Education Program

Secondary Science and Mathematics

Winter/Spring 2020

T EDUC 588 B

Clinical Practice Handbook

University Contact Information

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Carey J. Kirkwood The Director of the Office of Field Placements and Partnerships Office: 253-692-4621 Work Cell: 253-457-5759 Fax: 253-692-5612 cjkirk@uw.edu	**Mentor Teacher** Name:_____ Classroom Phone:_____ Cell Phone:_____ Email: Text: Yes / No
Lynn Hermanson UWT Certification Officer & Academic Advisor Office: 253-692-5698 Email: lynnherm@uw.edu *Please contact Lynn Hermanson for information regarding Clock Hours or additional endorsement pathways.	**Candidate:** Name:_____ Phone:_____ Email:_____ Text: Yes / No
Donna Braboy Program Support Supervisor Office: 253-692-4430 Fax: 253-692-5612 donnap@uw.edu *Please contact Donna Braboy for information regarding Mentor Teacher stipend payments.	**Mentor Teacher** Name:_____ Classroom Phone:_____ Cell Phone:_____ Email: Text: Yes / No

Additional Notes:

Table of Contents

Online resources are available at: http://www.tacoma.uw.edu/education-program/resources

Teacher Preparation for a Democratic Society

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

Information on the program overview, conceptual framework, values, and philosophy of UWT School of Education can be found at:

https://www.tacoma.uw.edu/education-program/about

We encourage Teacher Candidates, Teacher Mentors, and Field Supervisors to review and become familiar with this information.

Calendar and Milestone Targets Winter / Spring 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 5	Clinical Practice Orientation 4:30-6:30 WCG 110
January 6 ***Milestone 1***	UWT Winter Qtr. Begins (Clinical Practice begins- dates may vary by partner district)
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 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 18 ***Milestone 2***	Begin Transition to Full Time Candidate Teaching. Candidate will spend full day in partner School.
February 24 ***Milestone 2 (cont'd)***	Candidate transition begins, Candidate assumes responsibility for one period of instruction. (Instructional duties increase over next 4 weeks.)
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 3***	UWT Spring Qtr. Begins. Full time Teaching Begins. Candidates are Instructing full time for all periods.
April 16 & 17	Candidates on campus edTPA Writing Sessions 9:30-3:00. Candidates are excused from partner school ONLY if attending Writing Sessions.
April 23	edTPA First Submission Date *strongly encouraged*.
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 4***	Candidate begins transition of instruction back to Mentor Teacher.
June 5	Last Day of Candidate Teaching at partner school.
June 12	UWT Spring Qtr. Ends.
August TBA	Temporary Teaching Permits Available.

CLINICAL PRACTICE SCHEDULE

The Candidate, Field Supervisor, and Mentor Teacher(s) will collaboratively design a Clinical Practice schedule for each Candidate. Clinical Practice occurs primarily in four stages, detailed below. Prior to transition to full-time classroom attendance, Candidates must complete a minimum of 100 hours of Clinical Practice, but are strongly encouraged to complete more, spending no less two days a week in their host classroom. Clinical hours must be spread out over the course of the first six weeks of the quarter. Teacher Candidates must complete **no less than** 450 hours total of Clinical Practice, between Winter and Spring Quarters, in order to meet **minimum** certification requirements. The following table provides guidance in completing these hours.

Month	Clinical Practice Period	Recommended number of days/hours
January 2- February 14	Stage 1: Introduction to Classroom and Teaching.	100 Hours Min.
February 18- March 27	Stage 2: Transition to Full-Time Teaching (Co-planning and Co-Teaching) Candidate slowly increases instructional responsibilities to full time on or around March 30. Full-time in host school beginning February 18	Approx. 26 Full Days/ 195 Hours
March 30-May 22	Stage 3: Full Time Teaching	Approx. 32 Days/ 240 Hours
May 26- June 5	Stage 4: Transition back to Mentor Teacher	Approx. 9 Days/67 Hours
Total	Clinical Practice (This schedule allows leeway for longer transition times, possible sick days, snow days, etc. 7.5 Hour days)	Approx. 602 Hours

Stage 1: Introduction to Classroom and Teaching

January 2- February 14
Ideally, during the first stage of practicum, the Candidate will take on a supportive role in the classroom – observing the Mentor Teacher, working with small groups, and co-designing lessonplans and assessments with

the Mentor Teacher. The Candidate Teacher is not ready to independently manage instruction or the classroom. The purpose of Stage 1 is to gain exposure and experience in the school community. While the Candidate is assigned to one or two Mentor Teachers, the Candidate should take the opportunity to observe other classrooms, teachers, and subjects to experience a variety of instructional and management styles. The Candidate and Mentor Teacher, with support from the Field Supervisor, will plan the edTPA process including dissemination and collection video consent forms, timing and content of the edTPA lesson series.

Stage 2: Transition to Full-time Candidate Teaching

February 18- March 27

The Candidate, Mentor Teacher, and Field Supervisor will jointly develop a plan for the Candidate's transition to stage 3, full-time teaching. To ease the transition into Stage 3 full-time teaching, Candidates should talk to their Mentor Teacher about what will be required when assuming the role of lead teacher. If the Mentor Teacher agrees, it is also helpful to communicate to parents about these changes. During this stage Candidates are in the classroom full-time. Candidates will begin to regularly develop lesson plans. Every lesson must be standards-based and taught with attention given to the cultural context of learning. Each lesson must incorporate a multicultural perspective. The Candidate and the Mentor Teacher will determine the focus and periods of these lessons.

It is expected during this time, the 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.

Sample Transition Plan:

First Week: February 24 – February 28
Candidate and Mentor Teacher co-plan the development of instructional materials for all classes and class periods.

Second Week: March 2- March 6 (Provided first week satisfactory)
The Candidate teaches one class supervised by Mentor Teacher. The Mentor Teacher evaluates progress through the Candidate Teaching Transition Checklist and discusses results with Candidate. A copy is sent to the Field Supervisor. The Candidate and Mentor Teacher are to continue planning for the edTPA overall content, curricular materials, class period, etc. Mentor teacher and candidate should be finalizing plans for the edTPA lesson series. Video Consent forms must be collected and submitted to UWT prior to recording. Candidates should be developing and administering pre-assessments.

Third and Fifth Week: March 9 – March 30 The Candidate continues to add one period of instruction each week, provided the Candidate, Mentor Teacher, and Field Supervisor agree satisfactory progress is being made. Plans are finalized for the edTPA instructional sequence.

Stage 3: Full-time Candidate Teaching

March 30 – May 22

During Stage 3, the Candidate is teaching full-time and handles all instructional responsibilities: curriculum planning, implementation, classroom management, assessment, and all of the activities in

which teachers regularly engage. Co-planning and co-teaching are encouraged. 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. During the first portion of Stage 3 the Candidate must complete the edTPA instructional sequence if not completed during the final week of Stage 2. The edTPA lesson sequence is required for certification by the State of Washington.

Stage 4: Transition to Mentor Teacher

<u>May 26 – June 5</u>

During this stage, the Candidate transitions out of full-time teaching, and the Mentor Teacher resumes teaching. The Candidate and Mentor Teacher will develop a transition plan with the support of the Field Supervisor. It is recommended, all classes are returned to the Mentor Teacher by June 3, to allow the Candidate to finish any needed grading or paperwork.

TEACHER CANDIDATE RESPONSIBILITIES
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Welcome to Clinical Practice. This is an exciting time in which Teacher Candidates have the opportunity to gain hands-on experience and to link theory, research, and methods into the real world of the science/mathematics classroom. During this experience, Candidates work under accomplished and knowledgeable professionals who play an invaluable mentoring role in their education. The Candidate will be assigned to one or two Mentor Teachers. Teacher Candidates are challenged to examine the demands of the profession as well as their own commitment, talent, and general fitness for the role they have chosen.

The key to a successful field experience is the quality of communication between the Teacher Candidate, Mentor Teacher, Principal, and Field Supervisor. Where communication is honest and expectations are clear, a relationship of trust emerges, and the climate for growth is established.

Clinical Practice is designed to provide Candidates with the opportunity to:

- Gain insight into the operation and culture of public secondary schools.

- Gain additional knowledge and skills in a practical setting under the expertise of a professional educator.

- Practice and demonstrate their professional knowledge and skills as obtained from university experiences.

- Develop edTPA documents (available on the TCP Canvas page) with appropriate support of Mentor Teacher and Field Supervisor as outlined by Pearson.

Participation

The Candidate's role begins as a learner, gradually increasing responsibilities to a teacher following the lead of the Mentor Teacher, while developing science/mathematics pedagogy knowledge and practice. As a new member of the school, it is recommended that the Candidate work hard to get to know the community inside and outside school (students, staff, parents, volunteers, families); make every attempt to observe and participate in the school environment under the guidance of the Mentor Teacher.

7

While Candidates are expected to observe the policies, procedures, time schedules, and the obligations of the host school, there also is the commitment to university coursework during Clinical Practice/Student Teaching experience.

As Candidates move toward full-time Clinical Practice, they are to actively interact in the classroom so that both the students and the Mentor Teacher view them as a significant part of the educational team. Initiative and self-direction are expected. Candidates are encouraged to make this experience valuable to their continued growth as a professional.

Attendance

- **Time Logs:** For accountability and reporting purposes, Teacher Candidates will be responsible for keeping track of their exact days and hours spent in their field placement. This includes accounting for **absences and late arrivals**. Teacher Candidates will be responsible for having their time logs signed by their Mentor Teacher before submission. Time logs are to be scanned and uploaded to the TEDUC 587 Field Experience Canvas page monthly.

- **Attendance:** Each Teacher Candidate will report to their assigned school on the Mentor Teacher's first required day (per individual school requirements). Teacher Candidates are expected to maintain teacher's hours (per individual school requirements). 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 <u>excused</u>. Absences such as taking the day off before or after a holiday, sporting events, or other non-professional related activity are considered <u>unexcused</u> 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 <u>all absences</u>. 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 <u>exceeding 3 days (from January-June) may result in lengthening the field experience, a withdrawal from field work, failure to pass field experience, or dismissal.</u> 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. <u>Continued abscesses during the improvement plan phase will result in possible recommendation for dismissal from field experience and/or referral to the Graduate Faculty Council.</u>

- **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.

Professionalism

Candidates are preparing to be professionals. They are going to spend a substantial part of each week in a professional workplace. It is essential that they practice the highest norms of professional conduct. Breaches of professional dispositions and behaviors are as serious as poor instructional practices.

Professionalism is exhibited in conduct toward children, colleagues, and other adults; dress; language and body language; reliability; confidentiality; collegiality; and receptivity to evaluation and follow- through on suggestions for improvement.

The University of Washington Tacoma Education Program reserves the right to refuse placement of any UWT Candidate 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.

Professional Appearance
Our appearance affects the impression others have, particularly as employment opportunities become present. Dress is to be neat and clean, with the level of formality that is typical of the most professional staff in the district.

Technology and Social Media
Teacher Candidates are expected to maintain professionalism with technology usage during the Clinical Practice experience. The host school's technology rules with respect to cell phone usage, internet activity, and text messaging are to be followed. The Candidate's demeanor and actions with respect to technology will set an example for the students. Cell phones should be silent and out of sight, unless specifically being used as part of instruction.

In addition, Candidates are encouraged to be mindful of what is posted on their social media website, such as Facebook, Instagram and Twitter. It is becoming more common practice for employers, including school districts, to go through a potential Candidate's social media pages. Candidates are not to post anything about anyone in the host school, especially about students.

Important Note
Teacher Candidates are encouraged to review the *Graduate Student Handbook.* The Graduate Faculty Council (GFC) may consider performance information provided by the TCP Adviser, Field Supervisor, Director of Field Placements, Mentor Teacher, Faculty, or Program Faculty Director on all issues regarding excellence in the professional development of the candidates. Concerns may be brought forward to the GFC through the process described above, but it is also important to note matters may be brought forward to the GFC at any point when serious concerns arise regarding academic issues or issues of professionalism and skill acquisition.

It is also important to note that, by contractual agreement with school districts, in cases of serious breach of professional standards or legal obligations, Candidates may be immediately removed from their site placement, and may be dismissed from the UWT Teacher Candidate Program.

Lesson Planning

Candidates are required to develop plans for their lessons under the direction and guidance of the Mentor Teacher using the university lesson planning templates. Candidates are to use the Formal Lesson Plan templates while developing instructional units and lessons. While Candidates will continue to seek guidance and feedback from Mentor Teachers throughout Clinical Practice, it is also expected that the Candidates will assume increasing

independent responsibility for lesson content, planning, and delivery as their competency increases. Once a Candidate has demonstrated reasonable comfort and competence with the Formal Lesson Plan Template, the Candidate, Mentor Teacher, and Field Supervisor will jointly determine when the Candidate may transition to the Informal Lesson Plan Template for daily lessons. <u>The Formal Lesson Plan Template is required for all formal observations.</u> (Appendix A and B)

An invaluable aspect of Candidate teaching is taking the opportunity to try out different ideas and techniques. Candidates must plan to go "above and beyond" the status quo and bring in their own ideas. It is understood that Candidates are to keep their Mentor Teachers informed and seek their approval before implementing any major changes.

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 interrelated 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
- The incorporation of transformative academic knowledge into the curriculum
- Culturally responsive teaching
- Differentiation strategies to maximize participation and learning via content, process and / or product
- 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.

Completed lesson plans for all daily lessons taught by the Candidate must be submitted to the Mentor Teacher at least 24 - 48 hours in advance so that feedback and direction may be provided (in some cases the Mentor Teacher may request lesson plans several days in advance).

Completed lesson plans for Informal and Formal observations by the Mentor Teacher and/or Field Supervisor must be submitted 48 - 72 hours in advance to ensure feedback and direction may be provided, lessons reviewed and **needed instructional adjustments made prior to the observation.**

All lesson plans must be maintained in a notebook and kept with the Candidate at all times when in the field. Candidates are expected to maintain a 3-ring binder that includes: lesson plans, time logs, observations, dispositions, copy of content standards, reflections, etc. The binder should be provided to the Field Supervisor at each visit.

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

Self-Reflection

Candidates are expected to engage in continuous self-evaluation and self-reflection in terms of their growth as a professional and their teaching and classroom experiences. To this end the Candidate will assess his/her teaching

skills using the Post Lesson Analysis Template following each Formal Observation. These will be shared with the Mentor Teacher and Field Supervisor and become a part of the Candidate's certification files along with the Formal Observations. All reflections should be done in an honest and constructive manner.

Candidate Assessment Overview
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There are a number of assessments that are used by the University of Washington Tacoma in order to monitor progress and provide feedback for improvement of teaching skills. The assessments used for our Candidates include: (a) Assessment of Standards for Essential Abilities and Dispositions (Disposition Assessment), (b) Formal Lesson Observation Tool, (c) Candidate Teaching Transition Checklist (d) Mid-Experience Evaluation (e) Portfolio, (f) edTPA, and (g) Reflective Seminar. Teacher Candidates are required to complete and submit the edTPA documents and meet State and program standards in order to become certified to teach in Washington State. Combining all these assessments, UWT has the sole discretion to decide which Candidates will be awarded certification.

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 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 Lesson Evaluation /Observation
The Candidate will be assessed by the Mentor Teacher and Field Supervisor. Each of them will assess the Candidate three times per quarter for a total of 12 formal evaluations by June. They will use the Formal Observation Tool and on-line platform. The Candidate is required to complete the Post Lesson Analysis following Formal Observations by the Field Supervisor. The Candidate will be provided in person and/or written feedback to complete the formal observation process.

Formal Lesson evaluations are scored and submitted by Mentor Teachers and Field Supervisors using **an on-line platform 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 Lesson Observation /Evaluation to make improvements in his or her teaching performance. The Mentor Teacher and Field Supervisor will assist the Teacher Candidate in making improvements by focusing comments and subsequent observations on specific elements with which the Teacher Candidate is having difficulty.

Mid Experience Evaluation 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 Summary 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 form.

Completed forms and the Completed Candidate Teaching Transition Checklist 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 Conference* will be used to determine a Teacher Candidate's readiness for full-time student teaching and help the Mentor Teacher and Field Supervisor to tailor the spring quarter experiences to meet the needs of each Teacher Candidate. Original forms will be forwarded to the Director of Field Placements.

Candidate Teaching Transition Checklist
The Mentor Teacher assesses the Candidate during Transition to Full-time Candidate Teaching using the Candidate Teaching Transition Checklist. (Appendix G)

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.

edTPA
Teacher Candidates are <u>required</u> 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** or May 7, 2020 for evaluation and scoring.

Math and / or Science Portfolio
The Secondary Program uses the portfolio to assess progress and mastery of the program goals. See the relevant Math or Science Portfolio Handbook.

MENTOR TEACHER RESPONSIBILITIES
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The Mentor Teacher plays a vital role in the Candidate's total educational experience, especially in guiding and mentoring the Candidate in the transition from Candidate to professional. The Mentor Teacher promotes the development of the Candidate's teaching competence, self-confidence, and professionalism. The Mentor Teacher should:

Operations

Explain the operations of the classroom:
- Teacher classroom management style and expectations
- Daily operation and schedule, including teacher hours (including teacher meetings)
- Expectations of Candidates
- Assessment procedures (grading, etc.)
- Special occasions including units of study
- Provide the Candidate with a place to call his or her own. If possible, please provide a desk; if not, a table, a desk drawer, or cabinet space will do.

Explain the operations of the school building such as:
- Fire drill, earthquake, and other emergency procedures
- Lockdown procedures
- Entering and exiting building procedures for students and staff
- Location of teacher's lounge, restrooms, office, etc.
- Teacher work room including special instructions for copying materials
- Demonstrate procedures for carrying out and submitting materials for the TPEP.

Professionalism

Maintain high expectations for professional conduct:
- Interaction with students
- Dress
- Teacher hours
- Absenteeism
- Conduct among other educators
- Attending teachers' meetings, committee meetings, IEP meetings, family nights, parent/guardian conferences, and other professional activities

Maintain *daily communication* and *weekly* meetings with the Candidate. If the Mentor Teacher and Candidate have been regularly discussing professional growth, there will be less "trauma" when it is necessary to raise serious criticisms.

Participation

See the Assessment Overview and Timeline Table for specific dates.

Stage 1: Preparation for Full-time Candidate Teaching (January & early February) Encourage the Candidate to become a part of a "teaching team." Share classroom management procedures as well as school and district policies with the Candidate. Ask the Candidate to guide and manage students as needed. 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. During this time the Teacher Candidates are not expected to independently teach or manage the classroom.

During Clinical Practice, Candidates should plan on attending the same contract-required meetings, such as staff meetings, trainings, IEP meetings and parent-teacher conferences (in some cases conduct a conference) that the Mentor Teacher attends. Candidates are encouraged to participate in optional ancillary teacher duties, such as committee meetings and Back-to-School nights.

The Candidate and Mentor Teacher will plan the edTPA process including collecting video consent forms and the timing and content of the edTPA lesson series. The Candidate Teacher should work with their Mentor Teacher to obtain parent/guardian permission forms for video recording of students, curricular materials and physical support video recording lessons.

Stage 2: Transition to Full-time Candidate Teaching (late February to late March)
During this stage Candidates are required to transition into full-time teaching by increasing their teaching responsibilities. Teacher Candidates should continue to build relationships with and knowledge of students. The Candidate Teacher may feel comfortable with the Mentor Teacher leaving the classroom for very short periods of time but is generally not ready to be manage classroom behavior and instruction for extended periods of time.

13

Allow the Candidate the opportunity to implement the university assigned tasks. Provide the Candidate with guidance and expertise in designing and implementing lessons. Although the Candidates have had experience with lesson planning, they still need support and direction. The Candidate will be planning, implementing and assessing a lesson sequence for the edTPA (see edTPA Handbook provided separately).

Stage 3: Full-time Candidate Teaching (late March to late May)
During this stage the Candidate assumes full responsibility of the classroom. Co-planning and co- teaching are encouraged. Depending upon the needs of individual groups of students, the Mentor Teacher may step out of the classroom periodically but should be readily available should support be needed or requested. However, the Candidate never acquires the feeling of total responsibility if the Mentor Teacher does not leave the classroom <u>for short periods of time</u> at some point during full-time teaching. Mentor teachers are asked to continue to support candidate lesson implementation and assessment for the edTPA.

Stage 4: Transition to Mentor Teacher (late May to early June)
During this stage the Candidate shifts teaching back to the Mentor Teacher. You and your Candidate will determine the best way to conduct the ending of Candidate teaching for the Candidate.

<center>SUBSITUTING AND/OR SUPERVISORY ROLES</center>
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.**

Assessments Overview and Timeline Guide
Assessments specific to Mentor Teachers are provided in the following table. Copies of assessments go to the Teacher Candidate, Field Supervisor, and Director of Field Placements and Partnerships. If assessments are completed using the online platform, a copy will automatically be sent to the Director of Field Placements and Partnerships. The email address for the Teacher Candidate and Field Supervisor must be entered into the on-line platform.

Assessment	Due by
Disposition Assessment #1	Late January
Lesson Observation Tool #1	February
Disposition Assessment #2	
Candidate Teaching Transition Checklist Week 1	
Lesson Observation Tool #2	Early – Mid March
Candidate Teaching Transition Checklist	
Lesson Observation Tool #3	Late March
Disposition Assessment #3	
Lesson Observation Tool #4	April
Disposition Assessment #4	
Lesson Observation Tool #5	Early May
Disposition Assessment #5 if needed	Late May
Lesson Observation Tool #6	

FIELD SUPERVISOR RESPONSIBILITIES

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The university Field Supervisor has the role of mentor, instructor and advocate for the UWT Candidates. The Field Supervisor is there to help Candidates have the most successful and positive teaching experience possible. The year will be filled with many learning experiences, which means that mistakes will be made. This is okay! From these mistakes, Candidates will gain valuable information. Ask Candidates to continually reflect upon their teaching, seek help and support when needed, learn from their mistakes, and continue to make every effort to improve.

Orientation
The Field Supervisor schedules and conducts an orientation with Candidates and Mentor Teachers prior to or during the initial week of Candidate placement in the host school. A thorough review of this Secondary Science & Mathematics Clinical Practice Handbook and the edTPA parameters occur during the orientation.

Participation: Weekly contact is maintained with the Teacher Candidate via site-visits, emails, or phone calls. We ask that visits are communicated several days in advance with the Teacher Candidate and Mentor Teacher to assist in their planning. It is the Teacher Candidate's responsibility to contact the Field Supervisor to discuss the need for additional observation or mentoring time to ensure Teacher Candidate success in the program and progress toward certification. Field Supervisors should make every effort to accommodate and support Teacher Candidate requests for extra help and support. The Field Supervisor should maintain open and regular communication with the Mentor Teacher.

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 evaluations to ensure these are spread apart throughout each quarter. Field Supervisors will document informal site visit observations. Dispositions assessments will be completed monthly, unless individual circumstances require additional evaluation of a Teacher Candidate's professional disposition.

Assessments Overview and Timeline
Assessments specific to Field Supervisors are provided in the following table.

Assessment	Due by	Submit to
Informal Observation/ Site-Visits	Daily or weekly during Winter and Spring Quarter	Field Supervisor to keep notes for their records.
3 Formal Evaluations 2 Essential Abilities and Dispositions	Spread over Winter Quarter- January to March	Teacher Candidate's file
3 Formal Evaluations 2-3 Essential Abilities and Dispositions	Spread over Spring Quarter- March to June	Teacher Candidate's file

2019-2020
Process for Supporting Candidates of Concern during Clinical Practice

Who Initiates Concern	*How* Candidates are Identified	*When* are Concerns Discussed	*Types of Problems*
Mentor Teacher 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**.

Formal Math Lesson Plan Template 2019-2020

Name: Date:
Grade Level/Course Name   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?

• <u>Student Engagement</u>: 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: LF: LD: Reading, Writing, Speaking, Listening   PS: WC, P, SG, I

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

(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):

Formal Science Lesson Plan Template 2019-2020

Name: Date:
Grade Level/Course Name _____   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		

21

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.

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

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

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

<u>SCIENCE EXTENSIONS</u>: 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 scientific connections, expansion of inquiry or problem, use of more detailed scaffolds, etc.)

Extra challenge	Supports for emerging students:

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

(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):	

24

2019- 2020 Secondary Post Lesson Reflections:

Candidate: Lesson Date: Grade:

Analysis Question/Prompt	Candidate Response
ASSESSMENT OF STUDENT LEARNING: **Summarize evidence** of student learning and performance in narrative and / or graphical form (i.e. what students did well related to the learning target and what they need to work on.). **Identify** the **sources** of **data** that support your claims including student work, student voice, and other assessment tools. **Include your Content LT here**:	
STUDENT FEEDBACK DURING INSTRUCTION: **Describe** the type of feedback **you provided** to guide student learning. Include ways that **students used** this feedback to develop and extend their math or science conceptual understanding, use of math & science practices, as well as, academic language. **Identify** resources to support student progress.	
ACADEMIC LANGUAGE AND STUDENT VOICE: **Identify evidence from your assessment data** that describes the extent to which students used academic language *and* student voice**. Using this evidence,** how well did your language supports or scaffolding promote academic language development for students with varied language levels?	
INSTRUCTIONAL DECISION-MAKING: Based on your analysis of student learning and performance, **describe** your next instructional steps to improve class **and** individual or small group performances toward the standards/learning targets assessed. **Explain** how the next steps connect to your analysis of student performances and self-reflections.	
ANALYZING TEACHING: Reflect on what you felt were successful **and** unsuccessful teaching episodes in the lesson based on the varied needs of your students.	
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 for this concept.	

Attachments could include data tables and / or graphs, examples of feedback and student voice, student work samples. You need not attach full class sets but consider attaching an example of a high, medium, and low piece of work.

Informal Lesson Plan Template 2019-2020

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)

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Candidate Name: _____ Date: _____

Mentor Teacher: _____ Field Supervisor _____

This tool may be used to gather thoughts and organize ideas prior to uploading to the online platform.

1. The Teacher Candidate sets learning targets that address the state learning goals and standards (e.g. CCSS, NGSS). Alignment Meaningfulness/Importance Developmental & Instructional Appropriateness Accuracy Multicultural Perspectives	**Is this and area of strength or an area of growth?** **Comments:**
2. The Teacher Candidate demonstrates knowledge of the characteristics of students and their communities. Developmental Characteristics Exceptionalities Cultural Backgrounds, Ethnicity, Language Development, SES, Gender Approaches to Learning Prior Knowledge and Skills Community Factors that Impact Student Learning	**Is this and area of strength or an area of growth?** **Comments:**
3. The Teacher Candidate plans and establishes effective interactions with families to support student learning and well-being. Appropriateness Purpose Cultural Responsiveness Two-Way Communication	**Is this and area of strength or an area of growth?** **Comments:**

4. **The Teacher Candidate designs assessment strategies that measure student learning.** Alignment Technical Soundness Formative and Summative Assessment Multiple Modes and Approaches Feedback	**Is this and area of strength or an area of growth?** **Comments:**
5. **The Teacher Candidate designs instruction based on research and principles of effective practice.** Alignment Lesson Sequence Research – Based Pedagogy Academic Knowledge and Perspective Culturally Responsive Learning Activities Materials and Resources Use of Technology Heterogenous Grouping	**Is this and area of strength or an area of growth?** **Comments:**
6. **The Teacher Candidate aligns instruction with the plan and communicates accurate content knowledge.** Alignment Meaningful Opportunities to Learn Accuracy Interdisciplinary Instruction Cultural and Gender Responsive Instruction	**Is this and area of strength or an area of growth?** **Comments:**
7. **Students participate in a learning community that supports student learning and well-being.** Democratic Classroom Respect Learning Community Self-Directed Learning Diverse Perspectives Heterogenous Grouping	**Is this and area of strength or an area of growth?** **Comments:**

8. **Students engage in learning activities that are based on research and principles of effective practice.** Questioning and Discussion Techniques Delivery and Pacing Differentiated Instruction Active Learning Technology	**Is this and area of strength or an area of growth?** **Comments:**
9. **Students experience effective classroom management and discipline.** Use of Classroom Materials Equitable Discipline Transitions Response to Intervention Democratic Practices	**Is this and area of strength or an area of growth?** **Comments:**
10. **The Teacher Candidate and students engage in activities that assess student learning.** Alignment Multiple Modes and Approaches Feedback Understanding of Assessment Self – Assessment Student Reflection Positive Impact on Student Learning	**Is this and area of strength or an area of growth?** **Comments:**

OVERALL:

Areas of Strength:

Areas to Develop:

Appendix F: STUDENT TEACHING TRANSITION CHECK LIST

This form is to be completed by the Mentor Teacher and emailed to the Teacher Candidate's Field Supervisor and Carey Kirkwood (cjkirk@uw.edu) at the end of Teacher Candidate's third week teaching. Note that the Candidate should have had instructional responsibility for 2-3 classes during this time

Scale:

E = Excellent

S = Satisfactory

U = Unsatisfactory

N = Not observed or not applicable Mark

an X in the appropriate column:

	Criteria	E	S	U	N
1	Teacher Candidate is professional in terms of timeliness, technology usage, dress, relationship with you and other school staff.				
2	Teacher Candidate is prepared in terms of planning, lab/materials set up, copying, etc.				
3	Teacher Candidate is prepared in terms of well-designed lesson plans focused on clear learning goals and standards.				
4	Teacher Candidate has positive classroom management and handles disruptions and problems appropriately				
5	Teacher Candidate has positive, learning oriented relationship with students, including the monitoring of student work and understanding				
6	Teacher Candidate has created a safe laboratory environment including clear lab rules, consequences. Teacher Candidate has followed up on problems and appropriately monitors student safety concerns (science interns only)				
7	Teacher Candidate is able to introduce content to students in an effective way. Teacher Candidate monitors student understanding of content.				
8	Teacher Candidate handles required paperwork including attendance.				
9	Teacher Candidate effectively facilitates science/mathematics discourse in small groups or whole class discussions				
10	Teacher Candidate effectively supports student development of academic language in science/mathematics lesson				
11	Teacher Candidate effectively uses formative and summative methods to assess student understanding and adjusts instruction accordingly				
12	Teacher Candidate is able to target instruction to student needs including students with IEP and 504 plans, ELL students, as well as students grasping the key concepts at different paces.				

Do you feel the Teacher Candidate is prepared to take on additional teaching responsibilities? Explain.

Appendix G: RUBRICS: UW Tacoma Secondary Formal Observation Tool

SOE (Sources of Evidence)	"Sources of Evidence" represent **Standards 1-5 and relate to the lesson planning and preparation that is completed by the Teacher Candidate in advance of the actual observation. These must be reviewed and rated for each scheduled observation.**				
SOE1	**Criterion:**	*Teacher candidate sets learning targets that address the Washington K-12 Science Learning Standards and/or the Next Generation Science Standards or the Mathematics Common Core Standards.* WAC 180-78-270 a, s, p			
	SOE1A Alignment: **WAC 181-78A-270 (vi)**	SOE1B Meaningfulness / Importance: **WAC 181-78A-270 (ix) (v)**	SOE1C Developmental and Instructional Appropriateness: **WAC 181-78A-270 (ii)**	SOE1D Accuracy: **WAC 181-78A-270 (iii) (vi)**	SOE1E Multicultural Perspectives: **WAC 181-78A-270 (ix)**
Rubric: S1 (Left to Right Order)	**Not Evident:**	**Emerging:**	**In Process:**	**Met:**	Pedagogy Assessment Definition of "Met"
S1A: Alignment	No targets noted	Targets are present, no clear linkage	Targets are present with minimal linkage	Targets present and clearly linked to multiple goal sources	**When Met:** The plans learning targets are explicitly aligned with NGSS and CCMS, state learning goals, district goals, school and
S1B: Meaningfulness Importance	No targets noted	Targets present without evidence of linkage	Targets are present with superficial representation of learning	Targets present and foster critical thinking and problem solving	**When Met:** The plan's learning targets represent valuable learning and foster student critical thinking and problem solving.
S1C: Developmental and Instructional Appropriateness	No targets noted	Targets present without evidence of differentiation or adaptations and /or not matched with learner needs	Targets present and some evidence of adaptations	Targets present and evidence exists for adaptation and matched with all learner needs.	**When Met:** The plan's learning targets are suitable for all students in the class and are adapted where necessary to the needs of individual students.

S1D: Accuracy	No targets noted	Targets present without clear evidence of linkage to targets, activities or assessment	Targets are present and represent the activities without assessment	Targets define learning outcomes and are assessable.	**When Met:** The plan's learning targets define learning outcomes and can be assessed.		
S1E: Multicultural Perspectives	No targets noted	Targets present as activities only; no planning for multicultural knowledge noted	Targets reflect some beginning attention toward multicultural knowledge	Targets are clearly grounded in transformative multicultural knowledge, reasoning, skills, products or dispositions	**When Met**: The plan's learning targets are grounded in transformative multicultural knowledge, reasoning, performance skills, products or dispositions.		
SOE2	**Criterion:**	*Teacher candidate demonstrates knowledge of the characteristics of students and their communities.* WAC 180-78A-270 m,n,o,s Evidence: Instructional Plan, Instructional Plan Rationale					
SOE2	SOE2A Developmental Characteristics **WAC 181-78A-270 (ii)**	SOE2B Exceptionalities **WAC 181-78A-270 (i), (v), (ix)**	SOE2C Cultural backgrounds, ethnicity, language development, SES & gender **WAC 181-78A-270 (i), (xi)**	SOE2D Approaches to learning **WAC 181-78A-270 (i), (iv), (v)**	SOE2E Prior knowledge and skills **WAC 181-78A-270 (i), (iii), (v)**	SOE2F Community factors that impact student learning **WAC 181-78A-270 (xi)**	
Rubric: S2 (Left to right order)	**Not Evident:**	**Emerging:**	**In Process:**	**Met:**	Pedagogy Assessment Definition of "Met"		
S2A: Developmental Characteristics	No evidence or consideration and/or inaccuracies.	Minimal or beginning understanding of developmental characteristics.	Moderate understanding and coverage of developmental characteristics.	Reflects strong understanding of students' developmental characteristics.	**When Met:** The plan reflects understanding of students' developmental characteristics.		

S2B: Exceptionalities	No evidence or consideration and/or inaccuracies (not able to articulate problem and need for a plan, etc. to accommodate for special learning needs).	Minimal or beginning consideration or understanding of special learning needs (can articulate problems but not what the plan(s) are).	Moderate understanding and consideration of special learning needs (aware of IEP or plan but not implementing)	Reflects strong understanding and consideration of special learning needs (e.g., candidate teacher is aware of IEP or 504 plan and implementing).	**When Met:** The plan reflects understanding of students' exceptionalities and special learning needs.
S2C: Cultural Backgrounds, Ethnicity, Language Development, Socioeconomic Status (SES) and Gender	No evidence or consideration and/or inaccuracies	Minimal or beginning consideration of student characteristics	Moderate understanding and consideration of student characteristics	Demonstrates strong understanding of student characteristics	**When Met:** The plan reflects understanding of students' cultural backgrounds, ethnicity, first language development, English acquisition, SES and gender.
S2D: Approaches to Learning	No evidence of considering student learning approaches (uses same for all)	Minimal or beginning consideration of student learning approaches	Moderate consideration and use of differentiated student learning approaches	Strong understanding of differentiating for student learning approaches	**When Met:** The plan reflects understanding of students' varied approaches to learning.
S2E: Prior Knowledge and Skills	No evidence of considering student knowledge/skills related to targets	Minimal or beginning consideration of student knowledge and skills	Moderate understanding and use of student knowledge and skills	Strong understanding of student knowledge and skill in relation to targets	**When Met:** The plan reflects understanding of students' knowledge and skills relative to the learning targets for each student, including those with special needs.
S2F: Community Factors that Impact Student Learning	No evidence of understanding or considering community resources	Minimal or beginning consideration of community resources	Moderate consideration of community resources	Strong consideration of community resources	**When Met:** The plan reflects understanding of how to use students' community as support for activities, resources and learning strategies.

SOE3	Criterion:	*Teacher candidate plans and establishes effective interactions with families to support student learning and well-being.* WAC 180-78A-270 v Sources of Evidence: Plan for using personal contact with families			
SOE3	SOE3A WAC 181-78A-270 Appropriateness (xi), (i)	SOE3B WAC 181-78A-270 Purpose (xi)	SOE3C WAC 181-78A-270 Cultural Responsiveness (xi)	SOE3D WAC 181-78A-270 Two-Way Communications (xi)	
Rubric S3: (Left to Right Order)	Not Evident:	Emerging:	In Process:	Met:	Pedagogy Assessment Definition of "Met"
S3A: Appropriateness (Families)	No plans for interaction with families (CT Unable to articulate this).	Plans are present but not yet adequate for language/level of understanding	Plans are present and are on the way to full consideration of families and language or level of understanding	Plans fully cover/consider family language and level of understanding	**When Met:** The plan's interactions with families are specifically adapted to the language and level of each student and his or her family, including low status/historically marginalized families.
S3B: Purpose	Interactions with families are not articulated.	Interactions are planned but focus primarily on negative student behavior and performance	Interactions are planned and provide a moderate level of mixed student feedback with some family feedback initiated/planned (shallow in depth and breadth)	Interactions plan to cover a strong range of student strengths for all families	**When Met:** The plan for family interaction provides and elicits information regarding student learning and well-being, including low- status/historically marginalized families.
S3C: Cultural Responsiveness	No plans for interaction with families (CT Unable to articulate this)	Interactions planned are uniform for all families-no differentiation yet	Interactions reflect moderate understanding of need to differentiate to be culturally responsive	Strong demonstration of cultural responsiveness by differentiating during planned interactions	**When Met:** The plan's interactions with families are culturally responsive for each student and his/her family.

S3D: Two-Way Communications	No planned communication opportunities for families (or supports) (CT Unable to articulate this)	Can articulate beginning thoughts about increasing communication and support opportunities for families	Moderate planning of communication and support opportunities for families	Strong demonstration of providing opportunities for communication and support by families	**When Met:** The plan provides adequate opportunities for families to engage in communication or activities to support student learning and well-being.	
SOE4	**Criterion:**	*Teacher candidate designs assessment strategies that measure student learning.* WAC 180-78A-270 m, n, o, t Sources of Evidence: Instructional Plan. (Copies of assignments, description of strategies, rubric)				
SOE4	SOE4A Alignment **WAC 181-78A-270 (iii)**	SOE4B Technical Soundness **WAC 181-78A-270 (iii), (v), (vi)**	SOE4C Formative and Summative Assessment **WAC 181-78A-270 (iii)**	SOE4D Academic Knowledge and Perspective **WAC 181-78A-270 (iii), (vi)**	SOE4E Multiple Modes and Approaches **WAC 181-78A-270 (iii), (vi)**	
Rubric S4: (Left to Right Order)	**Not Evident:**	**Emerging:**	**In Process:**	**Met:**	Pedagogy Assessment Definition of "Met"	
S4A: Alignment	Assessment strategies not discussed or included.	Assessment strategies mentioned but not or minimally aligned with learning targets.	Assessment strategies are moderately aligned with learning targets.	Assessment strategies are fully aligned with learning targets.	**When Met:** The plan's assessment strategies are aligned with the learning targets.	
S4B: Technical Soundness	Assessment strategies not discussed or included.	Assessment strategies do not measure intended outcomes as designed.	Assessment strategies are designed to measure learning targets (CT not yet able to fully articulate this).	Assessment strategies are completely aligned with learning targets.	**When Met:** The plan includes assessments that measure the student outcomes reflected in the learning targets.	

S4C: Formative and Summative Assessment	Assessment not included (neither formative nor summative) to evaluate impact.	Assessment included and shows beginnings of formative and/or summative assessment.	Assessment incorporates elements of formative and summative assessment.	Assessment incorporates both formative and summative assessment with strong alignment to measuring impact on student learning.	**When Met:** The plan provides for the use of both formative and summative assessment data to evaluate impact on student learning.		
S4D: Multiple Modes and Approaches	Assessment strategies not discussed or included	Single assessment mode or approach is used	Multiple assessments are considered with some discussion of relationship to interpreting student learning	Multiple assessments are considered with deep understanding of relationship to interpreting student learning	**When Met:** The plan includes opportunities for students to engage in a variety of assessments that measure their performance relative to the learning targets.		
S4E: Feedback	Assessment strategies not discussed or included	Single assessment mode without student participation or feedback	Multiple assessments with beginning understanding of giving student feedback	Multiple assessments with clear understanding of giving student feedback	**When Met:** The plan includes opportunities for students to receive feedback regarding their performance relative to the learning targets.		
SOE5	**Criterion:**	*The teacher candidate designs instruction based on research and principles of effective practice.* WAC 180-78A-270 l, m, n, o, s, x Sources of Evidence: Instructional Plan, Instructional Plan Rationale					
SOE5	SOE5A Alignment **WAC 181-78A-270 (vi), (iii)**	SOE5B Lesson Sequence **WAC 181-78A-270 (v)**	SOE5C Research-Based Pedagogy **WAC 181-78A-270 (i), (ii), (v), (ix)**	SOE5D Academic Knowledge and Perspective **WAC 181-78A-270 (viii), (ix), (v)**	SOE5E Culturally Responsive Learning Activities **WAC 181-78A-270 (i), (ii), (iv), (vii), (v), (viii)**	SOE5F Materials and Resources **WAC 181-78A-270 (i), (ii), (iv), (ix)**	SOE5G Use of Technology **WAC 181-78A-270 (x)**

SOE5H Heterogeneous Grouping **WAC 181-78A-270 (xi), (ix), (viii),(vii)**	SOE5I Student Engagement **WAC 181-78A-270 (v), (vi)**				
Rubric S5: (Left to Right Order)	**Not Evident:**	**Emerging:**	**In Process:**	**Met:**	Pedagogy Assessment Definition of "Met"
S5A: Alignment	No evidence of alignment between activities and targets and/or assessments.	Beginning evidence of alignment between activities and targets and/or assessments.	Moderate evidence of alignment between activities and/or assessments.	Strong alignment is evident between activities and/or assessments and the chosen targets.	**When Met:** The plan's learning activities are aligned with learning targets and assessments.
S5B: Lesson Sequence	No evidence of consideration for prior learning.	Beginning evidence of consideration for prior learning when planning for learning targets.	Moderate evidence of considering prior learning during planning.	Consideration for prior student learning is evident in planning.	**When Met:** The plan's learning activities account for prior learning and support the learning targets.
S5C: Research-Based Pedagogy	No evidence of DAP (Developmentally Appropriate Practices) and inclusivity as matched to students.	Beginning evidence of considering developmental level and inclusivity of students within lesson.	Moderate evidence of considering developmental level and inclusivity as matched to students.	Strong evidence of considering developmental level and inclusivity as matched to students.	**When Met:** The plan is based on research and principles of effective practices that are developmentally appropriate, culturally responsive, gender sensitive, and inclusive of all students including low-status/historically marginalized students.
S5D: Academic Knowledge and Perspective	No evidence of including other viewpoints in lesson.	Beginning evidence; single viewpoint is prominent with surface add-ons.	Moderate evidence; other viewpoints are included and considered.	Strong evidence; other viewpoints are embedded within the entire lesson.	**When Met:** The plan describes how instructional strategies extend beyond the existing diversity of the students in the class and expand material to incorporate a range of transformative multicultural and gender- relevant subject matter content.

S5E: **Culturally Responsive Learning Activities**	Single strategy used only during instruction with individualized learning focus.	Beginning evidence of using multiple formats for learning from others; still teacher-directed vs. critical thinking.	Moderate evidence of considering others (peers) as learning partners and encourages critical thinking.	Strong evidence of instruction that considers multiple strategies for learning and encourages critical thinking	**When Met:** The plan employs a variety of learning experiences that build on and recognize the academic competence of each student and encourages critical thinking and collaborative learning in a democratic and caring environment.
S5F: **Materials and Resources**	Materials represent one dominant culture or no evidence of consideration for differentiating materials to represent others.	Emerging effort toward including materials representing other groups.	Moderate consideration and effort toward including representative materials.	Strong use of materials representing other groups.	**When Met:** The plan utilizes learning materials and engages in learning tasks that incorporate transformative multicultural and gender perspectives.
S5G: **Use of Technology**	No evidence of considering technology for student use during instruction and learning.	Minimal but present use of technology; little involvement of students.	Technology is used moderately during instruction.	Technology is used during instruction (and candidate can articulate how and/or what else they would use).	**When Met:** The plan utilizes technology to support and enhance instruction and student learning.
S5H: **Heterogeneous Grouping**	No variation in learning experience is evident.	Limited variation is evident; beginning consideration of including low status or other marginalized groups.	Moderate level of consideration for grouping and inclusion of all students.	Multiple styles of instruction are used with active focus on including all students.	**When Met:** The plan provides opportunities for students to engage in a variety of learning experiences including heterogeneous cooperative learning groups that build and recognize academic competence of all students, including low- status and/or historically marginalized students.
S5I: **Student Engagement**	No evidence of considering engagement or motivation (all teacher directed)	Beginning effort toward assisting students to be self-motivated	Moderate level of attention paid to encouraging intrinsic motivation	Strong use of tactics to encourage intrinsic motivation and engagement.	**When Met:** The plan describes how students will become intrinsically motivated and engaged in their own learning.

OBS (Observation)	The next five standards (6-10) apply to the actual observation of teaching. It is possible that some of these may not be observable during every teaching observation. In that case, notate that in the appropriate column for "N/A."				
OBS6:	**Criterion:**	*The teacher candidate aligns instruction with the plan and communicates accurate content knowledge.* WAC 180-78A-270 b, s Source of Evidence: Classroom Observation			
	OBS6A Alignment **WAC 181-78A-270 vi, vii**	**OBS6B** Meaningful Opportunities to Learn **WAC 181-78A-270 vi**	**OBS6C** Accuracy **WAC 181-78A-270 ii**	**OBS6D** Interdisciplinary Instruction **WAC 181-78A-270 ii**	**OBS6E** Culturally Responsive and Gender-Sensitive Instruction **WAC 181-78A-270 ix**
Rubric O6: (Left to Right Order)	**Not Evident:**	**Emerging**	**In Process:**	**Met:**	Pedagogy Assessment Definition of "Met"
O6A: **Alignment**	Classroom instruction and the plan are not aligned.	Classroom instruction and plan show beginning alignment-there are numerous gaps and/or inconsistencies.	Classroom instruction and plan show moderate alignment with few inconsistencies.	The classroom instruction is fully aligned with the instructional plan.	**When Met:** Classroom instruction is aligned with the instructional plan.
O6B: **Meaningful Opportunities to Learn**	Students have limited to no opportunities to learn the key skills and concepts needed to reach the learning targets.	Students have some exposure to and opportunity to learn the key skills and concepts, but large gaps remain.	Students are exposed to the key skills and concepts with very few gaps; working toward learning skills toward the learning targets.	During instruction students were able to learn the key skills and concepts toward the learning targets.	**When Met:** Students are learning the key skills and concepts needed to reach the learning targets.

O6C: Accuracy	Content delivered has multiple errors-candidate has great difficulty with this content.	Content has minor to moderate errors in delivery-candidate has difficulty with this content.	Content has several errors; minor in nature.	Content has no errors; candidate demonstrates accurate knowledge of content.	**When Met:** The teacher candidate demonstrates accurate knowledge of the content.	
O6D: Interdisciplinary Instruction	Students participate in tasks that focus on a single discipline; no apparent connections to other subjects or content areas.	Students participate in learning tasks that show beginning connections to other subjects or content areas; primary focus is still on single discipline.	Students participate in learning tasks that show moderate connections to other subject or content areas.	Instruction demonstrates student participation in learning tasks that create strong connections with other subject and content areas.	**When Met:** Students are engaged in tasks that provide interdisciplinary connections with other subject areas.	
O6E: Culturally Responsive and Gender-Sensitive Instruction	Students participate in tasks that represent limited cultural and gender-sensitive perspectives.	Instruction shows beginning attention to tasks and engagement that represent cultural and gender-sensitive perspectives.	Instruction shows moderate attention to tasks and engagement that represent cultural and gender-sensitive perspectives.	Instruction shows that students are actively engaged in tasks that show strong consideration and planning toward cultural and gender-sensitive perspectives.	**When Met:** Students respond using multicultural and gender-sensitive perspectives.	
OBS7:	**Criterion:**	*Students participate in a learning community that supports student learning and well-being.* WAC 180-78A-270 r, ri, rii, l, m Source of Evidence: Classroom Observation				
	OBS7A Democratic Classroom **WAC 181-78A-270 viii**	**OBS7B** Respect **WAC 181-78A-270 viii**	**OBS7C** Learning Community **WAC 181-78A-270 viii**	**OBS7D** Self-Directed Learning **WAC 181-78A-270 viii, ix**	**OBS7E** Diverse Perspectives **WAC 181-78A-270 ix, xi**	**OBS7F** Heterogeneous Groups **WAC 181-78A-270 ix, xi**

Rubric O7: (Left to Right Order)	Not Evident:	Emerging:	In Process:	Met:	Pedagogy Assessment Definition of "Met"
O7A: Democratic Classroom	No evidence that students have say or choice in classroom behavioral expectations or norms-no evidence of input.	Students are provided with limited or beginning opportunities for feedback on behavioral expectations, etc.	Students are involved moderately in the creation of expectations and norms for behavior.	Students are provided with strong opportunities to have input into the norms and expectations of the classroom.	**When Met:** Students participate in the development of classroom behavioral expectations and norms (e.g., provide input regarding rules or procedures; are involved in conflict resolution).
O7B: Respect	Classroom has a negative and/or teacher controlled culture and/or the classroom is not within the teacher's control.	Limited and/or beginning evidence of respectful interactions between teacher and peers or between peers.	Moderate levels of respect between peers and between students and teacher-very few problems.	Environment is positive, respectful interactions are evident between peers and between students and teacher.	**When Met:** Classroom interactions between students and teacher candidate or between peers reflect respect for others.
O7C: Learning Community	Classroom is teacher-directed with no evident opportunities to work collaboratively or to include marginalized members.	Limited and/or beginning evidence of group work with problems occurring in area of including marginalized students (little evidence of planning to include these groups)	Progressively more evidence of group work activities that support all members of the classroom regardless of status (evidence of differentiation at work).	Strong evidence of collaboration with group activities that include all members regardless of status.	**When Met:** Students support one another in group learning activities and include low-status/historically marginalized students.

O7D: Self-Directed Learning	Classroom is instructionally teacher-directed and students do not show the ability to express their opinions or have control over their learning.	Classroom instruction remains highly teacher directed with some beginning attention paid to giving students opportunities to have choices and opinions.	Classroom instruction shows moderate attention paid to giving students opportunities to make choices and to express their opinions regarding their learning.	Classroom instruction shows strong emphasis on giving students opportunities to voice their opinion regarding their learning.	**When Met:** Students express their opinions and provide suggestions regarding their own learning.
O7E: Diverse Perspectives	Instructional environment does not consider others- it is representative of the majority culture and/or does not actively teach tolerance and respect. (Or, there are multiple episodes of problems with disrespecting others' perspective and little to no teacher direction to change behavior).	Instructional environment shows beginning efforts toward creating respect for others by including different perspectives other than the majority). (Also, could see emerging evidence of instructional intervention toward respecting others).	Instructional environment is moderately representative of more than one culture or perspective and instruction focuses on creating respect for others. Respectful interactions are fostered and taught directly.	Instructional environment fosters respects by direct teaching and by usingexamples from other cultures and perspectives during instruction. Respectful interactions are taught and expected.	**When Met:** Students show respect for multicultural and gender perspectives expressed by others.

O7F: Heterogeneous Groups	High level of teacher direction and individualized work vs. group work and/or student discussion.	Beginning evidence of grouping strategies and opportunities for student voice and discussion with some group members included in the discussion and activities.	Moderate levels of grouping and use of student voice and discussion as part of the learning process with most group members included in the discussion and activities.	High levels of group oriented instruction where all group members are included and are allowed opportunities to contribute (using various modes).	**When Met:** Students respond using multicultural and gender-sensitive perspectives.	
OBS8	**Criterion:**	*Students engage in learning activities that are based on research and principles of effective practice.* WAC 180-78A-270 m, n, o, p, q, r, x Source of Evidence: Classroom Observation				
OBS8	**OBS8A** Questioning and Discussion Techniques **WAC 181-78A-270 i, ix**	**OBS8B** Delivery and Pacing **WAC 181-78A-270 i, ii**	**OBS8C** Differentiated Instruction **WAC 181-78A-270 i, ii**	**OBS8D** Active Learning **WAC 181-78A-270 ix**	**OBS8E** Technology **WAC 181-78A-270 x**	
Rubric: (Left to Right Order)	**Not Evident:**	**Emerging:**	**In Process:**	**Met:**	Pedagogy Assessment Definition of "Met"	
O8A: Questioning and Discussion Techniques	No evidence of discussion other than standard question/response (by single child) or choral response. No evidence of problem-solving as part of the discussion.	Beginning evidence of use of discussion to enhance learning; much is teacher-led, some evidence of modeled problem solving.	Students are moderately engaged in discussion; mostly in response to questions posed by the teacher. Moderate evidence of problem solving discussions.	Students are fully engaged in the learning process through discussion, questioning and problem-solving including their own posed questions.	**When Met:** Students answer and pose questions and engage in cooperative discussions that enhance learning, critical thinking, transformative multicultural thinking, and problem solving.	

O8B: **Delivery and Pacing**	Lesson is paced inappropriately for the subject matter; some and/or many students remain disengaged, no opportunity for reflection or closure of the lesson/learning time.	Lesson shows some attention to pacing so that all material is covered; no evidence of differentiation for different learners; beginning attempt to provide closure to learning time.	Students are engaged in the lesson; lesson is paced well but all students are expected to follow along (at the same rate); moderate attempt to provide instructional closure.	Students are engaged in activities that are paced to include all students (at all levels) using a variety of strategies and provide adequate closure of learning time.	**When Met:** Students engage in learning activities that are paced appropriately for all students, are culturally responsive, and allow for reflection and closure as appropriate.
O8C: **Differentiated Instruction**	There is no evidence of differentiation; the lesson is the same for all students; background, needs and strengths do not appear to be a consideration during this lesson.	Beginning attention has been given to differentiation so that the lesson captures some of the students but is primarily still the same for all; some students are disengaged.	Moderate attention has been paid to differentiation so that the majority of students are included; some remain left out and/or are disengaged.	Instruction is differentiated (adjusted) so that the maximum numbers of students are engaged at their optimal level (strengths, backgrounds and needs have been considered).	**When Met:** Students engage in learning activities that are adjusted to meet their individual backgrounds, strengths and needs and are culturally and gender responsive.
O8D: **Active Learning**	Students are passive and/or are responding to a teacher-directed lesson; there is no evidence of active engagement; teacher-led with students "receiving."	Beginning evidence of active engagement on the part of students in the learning process; but primarily still teacher-led.	Moderate use of active engagement in the learning activities; there is some teacher-led instruction but activities and discussion are a primary focus.	High levels of active engagement by students evident; activities are prominent with some teacher-led instruction.	**When Met:** Students are cognitively engaged in the learning activities and initiate or adapt activities to enhance understanding.

O8E: Technology	There is no evidence of technology use during this observed lesson; or technology is available (noted) but was not used during the lesson.	Technology was minimally used; e.g., an overhead was shown during a demonstration, teacher-led.	Technology was moderately used during the lesson, e.g. an ELMO was used by the teacher and a student assisted with the demonstration; mostly teacher-led.	Technology actively used by the teacher as well as by the students. Students demonstrated their work using available technology in the classroom.	**When Met:** Students use technology when engaging in learning or the demonstration of their learning.	
OBS9	**Criterion:**	*Students experience effective classroom management and discipline.* WAC 180-78A-270 r Source of Evidence: Classroom Observation				
OBS9	**OBS9A** Use of Classroom Materials **WAC 181-78A-270 vii**	**OBS9B** Equitable Discipline **WAC 181-78A-270 vii, iv**	**OBS9C** Transitions **WAC 181-78A-270 vii**	**OBS9D** Response to Intervention **WAC 181-78A-270 i, ii, vii**	**OBS9E** Democratic Practices **WAC 181-78A-270 vii**	
Rubric: (Left to Right Order)	**Not Evident:**	**Emerging:**	**In Process:**	**Met:**	Pedagogy Assessment Definition of "Met"	
O9A: Use of Classroom Materials	Materials are "teacher controlled" or are not in a defined location (students have to search for them or don't know where they are), or finding materials becomes a transition issue and results in loss of instructional time (lack of routines).	Beginning evidence of taught routines for finding, using, and returning materials; some loss of time may be noted, or problems with carrying out the routines without great amounts of teacher assistance and prompting.	Moderate evidence of student knowledge of taught routines for classroom material use; some teacher direction still required.	Students respond to a well-taught routine for how to access, use and return materials during instruction and are near or completely independent (depending on age appropriateness).	**When Met:** Students find, use, and return classroom materials respectfully and efficiently with regard for order and others.	

O9B: Equitable Discipline	No evidence of following a classroom behavior system, students are unequally disciplined; little to no forethought about how to prevent and/or manage behaviors.	Classroom behavior system, if in place, is not being followed with fidelity (at all times by the candidate; some students are receiving more discipline than others; behavior plans are not being followed to fidelity, if applicable.	Classroom has a behavior system that candidate teacher is following; discipline problems are handled with moderate fidelity to the plan; problems may still occur with some students receiving more discipline than others, or behavior plans not implemented with fidelity.	Classroom has well planned positive behavior support system that provides structure for all students, implemented with fidelity by the candidate; discipline appears fair and equitable; behavior plans, if applicable, are implemented with fidelity.	**When Met:** Students are fairly and equitably disciplined.
O9C: Transitions	Transitions appear to be unplanned or chaotic; no apparent instruction or schedule in place; transitions take much instructional time and teacher effort; challenging behaviors may occur.	Transition routines and behaviors are evidenced as instructional targets and the candidate teacher is beginning to plan for them as well as teach them systematically; challenging behaviors may still occur.	Transitions are still teacher directed but students are moving efficiently and with less instructional time; less challenging behaviors occur.	Transitions are smooth and planned well; students have a system (such as a schedule) and follow this with relative independence, taking very little instructional time overall, little evidence of challenging behaviors.	**When Met:** Students move between learning tasks in an efficient manner.

O9D: Response to Intervention	Students respond negatively (or not at all) to teacher suggestions and interventions before, during or after instruction. Instructional interventions are ineffective in changing or influencing behaviors.	Beginning evidence of positive student response to instructional interventions; interventions show minimal (but present) effect on student behaviors.	Moderate evidence of positive student response to instructional interventions; students react to teacher's suggestions and make changes (with assistance).	Instructional interventions and suggestions are met positively; students adjust accordingly with minimal follow-up needed; instructional interventions are effective in changing behaviors.	**When Met:** Students positively respond to teacher suggestions and interventions in order to make adjustments to appropriate learning behaviors.
O9E: Democratic Process	No evidence of student engagement in the management of the classroom or in deciding practices; environment is very teacher-led.	Beginning or emergent evidence of student engagement in decisions regarding classroom practice and management; primarily still teacher-led with little student decision making.	Moderate levels of student decision making paired with teacher-led decision making.	Students are strongly engaged in the process of deciding classroom management practices (taking into consideration age-appropriateness). There is ample evidence of this process during the observation.	**When Met:** Students are engaged in democratic classroom management practices.
OBS10	**Criterion:**	*The teacher candidate and students engage in activities that assess student learning.* WAC 180-78A-270 m, n, o, ri, t Sources of Evidence: Classroom Observation, documentation of student learning (formative or summative results)			

OBS10	OBS10A Alignment **WAC 181-78A- 270 vii, iii**	OBS10B Multiple Modes and Approaches **WAC 181-78A-270 i, vii, iii**	OBS10C Feedback **WAC 181-78A-270 iii**	OBS10D Understanding of Assessment **WAC 181-78A-270 iii, vii**	OBS10E Self-Assessment **WAC 181-78A-270 vii**	OBS10F Student Reflection **WAC 181-78A-270 vii**	OBS10G Positive Impact on Student Learning **WAC 181-78A-270 viii**
Rubric: (Left to Right Order)	**Not Evident:**	**Emerging:**	**In Process:**	**Met:**	Pedagogy Assessment Definition of "Met"		
O10A: Alignment	Assessment activities, if present, are not aligned with the learning targets as projected in the lesson plan.	Assessment activities are present (or articulated as related to the lesson) and show minimal or beginning alignment with the learning targets.	Assessment activities are present (or articulated) and are moderately related to the projected learning targets.	Assessment activities are present and are well aligned with the projected learning targets.	**When Met:** Students engage in assessment activities that are aligned with the learning targets.		
O10B: Multiple Modes and Approaches	Assessment reflects one single method or strategy that applies to all students (no differentiation).	Assessment reflects one method or strategy; beginning evidence of multiple learner needs (characteristics) considered when planning assessment.	Assessment reflects more than one method or strategy, moderate consideration of multiple learner needs (characteristics) when planning assessment.	Assessment reflects a variety of methods or strategies, and takes into account the diverse learning needs of students in the classroom.	**When Met:** Students engage in a variety of assessments that measure their performance relative to the learning targets.		

O10C: **Feedback**	No teacher to student feedback is evidenced related to the assessment given.	Beginning evidence of teacher to student feedback; for the most part it is not given or is sporadic.	Moderate use of feedback; may have issues with type (meaningfulness of feedback) or timing.	Strong use of assessment data to give constructive feedback in a timely and helpful manner to students. (Age-appropriateness is a consideration).	**When Met:** Students receive constructive, timely feedback based on assessment results.
O10D: **Understanding of Assessment**	There is no evidence of student understanding of the relationship between the assessment activities as planned and the learning targets.	Beginning evidence of student understanding; instructional effort is being made to create an understanding of the relationship.	Moderate level of evidence; students have this connection made clear instructionally to them before, during or after the lesson related to assessment.	Students demonstrate a strong understanding of the relationship (depending on age) between the assessment activities and the learning targets.	**When Met:** Students demonstrate an understanding of the relationship between assessment activities and the learning targets.
O10E: **Self-Assessment**	No evidence of self-assessment as part of the learning process.	Beginning evidence of including self-assessment; minimal in use as part of instructional time (mostly teacher-directed).	Moderate use of self-assessment activities during instructional time; may not yet be a regular activity or maystill need a lot of instructional guidance.	Students engage in self-assessment as a regular basis and are able to do so with relative independence.	**When Met:** Students engage in self-assessment related to the learning targets.

O10F: **Student** **Reflection**	No evidence that student reflection on their own performance; assessment and feedback are teacher-directed.	Beginning or emerging evidence of using reflection as a method to evaluate progress (e.g., some basic goal setting and reflection).	Moderate use of self-reflection; is used within the lesson and is supported instructionally.	Student self-reflection is a taught and regularly planned activity as part of the instructional design.	**When Met:** Students reflect on their performance in order to evaluate progress over time relative to learning targets.
O10G: **Positive Impact** **on Student** **Learning**	Assessment shows that there has been insignificant learning orgrowth relative to the learning targets; some students are falling behind.	Assessment shows that there has been small growth toward the targets but at a rate that is less than expected; some students are falling behind.	Assessment shows that there has been moderate growth toward the targets; most students are on track. Those that are falling behind have a plan for improvement that the candidate can articulate.	Assessment shows expected growth as compared to the learning targets for all students; for those who were falling behind; instructional interventions have resulted in measurable positive changes (and candidate can articulate these plans and interventions).	**When Met:** Assessment results show the expected amount of learning relative to the learning targets by all students.

UNIVERSITY *of* WASHINGTON | TACOMA

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 <u>Teacher Candidate's</u> skills in each disposition category

<u>Communication Skills</u>

- 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:

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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.

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:

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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.

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:

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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.

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:

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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.

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:

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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.

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:

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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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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:

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_____