

W UNIVERSITY *of* WASHINGTON | TACOMA
EDUCATION PROGRAM



Dual Track Teaching English Language Learners

Teacher Certification Program

Winter & Spring Clinical Practice Handbook

2020

University Contact Information

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**Teacher Certification Program
Calendar and Milestone Targets
Winter / Spring Quarter 2020**

Please note the Calendared 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, Teacher Mentor and Field Supervisor planning and discussions.

Date	Event
December 6	Clinical Practice Orientation
January 6 ***Milestone 1***	UWT Winter Qtr. Begins (Clinical Practice begins- dates may vary by partner district) Candidates report to host school classroom. Candidates co-teach portions of a lesson or day with Mentor Teacher.
January 17	edTPA Reflective Seminar Workshop 12:00-6:30 (Teacher Candidates excused from Clinical Practice to attend workshop on campus)
January 20	Martin Luther King Jr. Day- No UWT Classes
January 27 *** Milestone 2***	Candidate plans, teaches and analyzes a lesson or portion of a lesson with Field Supervisor &/or Mentor Teacher evaluation/Formal Observation.
January 31	edTPA Reflective Seminar Workshop 12:00-6:30 (Teacher Candidates excused from Clinical Practice to attend workshop on campus)
February 17	President’s Day- No UWT Classes
February 24 ***Milestone 3 ***	Candidate transition begins, Candidate continues to co-teach portions of the day, co-planning with Mentor Teacher. (Instructional duties increase slowly over next 4 weeks.) Working with Mentor Teacher topic and schedule for edTPA lesson sequence “fine - tuned”.
March 6	edTPA Reflective Seminar Workshop 12:00-6:30 (Teacher Candidates are excused from Clinical Practice to attend workshop on campus)
March 17	UWT Career Fair required attendance (Teacher Candidates excused from Clinical Practice)
March 20	UWT Winter Qtr. Ends
March 25	WA State Education Career Fair: Tacoma Dome (9:00-3:00) Release Time from partner school required full or half day as needed.
March 30 ***Milestone 4***	UWT Spring Qtr. Begins. Candidates in the classroom full-time. Candidates begin transition to full-time teaching.
April 16 & 17	Candidates on campus edTPA Writing Sessions 9:30-3:00. Candidates are excused from partner school <u>ONLY</u> if attending Writing Sessions.
April 23	edTPA First Submission Date <i>strongly encouraged</i> .
May 7	edTPA Second Submission Date.
May 8	Reflective Seminar Workshop. 12:00-6:30 Attendance Required. Candidates are excused from partner school.
May 25	Memorial Day- No UWT Classes
May 26 ***Milestone 5***	Candidate begins transition of instruction back to Mentor Teacher.
June 5	Last Day of Candidate reporting to host school.
June 12	UWT Spring Qtr. Ends.

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 TELL 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 students who are English Language Learners, as well as other diverse learners.

We recommend Teacher Candidates, Site Coordinators, Mentor Teachers, and Principals read the information contained in this handbook. We are available to provide clarification and welcome feedback or suggestions.

Roles and Responsibilities

Overview

In partner schools, teachers, Site Coordinators, Principals, university faculty, and program Field Supervisors assume joint responsibility for a Teacher Candidate's growth and development as a beginning teacher. Our placements offer Teacher Candidates a full range of teaching opportunities within a supportive and collaborative environment.

Responsibilities of the Mentor Teacher

Mentor Teachers play a vital role in a Teacher Candidate's educational experience, guiding, and mentoring the candidate from student to professional. The Mentor Teacher fosters the development of the Teacher Candidate's competence and self-confidence so that he or she may gradually assume full responsibility for planning and delivering whole class instruction. In addition, the Mentor Teacher is responsible for conducting formal lesson observations, in addition to those conducted by the program Field Supervisor. The classroom teacher also assists the candidate in working with the school community at large.

Responsibilities of the Principal

Principals maintain open and on-going communication with school staff, UWT faculty, and program Field Supervisors. They help solve field-based problems and work with the UWT program Field Supervisors and Director of Field Placements and Partnerships, when concerns arise. They often observe candidates and may contribute to a Teacher Candidate's final evaluation.

Responsibilities of the Field Supervisor

University program Field Supervisors serve as a link between the Teacher Candidate's field placement and UWT. They respond to any concerns raised by either the Candidate or Mentor Teacher. The Field Supervisors make frequent visits to each school to observe the Candidates in their field placements. These visits usually include informal lesson observations, as well as formal evaluation visits, followed by a post-observation meeting with the candidate to provide feedback.

Responsibilities of the Director of Field Placement and Partnerships

The Director of Field Placements meets and communicates regularly with Field Supervisors and university faculty in order to monitor Teacher Candidate performance and progress. Field Supervisors report concerns regarding Teacher Candidates to the Director, together developing improvement and/or remediation plans for the Candidate.

Responsibilities of the Teacher Candidate

Teacher Candidates are guests and learners in the school community to which they have been assigned. They collaborate with all members of the school team and their fellow Teacher Candidates in order to develop the essential skills and competencies required for elementary teacher certification with an English Language Learner endorsement.

TEACHER CANDIDATE CLINICAL PRACTICE

Purpose

Through a carefully articulated sequence of teaching experiences, Teacher Candidates gradually develop the learning outcomes outlined in the UWT Education Conceptual Framework, the Washington State Elementary and Standards for Teaching English Language Learners, and the Washington Teacher Performance Assessment (edTPA). The Teacher Performance Assessment is a summative pedagogy evaluation required by UWT and Washington State.

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 in winter quarter to full-time student teaching in spring quarter.

The primary goal of **Winter** quarter clinical practice is to prepare Teacher Candidates for completing a minimum of two-three weeks of full-time lead teacher planning and teaching by spring quarter. Winter quarter is the time when Teacher Candidates' strengths are identified and areas in need of improvement are outlined.

During the **Spring** quarter clinical practice, each Teacher Candidate is challenged to put into practice the research, knowledge, and skills they have learned during the course of their teacher preparation program.

Winter Quarter Teaching Timeline

During Winter quarter, Teacher Candidates will be in their placements half day mornings Monday through Thursday, plus one afternoon a week selected based on the Candidate's on campus schedule.

By the end of winter quarter, Teacher Candidates should be able to independently plan and teach half of the school day. This will prepare Teacher Candidates to gradually build planning and teaching skills, as well as the overall stamina needed to teach day-to-day. In addition, this allows Teacher Candidates to work towards full-time planning and teaching by early spring quarter.

It is expected during this time, the Teacher Candidate will initiate the edTPA assessment process (Assessing student prior knowledge, planning a 3-5 lesson instructional sequence, delivering instruction and assessing learning). The timing of the edTPA instructional sequence is unique to each teaching team. *Optimal timing is between March 23 and April 10.* Decisions to conduct the edTPA instructional sequence prior to March 23 or after April 10 *must be made in together with the Field Supervisor to ensure all parties are aware of possible consequences of the decision.*

Spring Quarter Student Teaching Timeline

Beginning **March 23, Teacher Candidates are in their placements full time, Monday through Friday through June 6, 2020.** Teacher Candidates are to discuss with their Mentor Teacher plans for gradually assuming full time teaching responsibilities. Teacher Candidates are expected to attend PLC meetings, staff meetings, grade level meetings, parent/guardian/teacher conferences, IEP meetings, etc. Teacher Candidates should fully integrate into the school community.

Candidates must be able to independently plan, teach and facilitate day – to – day responsibilities of the lead teacher for a minimum of two to three weeks by the end of spring quarter. Again, recognizing that each Teacher Candidate progresses at a different pace, Teacher Candidates will work with their Mentor Teacher and Field Supervisor to establish a timeline for completing two to three weeks of independent practice. However, the Candidate never acquires the feeling of total responsibility if the Mentor Teacher does not judiciously leave the classroom at some point during Full-time Candidate Teaching. The Mentor Teacher should be readily available to the Candidate Teacher if support is needed.

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 the Mentor Teacher

and Field Supervisor. While Teacher Candidates will continue to seek guidance and feedback from Mentor Teachers and Field Supervisors throughout the winter quarter, it is also expected that the Teacher Candidates will increasingly assume more **independent responsibility for lesson content, planning, and delivery.**

In winter quarter, Teacher Candidates are required to develop lesson plans and teach for a minimum of one subject area, increasing their responsibilities. In spring quarter, Teacher Candidates are required to develop lesson plans and teach for multiple subject areas, as well as reinforcing routines, expectations, grading and analyzing student work. Daily lesson plans are to be completed using the *UWT Formal Lesson Plan Templates*. Electronic versions of the template will be posted on the TCP Canvas page.

The following are key concepts and terms that are foundational to lesson planning and instruction. Each approach is essential for a Teacher Candidate to promote and increase the learning of all students. These inter-related concepts include the necessity of:

- Effective instruction and engaging students in learning
- The establishment of clear learning targets and assessment approaches based on educational standards
- The engagement of historically marginalized students
- A multicultural perspective
- Differentiation strategies to maximize participation and learning via content, process and / or product
- The incorporation of transformative academic knowledge into the curriculum
- Culturally responsive teaching
- The provision of classroom management approaches for inclusive and supportive learning communities
- Caring and democratic classrooms
- Intentional instruction in academic language
- Attention to ensuring student voice during instruction
- Developing reflective practices in analysis of teaching

These concepts are covered extensively during course work and in the Formal Lesson Plan Template and Observation Tool.

Teacher Candidates are expected to meet with their Mentor Teacher at a **regularly scheduled time each week** to review their 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 file or notebook that is available at any time for the Mentor Teacher or Field Supervisor to review.

Lesson plans will be provided to the Mentor Teacher a minimum of 48 - 72 hours in advance of planned instruction. This will provide time for the Mentor Teacher to review and provide feedback and for the Teacher Candidate to make any required revisions prior to instruction. (Mentor Teachers may request lesson plans be submitted on an altered timeline in consultation with the Teacher Candidate and Field Supervisor.)

Note: *Teacher Candidates are expected to provide classroom teacher(s) with backup lesson plans during any absences. This includes edTPA Workshops, illness, etc.*

Evaluations

The clinical practice evaluation process is designed to help Teacher Candidates systematically improve in their instructional practices over an extended period of time. Evaluation is frequent and focused on instructional practices that impact student learning.

Assessment of Standards for Essential Abilities and Dispositions

Mentor Teachers and Field Supervisors will be responsible for completing the assessment of dispositions monthly. Mentor Teachers 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 Observations and Feedback

During informal observations, the Mentor Teacher and/or Field Supervisor will provide feedback on the Teacher Candidate's interactions in the classroom. Field Supervisors, and Mentor Teachers, should 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 Observations / Evaluations

The Mentor Teacher and the 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** for a total of 12 formal observations throughout clinical practice. Teacher Candidates are required to submit lesson plans for review prior to teaching the lesson [**a minimum of three days in advance**], revise the plans if necessary, and provide evidence of student learning as part of the Post Lesson Analysis.

The *UWT Formal Lesson Evaluation* is designed to provide Teacher Candidates with feedback on their ability to (1) plan for instruction and assessment, (2) instruct and engage students, and (3) to assess student learning. As such, the formal lesson observation process consists of three stages.

- **Stage 1** is a preview of the lesson plan by the Mentor Teacher and /or Field Supervisor followed by an evaluation of the lesson plan. Stage 1 documentation may go to the Teacher Candidate prior to instruction.
- **Stage 2** is an observation of the entire lesson by the Mentor Teacher or Field Supervisor followed by an evaluation of the lesson delivery. Depending on circumstances and Teacher Candidate availability a short debrief may follow instruction, although this feedback sometimes occurs at a later date, depending on the scheduling logistics of the Teacher Candidate and observer. Stage 2 documentation will be completed by the Mentor Teacher and / or Field Supervisor.
- **Stage 3** The Teacher Candidate completes and submits the Post Lesson Analysis to the Mentor Teacher and / or Field Supervisor. Ideally a post-lesson debrief (verbal discussion) follows review of the written post lesson analysis.

Formal lesson evaluations are scored and submitted by Mentor Teachers and Field Supervisors using **three separate online forms accessed through links provided at the start of the winter quarter**. Copies of completed evaluations are sent to the Teacher Candidate, Mentor Teacher, and Field Supervisor by including email addresses in the on-line evaluation tool. A copy of the entire *Formal Lesson Evaluation* is provided in the Appendix, along with a copy of the *Formal Lesson Evaluation Rubric*.

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.

Teacher Candidates and Mentor Teachers are encouraged to notify the Field Supervisor if additional observation and/or support are warranted in order to ensure successful clinical practice.

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.

Mid Experience Conference

Prior to the end of winter quarter the Teacher Candidate, Mentor Teacher, and Field Supervisor will meet for a three-way conference. They will each complete separate evaluation summaries using the *Mid Experience Evaluation Form*. The Mentor Teacher, Field Supervisor, and Teacher Candidate will use data from the informal observations and formal evaluations to assist them in completing the mid experience evaluation summary forms.

Completed forms are to be brought to the conference. During the conference the Teacher Candidate, Mentor Teacher, and Field Supervisor will **each** discuss emerging areas of strength and areas for improvement that need to be addressed by the Teacher Candidate. The *Mid Experience Evaluation Form* will be used to determine a Teacher Candidate's readiness for full-time student teaching and help the Mentor Teacher and Field Supervisor tailor the spring quarter experiences to meet the needs of each Teacher Candidate. Original forms will be forwarded to the Director of Field Placements.

Final Evaluation Checklist

Prior to the end of clinical practice in June the Mentor Teacher and Field Supervisor, work together to complete and submit a Final Evaluation Checklist that documents the Teacher Candidate's successful completion of student teaching.

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 residency 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.

Instruction and support for successful completion of the edTPA is offered to Teacher Candidates during the Reflective Seminar in winter and spring quarters. Specific directions for completion of the edTPA can be found within the edTPA Handbooks provided by Pearson. **Successful completion of the edTPA assessment is the responsibility of the Teacher Candidate.** Allowable support is specifically prescribed by Pearson and the State of Washington. All Teacher Candidates are encouraged to submit the edTPA to Pearson by **April 23, 2020** for evaluation and scoring.

General Information

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 587A 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). 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 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.

- **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.

Process for Supporting Candidates of Concern during Clinical Practice

<i>Who</i> Initiates Concern	<i>How</i> Candidates are Identified	<i>When</i> are Concerns Discussed	<i>Types of Problems</i>
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) 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.

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.**

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 Mentor Teachers or other teachers in the event of their absence for any part of the school day. Washington State law stipulates 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.**

Professionalism

Teacher Candidates are expected to conduct themselves in a professional manner at all times. We consider breaches of professional conduct as serious as poor instructional practices. Professionalism is apparent in the ways Teacher Candidates interact with children, colleagues, and other adults, as well as apparent in the Teacher Candidates' appearance, language, exercise of confidentiality, willingness to accept feedback, and follow-through on suggestions for improvement.

The University of Washington, Tacoma Education Program reserves the right to refuse placement of any UWT student in a clinical practice setting if, in the professional judgment of the Education Program faculty or staff, there is cause for concern about the fitness of that individual to work closely with children. The protection of children from individuals of questionable moral, emotional, or psychological stability is a paramount concern.

Career Fairs/Hiring Events

Teacher Candidates are expected to attend the UWT School of Education Career Fair on March 17, 2020 and are encouraged to attend the Washington Educator Career Fair at the Tacoma Dome on March 25, 2020 from

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 feedback of 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

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.

Stage 1-Winter Quarter Clinical Practice (January 4 – March 18): Allow the Teacher Candidate the opportunity to implement the university assigned tasks. The candidate is expected to teach two to four lessons per week. Provide the Teacher Candidate with guidance and expertise in designing and implementing lessons. Although the Teacher Candidates have had many experiences with lesson planning, they still need support and direction. The Teacher Candidates are required to submit lesson plans for feedback a minimum of three days prior to the day of the lesson.

During Stage 1, the Mentor Teacher conducts **three** formal observations of the Teacher Candidate using Formal Lesson Evaluation forms. Formal lesson evaluations are scored and submitted by Mentor Teachers and Field Supervisors using three separate online forms accessed through Survey Gizmo [links will be provided at the start of the winter quarter]. Copies of completed forms are sent to the Teacher Candidate, Mentor Teacher, and Field Supervisor via email.

Stage 2-Spring Quarter Clinical Practice (March 21- June 3): Allow the Teacher Candidate to assume full responsibility of the classroom for as much of the day as possible. Co-planning and co-teaching is encouraged. However, the Candidate never acquires the feeling of total responsibility if the Mentor Teacher does not judiciously leave the classroom **for short periods of time** at some point during Full-time Candidate Teaching. The Mentor Teacher should be readily available to the Candidate Teacher if support is needed.

Encourage the Teacher Candidate to participate in parent-teacher conferences and, in some cases, conduct a conference. *Your Teacher Candidate will be attending the (required) Education Program Career Fairs on March 17th and may wish (optional) to attend the Washington Educator Career Fair on March 25th. It is expected that the Teacher Candidate will provide you with the necessary lesson plans ahead of time.

Mentor Teacher Absences

If the Mentor Teacher should be absent during the time the Teacher Candidate is teaching full-time, a substitute teacher must still be provided and present as the Teacher Candidate does not have a certificate as this is a liability issue. The Teacher Candidate may still provide most of the instruction while the substitute is present; this should be made very explicit to the substitute when they arrive. However, it is still required to have a certificated person assigned to the room even if the Teacher Candidate is doing the majority of instruction.

Evaluations

Although evaluations will occur on a continual basis, the Mentor Teacher will evaluate the Teacher Candidate’s teaching skills formally three times per quarter for a **total of six formal evaluations** by Mentor Teacher from January to June. These evaluations will be stored in the Teacher Candidate’s file. Mentor Teachers and Field Supervisors should coordinate their formal evaluations to ensure they are spread apart throughout each quarter.

Informal observations will occur daily/weekly by the Mentor Teacher/supervisor. Ongoing monthly dispositions assessments will continue for the remainder of the year. A reminder with the online link will be sent monthly by the Faculty Coordinator of Teacher Certification 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 year will be filled with many learning experiences, which means that mistakes will be made.

This is okay! From these mistakes, Teacher Candidates will gain valuable information. The Mentor Teacher and supervisor simply ask that Teacher Candidates continually reflect upon their teaching, seek help and support when needed, learn from their mistakes, and continue to make every effort to improve. **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 of Teacher Candidates teaching in January. Review the Winter/Spring Clinical Practice handbook, the edTPA materials in its entirety, and discuss an ongoing weekly site schedule. Field Supervisors will be given a checklist of items to address with the Mentor Teacher to allow preparation to occur for all parties. Plan to meet **monthly** with both the Teacher Candidates and Mentor Teacher for continuous communication.

Participation

Weekly on-site contact is maintained with your Teacher Candidate and the Mentor Teacher (**minimum 1 hour per week, per candidate**). We ask that these times are communicated one week in advance with your Teacher Candidate and Mentor Teacher to assist in their planning. 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. Teacher Candidates should reach out to the Mentor Teacher for monthly meetings.

Evaluations

Although evaluations will occur on a continual basis, the Field Supervisor will evaluate the Teacher Candidate's teaching skills **formally three times per quarter** for a total of six evaluations by Field Supervisor from January to June. These evaluations will be stored in the Teacher Candidate's file. Field Supervisors and Mentor Teachers should coordinate their formal evaluations to ensure they are spread apart throughout each quarter.

Informal observations will occur daily/weekly by the Field Supervisor/Mentor Teacher. Ongoing monthly dispositions assessments will continue for the remainder of the year. A reminder with the online link will be sent monthly by the Faculty Coordinator of Teacher Certification Program.

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 – Formal Literacy Lesson Plan Template- 2020

NAME:
GRADE LEVEL/COURSE NAME:

DATE:
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 if applicable.

LEARNING CONTEXT:

- **Learning Issues:** What are key understandings/confusions/errors associated with the central focus; prior literacy 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, and include various perspectives/contributions)?

ACADEMIC LANGUAGE DEMANDS: Identify the primary *language function* of this lesson. 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) Identify additional language demands that students will need such as specific vocabulary/terms, syntax and/or discourse emphasized in the lesson.

--

DIFFERENTIATED INSTRUCTION: *How will the lesson support access to and development of essential literacy strategy/skill, participation, and academic language?*

<i>Describe your support for students with IEPs, 504 Plans</i>	
<i>English language learners</i>	
<i>Emerging students</i>	
<i>Describe the feedback strategies to respond to common pre-conceptions, errors and misunderstandings (e.g. what might students do? How will you respond?)</i>	
<i>Identify instructional resources and materials that will assist students in meeting the learning targets.</i>	

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

--

I. OPENING/LAUNCH *Describe how you will hook students into this 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, review and/or assessment of pre-skill. **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

Launch Task(s) Description	Teacher Focus Questions:
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Student Voice: *How will you focus students' attention on the learning targets at the beginning of the lesson? How will students express their understanding of the learning target, the importance of the target and resources to support their learning progress?*

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 focus questions to elicit/extend student thinking and anticipate student learning issues. (ie. Responding to possible confusion or errors in understanding identified in learning context, etc.).*

TIME:
P, SG, I

LF:

LD: Reading, Writing, Speaking, Listening

PS: WC,

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

LITERACY EXTENSIONS: *What are some extension activities to support struggling students and provide extra challenge for early finishers and content capable (e.g. adjust cognitive demand; require additional literacy strategy/skill, generalizations; work on a sub-problem of the task; try a smaller case).*

Extra challenge	Supports for emerging students:

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:
P, SG, I

LF:

LD: Reading, Writing, Speaking, Listening

PS: WC,

(Whole Group) DEBRIEF ACTIVITY – *Connects back to learning target and success criteria, highlight and reference key ideas from the lesson. Describe how you will include the formative assessment/exit task.*

Teacher Focus Questions

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

STUDENT VOICE (B) *How will students (i) identify the learning target, (ii) self-assess and communicate (orally or in writing) their own progress towards the literacy learning targets and (iii) 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):

Appendix B – Formal Mathematics Lesson Plan Template- 2020

NAME:
GRADE LEVEL/COURSE NAME:

DATE:
TOTAL LESSON TIME:

LESSON TITLE:

CENTRAL FOCUS (BIG IDEA)

STANDARDS (Common Core Content & Math Practice):

Common Core State Standard:

Common Core Math Practice:

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		

STUDENT LEARNING ASSESSMENT PLAN: Describe or attach **informal & formal assessments** used to gather evidence of learning, help students monitor their progress (self-assessment), and will inform your instruction. Include rubric 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: Identify the primary *language function* of this lesson. 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) Identify additional language demands that students will need such as specific vocabulary/terms, syntax and/or discourse emphasized in the lesson.

--

DIFFERENTIATED INSTRUCTION: How will the lesson support access to and development of math understanding, participation, and academic language?

Describe your support for students with IEPs, 504 Plans	
English language learners	
Students needing worthwhile extensions: extra support and extended inquiry	
Key differentiation strategies that will assist students in meeting the learning targets via content, process and/or product	

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

--

I. OPENING/LAUNCH Describe how you will hook students into this 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, review and/or assessment of pre-skill. **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

LAUNCH TASK(S) DESCRIPTION:	Teacher Focus Questions:
------------------------------------	---------------------------------

Student Voice: How will you focus students' attention on the learning targets at the beginning of the lesson? How will students express their understanding of the learning target, the importance of the target and resources to support their learning progress?

--

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 student thinking and anticipate student learning issues. (ie. Responding to possible confusion or errors in understanding identified in learning context, etc.)**

TIME:
P, SG, I

LF:

LD: Reading, Writing, Speaking, Listening

PS: WC,

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

MATH EXTENSIONS: What are some worthwhile extension activities to support emergent students and provide extra challenge for early finishers that need extended inquiry. (ie. Consider adjusting cognitive demand; requiring additional Mathematical strategy, representations, generalizations; adjust number choice; work on a sub problem of the task; try a smaller case, etc.)

Extra challenge	Supports for emerging students:

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 as it relates to the learning target.**

TIME:
P, SG, I

LF:

LD: Reading, Writing, Speaking, Listening

PS: WC,

(Whole Group) DEBRIEF ACTIVITY – Connects back to learning target and success criteria, highlight and reference key ideas from the lesson. Describe how you will include the formative assessment/exit task.	Teacher Focus Questions:
<p>ASSESSMENT/EXIT TASK (A) What can you ask students to do that will inform your next instructional step related to the learning target (e.g. follow up problem, reflection question)?</p>	

STUDENT VOICE (B) *How will students (i) identify the learning target, (ii) self-assess and communicate (orally or in writing) their own progress towards the literacy learning targets and (iii) 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):

Appendix C – Formal Science Lesson Plan Template- 2020

NAME:
GRADE LEVEL/COURSE NAME:

DATE:
TOTAL LESSON TIME:

LESSON TITLE:

CENTRAL FOCUS (BIG IDEA): Summarize the **overarching common core idea** or **central focus** (e.g. Introduce a new concept; actively engage in scientific and/or engineering practices; apply a cross cutting concept.) How does this lesson fit within the larger concept or unit? This should be linked to your objectives/learning targets.

STANDARDS (Next Generation Science Standards (NGSS)):

NGSS:

Scientific or engineering practices and/or crosscutting idea:
--

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
Scientific concept		
Science or Engineering Practices and/or Cross Cutting Ideas:		
Academic Language		
Success Criteria		

STUDENT LEARNING ASSESSMENT PLAN:

Tools: Describe or informal/formal assessment tools used to gather evidence of learning, monitor student progress, engagement/participation and inform your instruction.	Evidence: What is evidence of strong/emerging understanding of the learning target (e.g. above & beyond, on target, not there yet)? Include rubric if applicable.

LEARNING CONTEXT:

- **Learning Issues:** What are key understandings/confusions/errors associated with the central focus; prior Science knowledge; specific strategies students might use in this lesson? What are the Science safety considerations 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: Identify the primary *language function* of this lesson. 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) Identify additional language demands that students will need such as specific vocabulary/terms, syntax and/or discourse emphasized in the lesson.

DIFFERENTIATED INSTRUCTION: How will the lesson support access to and development of **scientific understanding and academic language** related to the learning targets?

Describe support for IEPs and 504 plans	
English language learners	
Students needing worthwhile extensions: extra support and extended inquiry	
Key differentiation strategies that will assist students in meeting the learning targets via content, process and/or product	

MATERIALS/TECHNOLOGY/MEDIA: Attach handouts/activity sheets, assessments, rubrics; list special materials or technology resources associated with lesson.

SAFETY CONSIDERATIONS:

SCIENCE LESSON FLOW

I. OPENING/LAUNCH: Describe how you will hook students into this lesson? How will you link to **prior scientific knowledge, personal, cultural or community assets**? How will you elicit and promote student thinking (e.g. focus question)? The launch might also include rationale for learning this topic, interesting problem, connection to background knowledge, review and/or assessment of pre-skills). 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

LAUNCH TASK(S) DESCRIPTION:	Teacher Focus Questions:

Student Voice: How will you focus students' attention on the learning targets at the beginning of the lesson? Describe how students will express their understanding of the learning target, the importance of the target and resources to support their learning progress.

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Homework (if applicable):

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Appendix D – Informal Lesson Plan Template (Short Form) 2020

Candidate:

Date:

Grade:

Subject:

Content/ Practice Standards:	
Learning Target	Success Criteria
Possible Misconceptions:	Relevance/Cultural Funds of Knowledge:
(Timing)	Entry Task
Main Activity (groupings)	Pre-Planned Probing Questions
Differentiation/Accommodations	
Assessments (formal/informal)	
Closure/Exit Task	
Extension Tasks	Materials (safety/manipulatives)

Appendix E – Professional Dispositions

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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 Winter and Spring.

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.

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

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

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.

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

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

Empathy

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

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

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

Intellectual Reasoning

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

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

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

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.

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

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

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.

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

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

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.
-

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

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

Appendix E – Post Lesson Analysis of Student Learning and Teaching

Post Lesson Analysis:

Candidate: _____ Lesson Taught Date: _____ Analysis Date: _____

Assessing student learning: This is to be completed by the Teacher Candidate within 48 hours of the observation and sent to the Field Supervisor and Mentor Teacher. When this is complete and returned to the Field Supervisor the Candidate will receive the completed Formal Lesson Observation Tool.

Analysis Question/Prompt	Candidate Response
<p>ASSESSMENT OF STUDENT LEARNING: Summarize evidence of student learning and performance in narrative and / or graphical form (i.e. what students did well and what they need to work on.). Describe what the whole class did well and where they can improve, consider patterns of learning. Identify the sources of data that support your claims including student work, student voice, and other assessment tools.</p>	
<p>Use your informal or formal assessment results and student work samples to analyze what small groups and individuals did well, what they struggled with and where they need to improve.</p>	
<p>STUDENT FEEDBACK DURING INSTRUCTION: Describe the type of feedback you provided to help guide student learning. Include ways that students used this feedback to develop and extend their understanding. Include ways that students used this feedback to: develop and extend their conceptual understanding, skill, and practice learning.</p>	
<p>ACADEMIC LANGUAGE AND STUDENT VOICE: Identify evidence from your assessment data that describes the extent to which students used a) language function, b) vocabulary, c) additional language demands (syntax and/or discourse), and d) reflect on your student-voice results and identify at least one next step for one student need.</p>	

<p>Evidence of Feedback: Provide evidence of verbal or written feedback related to the lesson objectives that address both strengths and weaknesses.</p>	
<p>INSTRUCTIONAL DECISION-MAKING: Based on your analysis of student learning and performance, describe your next instructional steps to improve individual, group and class performances toward the standards/learning targets assessed. Explain how the next steps connect to your analysis of student performances and self-reflections.</p>	
<p>ANALYZING TEACHING: Reflect on what you felt were successful and unsuccessful teaching episodes in the lesson based on the varied needs of your students.</p>	
<p>ANALYZING TEACHING: Describe strategic adjustments you would make to the lesson (i.e. planning, instruction, assessment) to address specific learning needs of your students. Explain why you expect these changes to make a difference in student learning.</p>	

Attachments may include data tables and / or graphs, examples of feedback and student voice. Student work samples need not be full class sets but consider attaching an example.

Appendix F- Formal Lesson Evaluation Tool

(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 aligned 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.

	Satisfactory 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	Developing	Needs assistance	Not observed
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 G

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	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.

representations to develop mathematical concepts.

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 will 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.

Appendix H- Teacher Performance Assessment (edTPA)

edTPA & Guidelines for Acceptable Candidate Support

Revised September 2016



edTPA is a summative, subject-specific portfolio-based assessment of teaching performance, completed during a preparation program within a clinical field experience. edTPA is designed to assess a teaching candidates' readiness to teach.

Given the placement of edTPA within an educational program, professional conversations about teaching and learning associated with the outcomes assessed in edTPA are expected and encouraged. Consistent with research on student learning,¹ programs are encouraged to help candidates examine expectations for performance evaluated by edTPA in meaningful ways and discuss how they will demonstrate their performance in relation to those expectations. One highly effective way to clarify what edTPA requires AND prepare candidates to teach well is to closely examine the rubrics. Faculty, supervisors and cooperating teachers should take time to examine the language, structure and progression of the edTPA rubrics during formative experiences throughout the program.

Candidates receive a variety of support during their coursework and fieldwork to help prepare for and respond to the tasks of edTPA. For example, within their coursework and key program assignments and activities, candidates receive feedback from instructors and fellow candidates. A methodology class could include assignments related to curriculum and lesson design, and an educational psychology class could include assignments related to analyzing student assessment data: both activities could help support the candidate's thinking about how to design lessons and understand assessment in relationship to the expectations identified in edTPA. Instructors typically also provide feedback to candidates relative to the teaching standards of their field and any state standards for teaching performance addressed within the coursework and assignments.

During field experiences, candidates are trying out what they have learned, and they receive feedback on their performance from supervisors, cooperating teachers, and other support providers. These activities and formative experiences provide opportunities for candidates to "practice the activities of edTPA" and to synthesize their learning from the program. Preparation for edTPA offers many collegial opportunities for candidates to share and discuss their experiences as well as to share and discuss responses to practice activities.

Although many program activities and experiences provide acceptable forms of support for candidates within the edTPA process, other activities are not acceptable within a summative assessment process that is intended to determine whether each candidate individually demonstrates mastery of state/program standards and should be recommended for an initial license.

This document clarifies what are acceptable forms of support for candidates during the edTPA process and what are unacceptable forms of support. It replaces earlier versions posted at <http://edtpa.aacte.org/> and <https://www.edtpa.com/>.

Acceptable Forms of Support for Candidates within the edTPA Process

The following are examples of acceptable types of support for candidates within the edTPA process:

- Providing candidates with access to handbooks and other explanatory materials about edTPA and expectations for candidate performance on the assessment
- Explaining edTPA tasks and scoring rubrics and guiding discussions about them
- Providing and discussing support documents such as *Making Good Choices* about what lessons or examples to use within the assessment responses
- Discussing samples of previously completed edTPA portfolio materials (where appropriate permissions have been granted)
- Engaging candidates in formative experiences aligned with edTPA (e.g., assignments analyzing their instruction, developing curriculum units, or assessing student work)
- Explaining scoring rubrics, and using these rubrics in formative exercises or assignments²
- Using rubric constructs or rubric language to evaluate and debrief observations made by Field Supervisors or cooperating teachers as part of the clinical supervision process
- Offering candidate seminars focusing on the skills and abilities identified in edTPA, such as an Academic Language seminar
- Asking probing questions about candidates' draft edTPA responses or video recordings, without providing direct edits of the candidate's writing or providing candidates with specific answers to edTPA prompts
- Assisting candidates in understanding how to use the electronic platforms for models/programs using electronic uploading of candidate responses
- Arranging technical assistance for the video portion of the assessment

Unacceptable Forms of Candidate Support during the Assessment

The following provides examples of unacceptable types of support for candidates within the edTPA process:

- Editing a candidate's official materials prior to submission
- Offering critique of candidate responses that provides specific, alternative responses, prior to submission for official scoring
- Telling candidates which video clips to select for submission
- Uploading candidate edTPA responses (written responses or videotape entries) on public access social media websites.

¹ Black, P., & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*. Retrieved from <https://www.measuredprogress.org/documents/10157/15653/InsideBlackBox.pdf>

Appendix I- Mid Experience Evaluation Form



Mid Experience Evaluation Form

Teacher Candidate Name	
Dates of Formal Lesson Observation	
District/School	Grade/Subject
Mentor Teacher Name	Field Supervisor Name

Directions: Teacher Candidate, Field Supervisor and Mentor Teacher, **each** complete this form **prior** to scheduling a conference. Bring a completed copy of this form to the conference and use for discussion and evaluation of candidate's readiness to continue Clinical Practice. The Field Supervisor will collect all copies and submit to, Carey J. Kirkwood, Director of Field Placement and Partnership.

- I. Summarize the teacher candidate's progress toward independently teaching the first part of each day:

- II. Summarize areas needing improvement:

- III. Summarize areas of strength:

- IV. {For mentor teachers & field supervisors only} Summarize areas showing exemplary practice:

Overall Comments:

Name _____ Mentor / Field Supervisor/ Candidate (circle one)

Signature _____ Date _____

Appendix J- Final Evaluation Checklist



Final Evaluation Checklist

Due June 3, 2019

Field Supervisors and Mentor Teachers must **each** provide a final outcome score for their teacher candidate. A completed hard copy of this Final Reporting Checklist must be submitted to the Director of Field Placement, no later than Monday, June 3rd, 2019.

Teacher Candidate Name	
School	
District	
Grade Level/Subject	
Spring Quarter Assessment Dates	
Mentor Teacher Name	
Field Supervisor Name	

- Candidate has completed all required Clinical Practice hours (minimum 450 hours to be confirmed by Director of Field Placement)

- Written lesson plans, using the Formal and Daily Lesson Plan Template, were prepared and revised.

- Written evidence of student learning was demonstrated through the Formal Lesson Analysis.

- The candidate has received a "Satisfactory or Better" on all criteria evaluated on the Formal Lesson Evaluation Form. "Assistance Needed" and "Not Observed" ratings were supported by written feedback and recommendations for improvement.

Teacher Candidate Final Outcome Score *(Select One)*

Field Supervisor	Score	Mentor Teacher	Score
Exemplary		Exemplary	
Met standard		Met standard	
Approaching standard		Approaching standard	
Did not meet standard		Did not meet standard	

Field Supervisor Signature

Mentor Teacher Signature

Date

Date