGUAGE DEMANDS:**

Name and describe the *primary language function* of this lesson. Identify and describe the *language demands* students need to understand and/or use in this lesson. (e.g. reading, writing, speaking, listening, representing, specialized vocabulary, discourse practices and use of syntax.) Note: if applicable give examples of specific vocabulary/terms emphasized in the lesson.

**DIFFERENTIATED INSTRUCTION:** How will the lesson support access to and development of math understanding, participation, and academic language? Identify **key** differentiation strategies – **process, content, product** – for each identified group of students or individuals to assist them in meeting the learning targets.

Support for IEPs and 504 plans	
English language learners / multi-language learners	
<i>Students needing relevant extended inquiry</i>	
Describe the feedback <i>strategies</i> to respond to common preconceptions, errors and misunderstandings (e.g. What might students do? How will you respond?) Include lesson specific questions and/or prompts.	

<b>MATERIALS/TECHNOLOGY/MEDIA:</b> Attach handouts/activity sheets, assessments, rubrics that will assist students in meeting the learning targets; list special materials or technology resources associated with the lesson.

<b>SAFETY CONSIDERATIONS:</b>

### SCIENCE LESSON FLOW

**I. OPENING:** Include estimated time, language function (LF), specific language demands (LD) and participation structure (PS) used: Whole class (WC), pairs (P), small groups (SG), individual work (I).

Time:                      LF:                      LD: Reading, Writing, Speaking, Listening      PS: WC, P, SG, I

<b>OPENING / ENTRY:</b> Describe your entry task or transition into instruction. This might include review or assessment of a pre-skill, homework discussion, "do now" activities.	
<b>LAUNCH</b> Describe how you will hook students into this specific lesson? How will you link to <i>prior learning, personal, cultural, or community assets</i> ? <b>How will you elicit and promote student thinking (e.g. focus questions)?</b> The launch might also include rationale for learning this topic, interesting problem, connection to background knowledge.	<b>TEACHER FOCUS QUESTION(S):</b>
<b>Learning Targets/Success Criteria:</b> How will you focus students' attention on the learning targets of the lesson? How will students express their understanding of the learning target and resources to support their learning progress during the lesson? How will students express their understanding of the importance of the planned learning?	

**II. LESSON BODY/EXPLORE:** Describe the core activities of your lesson that facilitate scientific exploration, inquiry, and discourse about the main concept/practice. Include specific tasks (e.g. practices of science, engineering task) given to students. **Include specific focus questions to elicit/extend and promote student thinking.**

Time:            LF:                    LD: Reading, Writing, Speaking, Listening    PS: WC, P, SG, I

CORE SCIENCE LEARNING TASK(S)	TEACHER FOCUS QUESTION(S)

**RELEVANT SCIENCE EXTENSIONS:** What are extended inquiry or inquiry support opportunities (e.g. adjust cognitive demand; require additional literacy strategy/skill, generalizations; work on a sub-problem of the task; try a smaller case).

Extended Inquiry Opportunities for Early Finishers	Extended Support Opportunities

**III. SUMMARIZE/CLOSURE:** How will you debrief the lesson with students, specifically pulling out important scientific ideas of the lesson? **Include specific focus questions to elicit/extend student thinking related to the learning target.**

Time:            LF:                    LD: Reading, Writing, Speaking, Listening    PS: WC, P, SG, I

LESSON DEBRIEF ACTIVITY: connects back to learning target	TEACHER FOCUS QUESTION(S)
<b>ASSESSMENT/EXIT TASK:</b> What can you ask students to do that will inform your next instructional step (e.g. related problem, reflection question)?	

**STUDENT VOICE:** *During closing, how will students (A) identify the learning target, (B) self-assess and communicate (orally or in writing) their own progress towards the science learning targets, and (C) identify how to access resources (i.e. what they are doing well and what they need to work on to meet or exceed the learning targets).*

**Homework (if Applicable):**