

Student Teacher and Mentor Teacher Handbook

BA Elementary Education

2021-22



College of Education
School of
Teacher Education

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Welcome

Congratulations! It is an exciting time as you start this important, final phase of your teacher preparation program. It is a time for you to blend theory and practice to facilitate student learning and develop as a professional. This handbook, which serves as the syllabus for EDEL 4500, provides critical information on a range of topics, from key contacts and dates to evaluation criteria. Please take time to carefully read through the information, as this handbook has been revised over many years to answer frequently answered questions and address pressing policies.

Important Dates

Fall 2021 UW Elementary Student Teaching Dates

Starting Date: UW Student Teachers are required to begin their student teaching semester when their Mentor Teacher reports to school in August prior to the first day of school for students. Please find out when teachers are required to be in schools in your assigned district and write that date below.

My start date: _____

Midterm Evaluation due:	October 15, 2021 (Friday)
Final Evaluation due:	December 8, 2021 (Wednesday)
Last Day of Student Teaching:	December 10, 2021 (Friday)

Due date for submission of edTPA: December 6, 2021

PLEASE NOTE: The last day of student teaching may be adjusted depending on a Student Teacher's start date for the semester and/or an unusual number of absences. Any deviations from this schedule must be reviewed and approved in advance by the Director of Student Teaching.

Student Teachers are to adhere to the District Calendar for breaks and holidays, not the UW academic calendar.

- Student Teachers should not arrange for other vacation days (e.g., UW breaks or holidays)
- Student Teachers should not Request different/additional vacation days from Mentor Teachers except in cases of unusual circumstances, and then only with permission from their UW supervisor and Mentor Teacher. NOTE: A purchased ticket does not qualify as an unusual circumstance.

UW – Laramie Commencement: Commencement is typically the Saturday after finals week. Please reference <http://www.uwyo.edu/commencement/> for up-to-date information.

Spring 2022 UW Elementary Student Teaching Dates

Starting Date: UW Student Teachers are required to begin their student teaching semester when their Mentor Teacher reports to school in January after the winter break. For Spring 2022, this may be January 3rd or 4th . Please find out when teachers are required to be in schools in your assigned district and write that date below.

My start date: _____

Midterm Evaluation due:	February 25, 2022 (Friday)
Final Evaluation due:	April 27, 2022 (Wednesday)
Last Day of Student Teaching:	April 29, 2022 (Friday)

Please note that your faculty supervisor will provide due dates for submission of edTPA.

PLEASE NOTE: The last day of student teaching may be adjusted depending on a Student Teacher's start date for the semester and/or an unusual number of absences. Any deviations from this schedule must be reviewed and approved in advance by the Director of Student Teaching.

Student Teachers are to adhere to the District Calendar for breaks and holidays, not the UW academic calendar.

- Student Teachers should not arrange for other vacation days (e.g., UW breaks or holidays)
- Student Teachers should not Request different/additional vacation days from Mentor Teachers except in cases of unusual circumstances, and then only with permission from their UW supervisor and Mentor Teacher. NOTE: A purchased ticket does not qualify as an unusual circumstance.

UW – Laramie Commencement: Commencement is typically the Saturday after finals week. Please reference <http://www.uwyo.edu/commencement/> for up-to-date information.

Key Contact Information

UW Faculty or Supervisor

Name _____
Telephone _____ e-mail _____

Mentor Teacher(s)

Name _____
Telephone _____ e-mail _____

Name _____
Telephone _____ e-mail _____

District Facilitator (if applicable)

Name _____
Telephone _____ e-mail _____

School Principal

Name _____
Telephone _____ Fax _____

Additional Contacts

Director of Student Teaching

Elizabeth McMahan 307.766.6385 emcmaha2@uwyo.edu

Director, School of Teacher Education

Alan Buss 307.766.3468 abuss@uwyo.edu

Manager of Student Advising

Christi Thompson 307.766.2230 chutch@uwyo.edu

Coordinator of Student Advising

Jody Evans 307.766.2230 jody.evans@uwyo.edu

Center for Adv. & Career Services 307.766.2398

CoE Graduation Coordinator

Debbie Martinez 307.766.6862 debm@uwyo.edu

UW College of Education web address: <http://www.uwyo.edu/education/>

COVID-19 Information

As current and future educators, it is considered an essential responsibility that CDC guidelines, local health orders, UW policies and school/district policies are fully adhered to during any school interactions. Students need to demonstrate core competencies in each of their courses/clinical assignments/field placements and hence are expected to complete all courses following instructor guidelines for mitigating risks of COVID transmission (see below for specifics).

Students need to recognize that there are inherent risks involved with any clinical/field learning, but all students have the right to refuse participation in courses/field placements. Any refusal to participate necessarily comes with the understanding that their program completion date will be subsequently delayed. Any refusal of participation must be approved by the relevant school director, and the practicum/internship supervisor or the appropriate designee. The program will attempt to accommodate all reasonable requests, but request approval is not guaranteed.

Faculty and students will commit to upholding the latest CDC guidelines (<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html>) and established district policies for risk mitigation – mitigation strategies are generally classified in the following general categories:

- Use proper hygiene (ex. hand washing guidelines)
- Avoid close contact when possible
- Cover mouth/nose in sneeze/cough when around others and not wearing a face covering
- Monitor personal health
- Get a [COVID-19 vaccine](#) when it is available to you

If you test positive for COVID-19, see the UW guidelines for more detailed information. Current policy is to immediately contact the UW COVID Hub by emailing COVID19@uwyo.edu or calling 307-766-2683, and to notify your mentor teacher and UW supervisor.

Required practicum/internship days or hours that are missed due to illness will be remediated upon mutual negotiation of the instructor and student. Any student who refuses to comply with defined risk mitigation protocols will not be allowed to participate in the practicum/internship experience and there will be no opportunity offered for make-up. Additional consequences for non-compliance may also be applied. Faculty/staff are under the same obligations as students when visiting school classrooms.

Mentor Teachers

The College of Education deeply appreciates those classroom teachers who give of their time and expertise to nurture new teacher professionals. You provide a great service to your districts, the UW College of Education, the state of Wyoming, and the profession. This section provides critical information on your responsibilities and will help you have a successful mentor teacher experience.

Mentor Teacher Roles and Responsibilities

Expectations for Mentor Teachers include:

- Reviewing the applicable online modules for mentor teachers. Additional details will be shared by email.
- Attending the preparation meeting along with Student Teachers (typically mid-late in the semester prior to student teaching).
- Serving as a role model and coach for Student Teachers.
- Assisting the Student Teachers in planning and preparing lessons, teaching, and assessing student learning.
- Debriefing and providing feedback on lesson plans, teaching, assessment, professionalism, and classroom management practices.
- Providing continuous coaching (including praise and constructive criticism) that supports the professional growth of the Student Teachers through the entire student teaching experience.
- Providing time and support for Student Teachers as they complete the edTPA (a teacher performance assessment – see below for additional info).
- Helping the Student Teachers gain an appreciation for the values and expectations of the schools and the communities they serve.
- Informing parents of the UW Student teaching program.
- **Contacting the UW Faculty/Supervisor with any questions or concerns at any time during the semester.**
 - **Create a documentation of efforts to address all student teacher difficulties along with mentor teacher attempts at remediation of these concerns.**

Documenting Outcomes/Evaluations:

- Accepting primary responsibility for **classroom supervision** and **evaluation** of the daily performance of Student Teachers by
 - Making notations on the Student Teacher's rubric to document completion of outcomes.
 - Completing the midterm evaluation growth plan in collaboration with Student Teachers and implementing the growth during the second half of the semester.
 - Completing final evaluation and narrative statement.

- Evaluations are required at midterm and semester end. ***Please see the calendar at the beginning of this Handbook for due dates.***
- Mentor Teachers will submit all evaluation forms online. Information and directions will be e-mailed to all Mentor Teachers.
- The narrative statement portion of the final evaluation may take the form of a letter of recommendation for the Student Teacher.

The narrative should include:

- Brief description of the context of the setting in which mentor worked with the Student Teacher.
- Description of the specific classroom responsibilities that the Student Teacher had and commentary on how well they met those responsibilities.
- Description of any extra duties in which the Student Teacher was involved.
- Description of the Student Teacher’s involvement (type and extent) with parents and colleagues.

If Difficulties Arise

- Discuss the problem(s) **immediately** with the Mentor Teacher/Student Teacher if appropriate.
Always contact UW Faculty/Supervisor.
- Mentor Teachers and Student Teachers are **strongly encouraged** to share any and all concerns regarding the student teaching experience **at the first sign of difficulty**. Experience tells us that by waiting to discuss any concerns results in escalation of the problem. The call to the UW Faculty/Supervisor may come from the Student Teacher, the Mentor Teacher, or a District Facilitator.
- In the following districts Mentor Teachers/Student Teachers may contact the District Facilitator as the liaison with UW Faculty/Supervisor:
 - Albany #1
 - Denver Public Schools
 - Fremont Districts
 - Laramie #1
 - Natrona #1
 - Sheridan #2
 - Sweetwater #1 & #2

If Mentor Teachers believe concerns are serious enough that the Student Teacher may not successfully complete the student teaching experience, then the UW Faculty/Supervisor and the Director of Student Teaching must be notified as soon as possible to have time to resolve any problems.

Co-Teaching Model

The Wyoming Teacher Education Program expects that student teaching will be a co-teaching experience with both Mentor Teacher and resident sharing responsibility for planning, instruction, and students' learning.

- Student Teachers will collaborate closely with their Mentor Teachers to plan the student teaching semester based on levels of preparedness and the unique contexts of Mentor Teachers' students and classroom.
- It is expected each Student Teacher, at different times and in different parts of the semester, may be expected to take a secondary role, the lead role, or team-teach with the Mentor Teacher, keeping in mind that, above all, the students in these classrooms are the focus of every effort.
- The Student Teacher should become more independent as the semester continues and will ultimately, at times, assume full teaching responsibility to assure that all outcomes are met.
- The Mentor Teacher coaches, provides opportunities for reflection, and provides consistent feedback throughout the entire semester, including those times when the Student Teacher takes the lead instructional role.

****We strongly encourage the Mentor Teachers to explore all opportunities for team teaching and collaborative pedagogies during the student teaching semester.**

Teacher Performance Assessment

The University of Wyoming is part of a multi-state consortium using the edTPA, a teacher performance assessment. This assessment is designed to measure a set of core teaching skills that support student learning.

For the edTPA student teachers plan and teach a learning segment of 3-5 connected lessons, videotape all or portions of this teaching, assess their students' work, provide feedback to support continued student progress, and reflect on the effectiveness of their teaching practices throughout. Trained evaluators then score these assessments.

Mentors will receive information about the edTPA from Student Teachers, UW faculty, and/or Partner District Facilitators. Additional information about the edTPA for the mentor teacher is available in the online mentor modules.

Student Teachers gradually assume increasing responsibilities in their assigned classroom(s), experiencing the excitement of teaching and learning as well as meeting the challenges of complex professional expectations. During this semester, Student Teachers will demonstrate for the other members of the educational team that the outcomes listed in evaluation rubrics have been met.

Potential Student Teaching Experiences

Experiences will vary according to the subject matter, Mentor Teacher expertise, and contextual constraints. This list includes experiences for which most Student Teachers will be responsible. Note the completion of any of these experiences on the outcomes rubric. If reasonable and appropriate, the Mentor Teacher could ask the Student Teacher to:

- Participate with the Mentor Teacher in all assigned duties.
- Plan daily, weekly, and unit lessons.
- Discuss with the Mentor Teacher and employ a variety of teaching methods.
- Discuss individual student needs with the Mentor Teacher and other appropriate support personnel.
- Plan and guide class discussions.
- Use maps, charts, and other instructional media to support instruction.
- Prepare supplementary teaching materials for lessons as needed, e.g. videos, web links, activities.
- Locate available visual, reference, and other teaching materials.
- Use technology to support or extend student learning in the classroom.
- Participate in an IEP meeting.
- Attend faculty meetings.
- Participate in the resolution of disciplinary problems.
- Provide or assist in interventions for students who are having difficulties.
- Learn school policies: attendance, discipline, emergencies, accidents, signing in/out of the building, etc.
- Become familiar with cumulative records and federal privacy laws for children.
- Become familiar with school improvement goals.
- Become aware of the agencies in the school district and community that provide specialized services for students.
- Learn the referral process for students needing help in speech, special education, reading, math, etc.
- Construct, administer, grade, and provide feedback for a variety of student assessments.
- Develop rubrics for the assessment of student projects.
- Grade student work in a timely manner and provide appropriate feedback.
- Keep records of homework and grades using digital options whenever possible.
- Analyze sets of assignments to make decisions about adjusting instruction.
- Discuss assessment results with students as a group, as individuals, and with parents.
- Write brief narrative reports of student progress.
- Assist with reporting grades.
- Participate in parent conferences.
- Help plan a field trip.
- Work with faculty and/or parent committees.
- Attend PTA/PTO meetings.
- Attend a school board meeting.
- Attend a professional organization meeting (WEA, IRA, NCTM, etc.).

During the semester, Student Teachers may visit other classrooms, programs, and schools and may need to interview teachers and administrators to meet the required outcomes. Since time away from the classroom must be carefully planned to ensure effective teaching and learning for the students in the classroom(s), Student Teachers will need to schedule closely, and communicate well, with Mentor Teachers to make these arrangements. *Ultimately, it is the responsibility of the Student Teacher to be aware of and meet all evaluation criteria and deadlines.*** Student teaching is a full-time job and Student Teachers will be expected to participate in before and after school activities that Mentor Teachers have as part of their regular duties (e.g., staff meetings, parent conferences, professional development workshops, school nights, etc.).

Mentor Teacher Semester Checklist

Before the Student Teacher Arrives

- ___ Review the online mentor modules. Details to be emailed to Mentor Teachers.
- ___ Participate in the required regional Mentor Teacher/Student Teacher meeting with your Student Teacher.
- ___ Arrange a suitable workspace for the Student Teacher.
- ___ Become familiar with the relevant sections of the *Student Teaching Handbook*.
- ___ Review the outcomes rubric/student teaching evaluation forms (included in this handbook).
- ___ Clarify questions of responsibility or expectation with the UW Faculty/Supervisor.
- ___ Enter important deadlines on calendars (e.g., midterm due date, final due date, etc.).

Early in the Student Teaching Semester

- ___ Have a conversation with the Student Teacher to ensure that both of you understand evaluation processes, requirements, responsibilities, and deadlines.
- ___ Discuss the outcomes rubric/student teaching evaluation forms (included in this handbook).
- ___ Prepare questions for the UW Faculty/Supervisor visit.
- ___ Develop a tentative semester plan with the Student Teacher, including times to teach required edTPA lessons.
- ___ Clarify and discuss your school calendar, expectations for participation in before/after school activities, and important school district dates.
- ___ Discuss with the Student Teacher any unique needs/situations of children in this class.

Midway through the Semester

- ___ Continue to review the outcomes with the Student Teacher on a regular basis.
- ___ Make notations on the rubric throughout the semester.
- ___ Provide lesson planning support and feedback; facilitate videotaping the selected lesson.
- ___ Debrief the lessons, lesson plans, and written critique with the Student Teacher.
- ___ Inquire as to progress on edTPA and other required assignments.
- ___ Help the Student Teacher schedule a mock interview.
- ___ Complete the midterm evaluation and midterm growth plan with the Student Teacher and provide feedback focused on professional growth and improvement. (submit via the online system. Directions will be e-mailed.)
- ___ Print a copy of the midterm evaluation and midterm growth plan for your files.

End of the Semester

- ___ Complete the final evaluation with the Student Teacher (record and submit in the online system).

Final Week of Student teaching

- ___ Verify that all loaned teaching materials have been returned.
- ___ Verify that all keys have been returned.
- ___ Collect student grades and/or evaluations.

Student Teachers

As a student teacher you will have many responsibilities and opportunities to learn and grow as a professional. You have dedicated years to learn and develop skills to be a successful teacher. This is the time for you to showcase your strengths and improve weaknesses as well as learn and develop new skills. This section of the handbook will provide you with critical information to help you successfully complete your student teaching experience.

Student Teacher Responsibilities

Expectations for Student Teachers include:

- Reviewing the Student Teaching Handbook.
- Being aware of the required outcomes for successful completion of student teaching, including successful submission of edTPA portfolio for national scoring.
- Attending the mandatory Student Teacher/Mentor Teacher meeting prior to the beginning of the semester (Methods instructor(s) will know and communicate these dates specific to students' student teaching assignments).
- Being aware of UW College of Education, School of Teacher Education, and Teacher Preparation and Advising Office policies and deadlines.
- Being aware of school district policies and building expectations.
- Demonstrating professional behavior and dress when interacting in a public school setting (classroom, district office, with parents, teachers' lounge, etc.).
- Refraining from cell phone for calls or texting during class time or when on an assigned duty (e.g., bus, recess, lunch, etc.). Also, being aware that social networks are viewed by many different people and that what you put on social media can negatively affect your professional career during student teaching or as you apply for teaching positions.
- Developing a close association with the Mentor Teacher and taking advantage of their professional knowledge and experiences.
- Preparing and teaching assigned lessons with proficiency.
- Accompanying the Mentor Teacher to faculty, grade level, department, and IEP meetings, as well as other activities in which your Mentor Teacher participates as part of their responsibility.
- Working with your Mentor Teacher to develop a classroom management plan congruent with their procedures and expectations.
- Recognizing and acknowledging the Mentor Teacher as the ultimate authority within the classroom.
- Respecting and following the order of organizational lines in case of problems: (1) Mentor Teacher, (2) UW Faculty/Supervisor, (3) district facilitator, if available (4) Director of Student Teaching.
- Becoming familiar with the students in your classes and any special needs.
- Adapting to, rather than trying to change, the classroom culture supported by the Mentor Teacher.

- Being aware of and sensitive to the values and expectations of the school and the community it serves.
- Modeling appropriate communication skills by using standard English grammar and language.
- Engaging in frequent self-evaluation and accept constructive criticism and suggestions that support your professional and personal growth.
- Safeguarding the dignity of any student, parent, or colleague.
- Working with your Mentor Teacher to become familiar with any required curricula, the faculty handbook, emergency plans, district discipline policies/procedures, and access to instructional materials.
- Maintaining confidentiality regarding pupils and other school personnel. This is a professional responsibility ... not a social interaction.
- Being in and early to school every day.
- Understanding that you are a guest in this school building, the district, and the community.
- Demonstrating behaviors in ALL settings that reflect your final transition to in-service teaching.

Professional expectations are explained more specifically in the *Professional Code of Conduct – Professional Conduct Guide* published by the Professional Teaching Standards Board: <http://wyomingptsb.com/wp-content/uploads/misc/PTSB-Code-of-Conduct.pdf>

Timeline and Checklist for Student Teachers

Before Leaving Campus

- ___ Check WyoWeb/Degree Works for your remaining graduation requirements.
- ___ Request a graduation check from the UW Office of the Registrar.
- ___ Submit intended graduation date to the Office of the Registrar in writing.
- ___ Review this Student Teaching Handbook.
- ___ Register for EDEL 4500 with the instructions provided by the TPAO. *Student teachers at UW-Casper will register through the UW office in that region.*

Early in the Student Teaching Semester

- ___ Review responsibilities and timelines outlined in this handbook.
- ___ Develop a tentative semester plan with your mentor teacher and UW Faculty/Supervisor.
- ___ Review the outcomes rubric on a weekly basis and keep your mentor teacher up to date on areas not yet demonstrated.
- ___ Develop a schedule and a process for making notations on the outcomes rubric.
- ___ Develop a schedule with your mentor teacher for regular sharing/feedback discussions. Let your UW Faculty/Supervisor know what the schedule is.
- ___ **In consultation with your mentor teacher, plan for all required edTPA lessons and videotaping.**

Midway through the Semester

- ___ Document practice with, or completion of, outcomes (weekly) on the rubric.
- ___ Complete the edTPA and debrief with your UW Supervisor and mentor teacher. Add notes from this debriefing to your outcomes rubric.
- ___ Photograph selected lessons and activities that you create (e.g., bulletin boards, student projects, field trips, school-wide activities). [optional]
- ___ Review the job search and licensure process.
- ___ Complete the midterm evaluation and midterm growth plan with your mentor teacher.
- ___ Schedule mock interview with the principal and the interview team.
- ___ Download licensure applications from the PTSB or other state's licensing agency.
- ___ Send your Institutional Recommendation (IR) request to the TPAO.

End of the Semester

- ___ Submit edTPA on or before the deadline dictated by your UW Supervisor.
- ___ Complete a professional portfolio.
- ___ Complete mock interview.
- ___ Read and review the Final Student Teaching Evaluation with your mentor teacher.

Final Week of Student Teaching

- ___ Return borrowed teaching materials, teachers' guides, library/media materials, etc.
- ___ Return keys or other property.
- ___ Leave grades and evaluations for students in your classroom(s) with your mentor teacher.

Possible Professional Portfolio Contents

Begin preparing for job interviews by developing a professional portfolio. Work with your mentor teacher, and if possible, your principal, to identify relevant materials for your portfolio. Contents could include the following:

- A one-page resume prepared for job interviewing or applications.
- The letter of reference from your Mentor Teacher(s) that is part of your final evaluation of student teaching.
- A current copy of your WyoWeb transcript.
- Statement of your teaching philosophy and professional qualities (one page) and/or the belief matrix.
- Outline of a unit developed and taught by you during the student teaching semester.
- Lesson plan developed and taught by you during student teaching (may include samples of student work and comments/feedback from your Mentor Teacher).
- Documentation of computer/technology skills.
- Copy of the final evaluation from your student teaching.
- Letters of recommendation from individuals ***other than the Mentor Teacher*** that are *testament to your professional capabilities*.
- Letter of recommendation from your UW Faculty/Supervisor at the end of the semester.

Belief Matrix

The Belief Matrix includes statements of a variety of individual beliefs. When complete, the Student Teacher has a one-page reflection of who they are as a teacher. The matrix is a positive foundation and confidence builder, and an aid in interview situations. The matrix may be included in your professional portfolio (if required).

To develop the matrix:

- Use the sample as a guide. You may or may not choose to use the embedded prompts.
- *Adjust the headings in each box or add additional headings to reflect individual beliefs.*
- List topical descriptors in each box which describe teaching beliefs, valued practices, and personalized statements about who you are as an educator.
- Other headings may include: Me, Professional Development, Current Issues, and/or Personal Philosophy.

Belief Matrix* of [insert student teacher name here] (Created by S. Perry, K. Von Krosigk, & B. Berube, 2000)

<p>Curriculum</p> <ul style="list-style-type: none"> • What is the importance of aligning curriculum with WYCAS standards? • Where are my opportunities to integrate my curriculum with other content areas? 	<p>School as a Community</p> <ul style="list-style-type: none"> • What characteristics contribute to a school being a worthwhile community? • How can I use democracy as a platform to develop community in my classroom? 	<p>Technology</p> <ul style="list-style-type: none"> • What specific technology skills do I currently have? • What examples do I have of using technology to support or enhance instruction in my classroom?
<p>Classroom Management</p> <ul style="list-style-type: none"> • What theoretical foundation grounds my philosophy for classroom management? • What are 5 characteristics of a classroom that is being well-managed for students at XX grade level(s)? 	<p>Assessment</p> <ul style="list-style-type: none"> • Why are both formative and summative assessments important tools for a teacher? • What are 5 characteristics of assessments that I consider for every large unit of instruction? • Is/should assessment in my classroom connected to the School Improvement Plan? 	<p>Instructional Strategies</p> <ul style="list-style-type: none"> • What are 4 different instructional strategies that I have used and why did I make each choice? • What are some fundamental differences between behavioral, cognitivist, and constructivist learning strategies?
<p>Parent Involvement</p> <ul style="list-style-type: none"> • What are two examples of parent involvement that have had positive results for your class or an individual child? • If a parent came to you and wanted to be more involved in their child's education, what suggestions would you give? 	<p>Personal Strengths</p> <ul style="list-style-type: none"> • What personal characteristics do you bring to the profession of teaching that you expect of every teacher? • Why would a school district want to hire you? 	<p>Professional Development</p> <ul style="list-style-type: none"> • What do you expect to be your professional development challenges and opportunities in the first 5 years of your teaching career? • How will you monitor your professional development needs in parallel with licensure requirements and potential changes in licensure requirements?

Policies and Procedures

Attendance

- Student teachers are expected to report to their assigned classrooms according to the calendar in this handbook in conjunction with the district's academic calendar.

Student teachers should check with their mentor teachers well in advance to determine the start date for their assigned districts. If there are in-service or other professional activities planned before classes convene, student teachers are expected to participate in those activities with their mentor teachers.

- **Student teachers are to adhere to the District Calendar for breaks and holidays, not the UW academic calendar.**
- Student teachers should not arrange for other vacation days (e.g., UW breaks or holidays)
- Student teachers should not request different/additional vacation days from mentor teachers except in cases of unusual circumstances, and then only with permission from their UW supervisor and mentor teacher. NOTE: A purchased ticket does not qualify as an unusual circumstance.
- On time daily attendance is expected during student teaching except during illness or an emergency. The UW Supervisor must be informed of all illnesses and emergencies in a timely fashion.
- University regulations govern student absences during the student teaching semester.
- When an absence occurs, lesson plans and accompanying materials must be sent to the school/mentor teacher prior to the start of the school day (as if student teachers are the teacher of record for that classroom preparing for a substitute).
- **Student teachers are allowed up to four (4) sick/personal days during student teaching. Any days beyond that must be made up at the end of the semester.**
- Extended absences will be made up according to the timeframe set by the Mentor Teacher and the UW Faculty Supervisor.

Substituting, Coaching, and Other Employment During Student Teaching

This policy statement is intended to maximize focus on the educational aspects of the student teaching semester. Additionally, it serves to clarify the criteria and process for the consideration of requests related to opportunities that result in monetary gain paid by a district to a student teacher during the student teaching semester. Student teachers, school administrators, mentor teachers, clinical faculty, UW Supervisors, UW faculty,

and staff in the Teacher Preparation and Advising Office are expected to abide by these policies.

Substituting

There may be occasions when a student teacher's mentor teacher will be absent and the student teacher is asked to assume responsibility for the classroom as a paid substitute. Student teachers may be considered for substitute teaching under the following conditions:

- The student teacher has a valid Wyoming substitute permit.
- The mentor teacher recommends the student teachers for the substitute responsibility.
- The substitute assignment is in the student teacher's assigned classroom.
- Another faculty member (or building administrator) with close physical proximity to the student teachers' classroom assumes supervision of the student teacher.
- The student teacher receives pay according to the standard rate.
- The student teacher has the prerogative to decline the substitute opportunity without penalty.
- ***The maximum number of days substituting does not exceed ten (10). Exceptional circumstances may warrant additional days but can only be granted through an additional approval process (see below).***

It is the responsibility of the student teachers to notify their UW Faculty/Supervisor immediately when they accept a substitute assignment, regardless of the length of that assignment.

Request for an extended term as a substitute under extraordinary circumstances:

If emergency circumstances arise and there is no qualified substitute available in the district, the district may apply for an extension beyond the allowable ten days under this additional policy:

- The building principal must submit a written request for approval (emails are acceptable) to the Director of Student Teaching, Elizabeth McMahan (emcmaha2@uwyo.edu).
- The request must include:
 - a. the anticipated term of the requested extension;
 - b. statement of who will assume supervision of the student teacher and how often that supervision will occur;
 - c. acknowledgement that the student teacher agrees that they are comfortable with the revised supervision plan;
 - d. acknowledgement that the "substitute supervisor" is responsible for completing all UW evaluation and observation responsibilities in lieu of the mentor teacher until they return; and

- e. signature/e-signature of the building principal verifying district approval of the request.

Such requests should be submitted as much in advance as possible. **All requests are subject to review for approval.** The Director of Student Teaching will notify the principal, the student teacher, relevant district placement personnel, and the UW Faculty/Supervisor of the approval or denial of the request.

Coaching and Other Employment

The student teacher is expected to devote total focus and responsibility to teaching during the student teaching semester. This means other college classes, jobs, as well as extracurricular activities that interfere with successful completion of student teaching are discouraged. There may be occasions when student teachers are asked to engage in school-related activities that might constitute employment for a district employee (e.g., coaching, club sponsorship, etc.). The keys to determining appropriate employment are the following:

- a. The experience should **DIRECTLY** relate to the student teaching assignment and level.
- b. The experience may not involve any time out of the school day and/or consistent obligations that would interfere with the next day's classroom preparation.
- c. The experience may not involve a designated title and/or contract that would put a student teacher in conflict between working for the district and the student teaching expectations.
- d. The experience may not involve sole responsibility for the students with whom the student teacher is working. A designated faculty supervisor must be in the vicinity at all times.

Overall, we expect the student teachers to be prepared to participate in such school activities as a *volunteer*. No student teacher may be engaged in any paid opportunities without a specific request from the district and written approval from the Director of Student Teaching.

Employment Status During Student Teaching

“The Student Teacher, during his/her field experience, is an employee of the district...for the purpose of workman's compensation and liability insurance as provided for other district employees” (The Education Laws of Wyoming Annotated, 2005, Chapter 21-21-104, p. 607).

Failure to Follow these Policies and Procedures

The intent of these policies is to find a balance between the unusual circumstances that sometimes befall largely rural school districts and the need to assure a quality, mentored experience for student teachers as they prepare to enter the teaching

profession. Districts, teachers, and/or student teachers who fail to comply with these policies may be sanctioned with a probationary period for future mentor teacher assignments or the withholding of the Institutional Recommendation for licensure.

District Facilitator Roles and Responsibilities

Some of the placement districts have a person designated as the District Facilitator. These persons are employed by the UW College of Education with primary responsibility to serve as a liaison between the School of Teacher Education and district administration and faculty.

In general, these personnel support the Wyoming Teacher Education Program in these ways:

- Convene meetings (as appropriate) to ensure broad communication.
- Make classroom visits to complement UW faculty/supervisor visits.
- Act as the “point of contact” for mentor teachers and student teachers to provide first level mediation and communicate with appropriate UW Supervisor and district administration on all matters.
- Arrange for regular meetings/seminars with student teachers at that site as requested/needed.
- Collect assessment/evaluation data or other student teacher data as requested.
- Prepare newsletters and/or periodic updates that will be shared across the district and the CoE regarding student teaching activities and accomplishments.
- Be knowledgeable of existing agreements between the district and the CoE and impartial in interpreting those agreements.
- Be knowledgeable and supportive of the Wyoming Teacher Education Program including the unique aspects of the elementary and secondary education programs.
- Provide support for logistics of all district site activities.

UW Faculty/Supervisor Roles and Responsibilities

The UW Faculty/Supervisor has the responsibility of coordination between the School of Teacher Education and the placement school in all matters that involve the UW Student Teacher and the assigned Mentor Teacher. They are responsible to the CoE for the overall success of the student teaching experience and for assignment of course credit upon successful completion of the student teaching by the student teacher. Additionally, UW faculty supervisors will:

- Clarify university expectations for the roles of the student teacher, mentor teacher, principal, and UW Faculty/Supervisor as appropriate.
- Support the student teacher in completion of edTPA.
- Visit the mentor teacher and student teacher either in person or by electronic means to check in, conduct observations, or address concerns.
- Create a log of brief written summaries of these observations and conferences with the student teacher and/or the mentor (sample included below).
- Review lessons and lesson plans as requested.
- Maintain communication throughout the semester between the student teacher, the mentor teacher, and the College of Education.
- Assist the student teacher in improving skills in any area(s) identified (e.g., planning, classroom management, professional behaviors, schedule conflicts, etc.).
- Answer questions or make referrals in a timely fashion.
- Visit as soon as possible if an emergency arises.
- Review the midterm evaluation and midterm growth plan, and final evaluation.
- Assign the final grade for the completion of EDEL 4500.

Classroom Visitation Record (Sample)

This form could be used to record classroom visits/observations.

Student Teacher _____ Time Observed: from _____ to _____

School _____ Subject/Topic _____
Grade(s) _____

I. Type of Contact:

_____ Orientation Conference _____ Check In _____ Midterm/Final
_____ Informal Conference _____ Classroom Observation

II. The activities in which the Student Teacher was engaged at this time were:

_____ Large group instruction _____ Team teaching with Mentor Teacher
_____ Individual tutoring

_____ Small group instruction _____ Other (please describe)

III. The strengths of the Student Teacher to date seem to be:

IV. Areas in need of improvement or additional development/practice by the Student Teacher to date seem to be:

V. Post-observation conference notes:

VI. Estimate of Student Teacher progress to date:

_____ Standard Progress _____ Less than Standard
_____ Needs to work toward immediate improvement

Date _____ UW Faculty/Supervisor _____

Mentor Teacher Initials _____

Student Teacher Initials _____

Getting a Job

Licensure Disclosure Information

You have entered a program that contains a licensure component.

This means that after finishing the degree program you will be required to take and pass an examination and then apply to a board for licensure before applying for jobs in Wyoming and across the United States. If you plan to work outside of Wyoming you will need to consult with your advisor to discuss if our institution's degree program meets any of the U.S. States, Territories and Districts requirements to apply and work. Wyoming is part of the State Authorization Reciprocity Agreement (SARA) and is a compact state, this means that we have a reciprocity agreement with most U.S. areas.

Please see the website at <https://www.uwyo.edu/stateauth> for any more information and contact your degree program or Compliance and Review Specialist, Erika Helgeson atehelgeso@uwyo.edu , for more information on state authorization and licensure.

Praxis II Information

Praxis testing requirements for initial licensure to teach in Wyoming have been revised by the Wyoming Professional Teaching Standards Board (PTSB). Rules and regulations governing add-on endorsements to initial licensure have also been revised. Details about PTSB testing requirements and application forms for licensure and adding endorsements can be found at <http://ptsb.state.wy.us/>.

Must all UW Student Teachers take a Praxis exam?

No. Only Secondary Social Studies and Elementary Education majors must take a Praxis exam for Wyoming licensure.

What exam do I take?

Elementary Education majors are required to take the following Praxis assessments for Wyoming licensure:

Test Name and Number	Required Passing Score	Cost
Elementary Education: Multiple Subjects (5001)		\$170
Subtest: Reading & Language Arts (5002)	157	Cost incurred only on re-test
Subtest: Mathematics (5003)	157	Cost incurred only on re-test
Subtest: Social Studies (5004)	155	Cost incurred only on re-test
Subtest: Science (5005)	159	Cost incurred only on re-test

Recipient Code # to have results reported to the WY PTSB: 8500

How do I prepare?

At *Tests at a Glance* (on the website: www.ets.org/praxis), you can familiarize yourself with the structure and the content of the test. Test preparation books are available by mail or online (see <http://www.ets.org/praxis/prepare/materials> for details).

When should I take the test?

We recommend that you take the exam during Phase III of your program. Consider that there will be lag time of 4 to 6 weeks between taking the exam and the reporting of your score to the WY PTSB. PTSB has final approval for licensure. Tests are administered many times per year and dates are available at http://www.ets.org/praxis/register/centers_dates. You can **register** for the exam online (see www.ets.org/praxis for details). You can take the exam as many times as you wish.

Where do I take the test?

In Wyoming, tests will be administered in Casper, Cheyenne, and Laramie.

What happens if I don't pass?

You have one year from the date of your application for initial licensure to present a passing score to obtain a Standard WY Teaching Certificate. You may receive (from the PTSB) a one year authorization to work as a teacher based on your teacher preparation program institutional recommendation and/or other current state certificate during that one year period.

Where do I get additional information? University Testing Center (utc@uwyo.edu), PTSB (800-675-6893), or www.ets.org/praxis

Obtaining Teacher Licensure in Wyoming and Other States

As you complete your student teaching semester, you should start thinking about obtaining teacher licensure.

For licensure in Wyoming (through the PTSB) for B.A. and Graduate Certificate licensure students:

1. Complete a brief UW College of Education application for an IR here: <http://tinyurl.com/kpsd6p5>.
2. Download the PTSB application form.
3. Fill out Section I of the page labeled “Institutional Recommendation” and send it to the Teacher Preparation and Advising Office by fax, mail, or hand. The TPAO is located in Room 100, McWhinnie Hall. The address is **Teacher Preparation and Advising Office, Dept 3374, 1000 E. University Avenue, Laramie, WY 82071**, and the fax number is (307) 766-2018.
4. The completed IR will be mailed to you once your degree and date of graduation have been posted to your UW transcript.
5. Send your completed application, the Institutional Recommendation, and any other required documentation, fee(s), etc. as specified in the instructions to the Wyoming Professional Teaching Standards Board.

For licensure in other states:

1. Complete a brief UW College of Education application for an IR here: <http://tinyurl.com/kpsd6p5>.
2. Download the application for teacher licensure from the target state’s Board of Education or licensing agency website.
3. Complete the form as requested and send a copy of the Institutional Recommendation form to the Teacher Preparation and Advising Office, Dept 3374, 1000 E. University Avenue, Laramie, WY 82071.
4. If required for licensure in other states, your official UW transcript can be requested from the Registrar’s Office in Knight Hall, Room 167. The phone number for the Registrar’s Office is (307) 766-5272. Transcripts can also be ordered online from the Registrar’s office. The web address is: www.uwyo.edu/registrar.
5. If any questions arise regarding the document for out-of-state licensure, you should contact that state’s licensing agency to clarify details.
6. Official transcripts from other colleges or universities you may have attended should be ordered directly from those institutions.

Licensure FAQ

Should I send the Institutional Recommendation to the TPAO now or should I wait until after graduation?

Applicants can send the form in at any time; we complete them on a first-come, first-served basis as soon as degrees are posted by the Registrar's Office.

Why can't the TPAO forward the Institutional Recommendation on to the PTSB? If I include an envelope with postage affixed addressed to PTSB can the TPAO forward the IR on to the PTSB for me?

The PTSB requires applications to be submitted as a complete package, so this is not possible. Once the graduate has assembled every component required by the PTSB, the student is responsible for sending the document to the PTSB, along with the appropriate fee(s).

On the Institutional Recommendation form in the second box, it states please do not write below the line. How do I list what area(s) I am requesting licensure in?

There are two options that can be used to provide this information to the TPAO:

- Option 1: Provide this information in the online application form (<http://tinyurl.com/kpsd6p5>), so that we can complete your IR appropriately.
- Option 2: Write down the area you are eligible to receive licensure in, including additional endorsements, on the document. Once the document is submitted to the TPAO it will be retyped before being mailed back to you for submission to the PTSB.

Is there a fee for completing the Institutional Recommendation?

The TPAO does not charge a fee for completing the Institutional Recommendation. There is a fee for licensure; that should be sent directly to the PTSB or the state agency for your target state.

Who should I contact with my question?

- If you have questions regarding the Institutional Recommendation, please call the Teacher Preparation and Advising Office at (307) 766-2230.
- If you have questions about the document as a whole, please call the Professional Teaching Standards Board at 1-800-675-6893.
- If you have question about obtaining transcripts or graduation posting, please call the Office of the Registrar at (307) 766-5272.

Resume and Job Postings

The University of Wyoming's ACES (Advising, Career, and Exploratory Studies) Center is available to support you in developing your resume.

- through its website: <http://www.uwyo.edu/aces/career-services/index.html>
- by telephone at (307) 766-2398
- by email at aces@uwyo.edu.

One particularly helpful resource for writing resumes and preparing for career fairs is the ACES's Center e-book: <http://ebook.career-guides.net/default.aspx?cgid=22>

The ACES Center sponsors the UW Teacher Fair, which is an opportunity to interview with many Wyoming school districts, as well as schools from other states and countries. More information about the UW Teacher Fair can also be found on the ACES website.

You should also plan to work with your mentor teacher and UW Faculty Supervisor to develop appropriate resumes and other job search materials. Opportunities might be provided to you to participate in job preparation seminars or mock interviews with school district personnel.

Other websites where you can find helpful information about job postings are listed below.

www.teacher-teacher.com: Website description: "Teachers-Teachers is a free service designed to help educators find new and exciting teaching jobs, administrative jobs and other related service positions. The service is easy-to-use and helps you efficiently find teaching jobs by position area and location."

<http://www.wsba-wy.org/vacancies.aspx>: The Wyoming School Boards Association provides listing of school district openings in Wyoming.

Individual school districts also provide information about job openings on their websites.

Evaluation

Midterm Evaluation Rubric and Growth Plan for Elementary Education

At the halfway point of student teaching, you will complete the midterm assessment for your student teacher. The purpose of the midterm is to determine where students are experiencing success, and where they might be having difficulties.

The guiding presupposition of this midterm is that ALL student teachers can continue to demonstrate growth throughout the entirety of student teaching. This rubric lists the outcomes that the student teacher must fulfill to successfully complete the student teaching semester. Each outcome has a description of behaviors indicating the levels of performance.

MIDTERM RATINGS: There are two levels of performance, 1) Unsatisfactory and 2) Basic/Beyond. Also included is an N/A option for skills/behaviors that have yet to be observed, e.g. participating in parent-teacher conferences.

To create the two levels of performance, we combined the Basic, Proficient, and Distinguished levels that you will use in the Final Evaluation into one “Basic and Beyond” rating and kept the “Unsatisfactory” level. At the midpoint of the semester it is common for students to be at the Basic level in multiple outcomes. At the Final Evaluation, however, students who receive more than three Basic ratings will fail the student teaching experience.

If your student teacher is “Unsatisfactory” in any category it is critical for you to mark this rating and identify the areas for growth. Marking any outcome as Unsatisfactory will trigger an email with the Director of Student Teaching and the student teacher team so that steps can be determined to support you as a mentor in working toward success with your student teacher. This may include remediating and/or intervening through a formal improvement plan.

There are three steps to this midterm:

- 1) The mentor teacher will complete the rubric using either “Unsatisfactory” or “Basic and Beyond” or “N/A”.
 - If the student is meeting the “Basic and Beyond” descriptor as written, the mentor teacher will click on the box for “Basic and Beyond.”
 - If the student is not meeting the outcome as written, please assess the student as “Unsatisfactory.” Any assessment of “Unsatisfactory” must be accompanied by comments to explain the existing issues.
 - If the student teacher has not yet had the opportunity to perform on a specific category, the mentor teacher should choose “N/A.”
- 2) Along with this rubric, mentor teachers will be provided with text fields to set growth goals. For this section, in collaboration with the student teacher, the mentor teacher should choose 3-5 specific categories that will serve as growth goals.

- If the student had an Unsatisfactory in any area(s), that category, or those categories, should be included here.
- 3) Once the growth goal categories are selected, mentor and student teachers will collaboratively write a plan for addressing those goals during the remainder of student teaching.
- This collaboratively drawn plan will be made available to the university supervisor, who will use it for the remaining part of the semester to inform observations and assistance.

This process is a little longer than previous midterms, but it helps to give mentor and student teachers as well as university supervisors more information regarding strengths and weaknesses of the student teacher. Additionally, it helps to create a plan for all student teachers for the second half of student teaching.

Thank you for taking the time to work with a student teacher this semester. We know how much time and effort you put into it, and how valuable it is to the profession. We hope that this new midterm will help all of us communicate clearly to help our student teachers continue to grow, achieve, and become the teachers we know and hope they will be.

Midterm Evaluation Rubric for Elementary Education

The rubric provides descriptions of the outcomes each Student Teacher must meet to successfully complete the student teaching semester. Each outcome has a description of behaviors indicating levels of performance. Some outcomes have multiple subparts.

If you have questions about the forms or the requirements for evaluation during Student teaching, please contact your District Facilitator or UW Faculty/Supervisor directly.

Outcome #1: Consistently applies important aspects of teaching developed during previous professional education courses including, but not limited to the following (A – M)		
PTSB Standards: I.i, I.ii, I.iii, I.iv, I.v, I.vi, I.vii, I.viii, I.ix, and I.x; II.i; II.ii		
CoEd Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10		
Outcome	Level of Performance	
	Unsatisfactory	Basic and Beyond
A. Professional behavior and ethical conduct	<p>The student teacher</p> <ul style="list-style-type: none"> *Does not comply with school policies *Excessive absences *Inappropriate dress *Frequent tardies *Misses required meetings 	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> *Incomplete knowledge of school policies ???? *Does not seek information pertaining to policies *Displays appropriate behavior *Attendance as minimally required *Spends no time outside school hours <p>The student teacher may perform at a much higher level, including displaying the following:</p> <ul style="list-style-type: none"> *Complies with school policies *Attends required meetings *Appropriate behavior *Dresses appropriately *Accepts constructive criticism *Spends extra time with students i.e. tutoring, extra curricular activities *Implements new procedures *Seeks opportunities to grow professionally (i.e., attends available professional development opportunities)

<p>B. Effective work with diverse learners</p>	<p>The student teacher *Uses only on-level materials with no allowance for individual needs *Relies only on the on-level teacher guide</p>	<p>*At a minimum, the student teacher *Makes only minimal adaptations for diverse learners *Is aware of need for and adapts materials for diverse learners. *Rarely uses additional resources</p> <p>The student teacher may perform at a much higher level, including displaying the following: *Consistently and appropriately addresses needs of individual learners *Consistently finds and uses alternative resources to work with all students *Knows and utilizes fine distinctions in needs of diverse learners</p>
<p>C. Positive & effective classroom climate</p>	<p>The student teacher *Does not address physical aspects of classroom, i.e. seating, lighting, temperature, bulletin boards, etc. *Inadequate planning, goal-setting, and ability to establish realistically high expectations for the learners *Ineffective use of materials, transitions, and positive attitude *Poor directions and procedures result in frequent learner time off task *Inappropriate responses to behavior result in frequent disruptions *Uses sarcasm, negative reinforcement,</p>	<p>At a minimum, the student teacher *Adjusts physical room environment only when Mentor Teacher asks *Begins to demonstrate thoughtful planning, ability to set goals and achieve them, and convey realistically high expectations for the learners *Inconsistent effective use of materials, transitions, and positive attitude *Inconsistent use of effective directions and procedures results in sporadic learner time off task *Beginning to respond appropriately to behavior, reducing disruptions *Uses limited sarcasm and uses positive rewards and reinforcements inconsistently</p> <p>The student teacher may perform at a much higher level, including displaying the following: *Demonstrates understanding of correlation between physical environment and student learning *Consistently demonstrates thoughtful planning, ability to set and achieve goals, and conveys realistically high expectations for all learners *Consistently demonstrates appropriate use of materials, effective transition strategies and positive attitude. Non-instructional duties, such as attendance, lunch count, etc., are attended to while learners become engaged with academic tasks *Directions and procedures are consistently clear and concise, resulting and concentrated learner time on task *Consistently demonstrates ability to respond appropriately to a variety of learner behaviors, resulting if few class disruptions *Consistently uses positive reinforcements and rewards for all learners</p>

	and rewards inappropriately	<ul style="list-style-type: none"> *Actively seeks creative ways to promote learning and self-discipline *Independently plans and implements comprehensive lessons for most effective learner time on task *Learner motivation and monitoring are built into plans as well as regular classroom staple
D. Learning theories and instructional strategies	<p>The student teacher</p> <ul style="list-style-type: none"> *Plans using only published teacher guides *Uses only whole class lecture and assessment *Uses assessment only for grading purposes 	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> *Some creative planning and teaching *Consistently depends on mentor for ideas *Needs constant guidance for preparation and implementation of lessons and instructional strategies <p>The student teacher may perform at a much higher level, including displaying the following:</p> <ul style="list-style-type: none"> *Frequently uses creative planning and teaching *Standards, benchmarks, assessments, and enrichment for learning are reflected in planning *Encourages critical thinking *Responds to suggestions and shows continual growth *Appropriate use of assessment and materials *Shows independence in using multiple teaching strategies *Works as a facilitator for learning *Consistently uses creative planning and teaching *Independently implements a variety of theories and strategies *Creates assessment documents which reflect learning *Works as a facilitator for learning beyond expectations
E. Effective instructional planning and assessment	<p>The student teacher</p> <ul style="list-style-type: none"> *Uses only prepared teacher-guide plans *Lesson plans are incomplete and/or untimely 	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> *Plans for the short term *Plans are ready on time *Reflects on effectiveness of the lesson *Plans reflect some standards, benchmarks, assessment, correctives, and enrichment *Has basic knowledge of planning

	<ul style="list-style-type: none"> *Assessment for grading purpose only *No apparent connection between planning and assessment 	<p>The student teacher may perform at a much higher level, including displaying the following:</p> <ul style="list-style-type: none"> *Plans reflect standards, benchmarks, assessments, correctives, and enrichment *Independently plans and creates assessments for the benefit of the learners *Reflects on the lesson and implements changes based on reflection *Independent preparation requires little input from mentor and more cooperative teaching for benefit of learner *Open communication promotes creative planning *Short term plans are consistently tied to long term goals *Uses supplemental materials to make instruction motivational *Skillfully manages time for correctives and enrichment's
F. Positive interpersonal relationships	<p>The student teacher</p> <ul style="list-style-type: none"> *Lacks communication skills *Shows negative or no response to constructive criticism *Unprofessional activities, i.e. gossip inside or outside of classroom is evident 	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> *Demonstrates some change of behavior according to suggestions *Learns from constructive criticism *Works on recommended attitude changes *Communication skills with K-12 learners and/or colleagues needs improvement <p>The student teacher may perform at a much higher level, including displaying the following:</p> <ul style="list-style-type: none"> *Actively seeks out positive interaction with K-12 learners and colleagues *Conducts him/herself professionally *Communicates effectively with K-12 learners and colleagues *Learns from and acts upon constructive criticism *Shares knowledge and skills with colleagues *Practices self-evaluation and reflection and adjustments are positive improvements
G. Sensitivity to school, community, and global cultures	<p>The student teacher</p> <ul style="list-style-type: none"> *Displays no awareness of cultural diversity with respect to culture, school, or community through educational input 	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> *Identifies needs of some students due to cultural differences *School, community and global cultures are seldom addressed *Shows awareness of cultural differences but is reluctant to intervene in problematic interactions, i.e. bullies, harassment, etc. <p>The student teacher may perform at a much higher level, including displaying the</p>

		<p>following:</p> <ul style="list-style-type: none"> *Incorporates multi-cultural information into lessons *Demonstrates awareness of diversity of learner's social, emotional and physical needs *Respects confidentiality *Addresses awareness of school, community, and global cultures *Shows awareness of cultural differences and takes appropriate actions *Models sensitivity to cultural differences *Seeks to increase base of knowledge with respect to school, community and global cultures
H. Self-reflection (journals and dialogue)	<p>The student teacher</p> <ul style="list-style-type: none"> *Journals sporadically, less than once a week *Does not reflect on growth or methods of improvement *Uses journal as a negative release of feelings rather than a tool for learning *Does not reflect on teaching 	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> *Journals only once a week *Shows little effort to improve through self-reflection *Journal only represents a listing of what occurred with no self-reflection *Has little or no dialogue with mentor related to improvement of teaching <p>The student teacher may perform at a much higher level, including displaying the following:</p> <ul style="list-style-type: none"> *Journals two or three times a week *Uses journal entries and dialogue with mentor for self-reflection and evaluation *Effort made to use reflective information to improve as an educator *Adjusts lessons to reflect growth that was reflected in journal *Independent critical analysis of lesson for strengths and weakness through self-reflection and journaling *Shares reflections and coordinates with mentor for most effective input into improvement of lessons and teaching
I. Consideration of legal and safety rules and emergency situations	<p>The student teacher</p> <ul style="list-style-type: none"> *Displays no knowledge of legal and/or safety rules *Relies on mentor to deal with emergency situations 	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> *Has a copy of legal and safety rules but inappropriately implements them *Has a copy of school board policies *Has a copy of all drills *Has a copy of playground/school rules for individual school *Participates when dealing with emergency situations *Dependent on mentor

		<p>The student teacher may perform at a much higher level, including displaying the following:</p> <ul style="list-style-type: none"> *Demonstrates and implements correct safety and legal rules *Seeks information when necessary *Can identify an emergency situation as defined by school policy *Attends policy meetings offered by the school district *Seeks further knowledge of learner's health, family or community
J. Appropriate use of human and physical resources	<p>The student teacher</p> <ul style="list-style-type: none"> *Seeks no outside human and physical resources, which would enhance learning 	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> *Plans include use of outside resources at the suggestion of mentor *Poor or no follow through which would actively involve resources *Includes use of outside resources in lesson plans and instructions only at the suggestion of mentor <p>The student teacher may perform at a much higher level, including displaying the following:</p> <ul style="list-style-type: none"> *Includes use of outside resources in lesson planning, i.e. speakers, other professionals, etc. *Researches and involves community human and physical resources when appropriate *Implements human and physical resources effectively *Involves students in project research and development using human and physical resources

<p>K. Adequate knowledge in teaching field and an ability to gather additional content as needed</p>	<p>The student teacher * Makes content errors * Does not correct content errors of students or self * Does not activate knowledge or is unaware of interdisciplinary approaches to planning for appropriate learning</p>	<p>At a minimum, the student teacher * Draws on basic content knowledge * Has problem transferring knowledge to students * Demonstrates little incentive to gather additional and/or supplemental content material * Draws on interdisciplinary planning</p> <p>The student teacher may perform at a much higher level, including displaying the following: * Demonstrates strong content knowledge * Activates content knowledge to aid learners in making connections to their lives * Makes connection between content and other disciplines * Gathers additional content as needed * Takes initiative consistently to select content that goes beyond traditional text * Challenges students to think critically as they explore ways to connect content to other disciplines</p>
<p>L. Appropriate application of knowledge of human growth and development</p>	<p>The student teacher * Uses inappropriate age-level activities and/or assignments * Does not plan activities and/or assignments for diverse learners</p>	<p>At a minimum, the student teacher * Uses appropriate age-level activities and/or assignments * Plans activities and assignments for diverse learners in consultation with mentor</p> <p>The student teacher may perform at a much higher level, including displaying the following: * Uses age appropriate planning and teaching to accommodate diverse age/interest levels * Involves students in planning and implementing ideas appropriate to needs</p>

M. Effective oral and written communication skills	<p>The student teacher</p> <ul style="list-style-type: none"> *Uses language that contains grammatical and/or spelling errors, illegible and/or inappropriate to grade level *Speech is inaudible and/or contains grammatical errors *Incorporates little classroom discussion and questioning techniques 	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> *Written language is generally correct and appropriate to grade level *Occasional errors are not corrected *Speech is clear and generally grammatically correct *Uses low level questions during class discussions <p>The student teacher may perform at a much higher level, including displaying the following:</p> <ul style="list-style-type: none"> *Clear, grammatically correct written and oral language *Uses high level questioning techniques during class discussions *Uses multiple written and oral strategies to challenge students and stimulate their language developments *Guides students to form high level questions
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<p>Outcome #2: Demonstrates competence in aspects of teaching that were not previously developed, including the following (A-B).</p>		
<p>PTSB Standards: I.viii, I.ix, and I.x; II.i; II.ii</p>		
<p>CoEd Standards: 8, 9, and 10</p>		
<p>Outcome</p>	<p>Level of Performance</p>	
	<p>Unsatisfactory</p>	<p>Basic and Beyond</p>
<p>A. Working effectively in a variety of ways with parents</p>	<p>The student teacher</p> <ul style="list-style-type: none"> *Makes no effort to involve or to be involved with parents *Has no empathy with parental concerns 	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> *Makes minimal parent contact *Needs guidance and suggestions from mentor *Demonstrates limited ability to show empathy to parental concerns <p>The student teacher may perform at a much higher level, including displaying the following:</p> <ul style="list-style-type: none"> *Teams with teacher for guided experience when working with parents, i.e. parent contacts and conferences

		<ul style="list-style-type: none"> *Responds to parental concerns professionally and with sensitivity *Independently handles positive parent contacts *Seeks guidance from mentors with difficult problems *Conveys sincere caring and willingness to listen to parents and engages in open communication
B. Assisting with evaluation reports, e.g., report cards	<p>The student teacher</p> <ul style="list-style-type: none"> *Depends entirely on mentor for evaluation input *Does no recording 	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> *Does required recording, not always in a timely manner *Does limited assessment of instructional goals <p>The student teacher may perform at a much higher level, including displaying the following:</p> <ul style="list-style-type: none"> *Assesses instructional goals consistently *Gathers assessment data and records with minimal guidance from mentor *Scores and records papers and written work correctly in a timely manner *Assists with evaluations, report cards, etc. *Gathers data and records about learner's progress in multiple ways

Outcome #3: Demonstrates knowledge of the school improvement process and demonstrates competence in collaborating in school improvement activities.		
PTSB Standards: I.x; II.ii CoEd Standards: 7 and 8		
Outcome	Level of Performance	
	Unsatisfactory	Basic and Beyond
Demonstrates knowledge of the school improvement plan and demonstrates competence in collaborating in school improvement activities	The student teacher *Shows lack of knowledge of school improvement process/plan *Does not become involved with school improvement activities	At a minimum, the student teacher *Seeks information concerning school improvement process/plan *Minimal involvement, if any, with school improvement activities The student teacher may perform at a much higher level, including displaying the following: *Demonstrates knowledge of school improvement process/plan *Demonstrates collaborating in school improvement activities *Volunteer time for project related to school improvement *Becomes actively involved and volunteers for extra time and involvement

Outcome #4: Demonstrates competence in continuing development as a professional educator.		
PTSB Standards: I.ix, and I.x; II.i; II.ii CoEd Standards: 7, 9, and 10		
Outcome	Level of Performance	
	Unsatisfactory	Basic and Beyond
A. Participates in the professional life of school and/or district	<p>The student teacher</p> <ul style="list-style-type: none"> *Avoids becoming involved in school/district programs, projects, or events *Does not participate in meetings etc. or participates inappropriately 	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> *Participates when specifically asked with appropriate level of participation *Demonstrates little or no desire to participate in outside programs or expand knowledge <p>The student teacher may perform at a much higher level, including displaying the following:</p> <ul style="list-style-type: none"> *Participates in meetings such as grade level/dept., school-wide faculty and interdisciplinary team *Contributes as necessary and appropriate *Identifies and visits at least two programs at varying grade levels that either directly or indirectly affect the school culture, e.g. specialty teachers, academic programs other than own, etc. *Seeks opportunities to make major contributions to activities outside of own classroom or creates enrichment activities to be shared with peers and faculty *Uses outside class time to participate in additional programs

<p>B. Demonstrates competence in continuing development as a professional educator</p>	<p>The student teacher</p> <ul style="list-style-type: none"> *Is not open to new ideas or programs *Does not accept constructive criticism or suggestions for development as a professional educator 	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> *Is open to new ideas but takes no initiative to develop or become better prepared as a professional *Attends only required functions <p>The student teacher may perform at a much higher level, including displaying the following:</p> <ul style="list-style-type: none"> *Is open to suggestions *Seeks guidance to continue developing as a professional educator *Attends in-service workshops, conferences etc. that will provide additional development as an educator *Reflects on areas to develop as a professional *Actively seeks outside activities that will help growth *Demonstrates leadership qualities by offering to share information in professional settings *Interacts and participates during in-services
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Final Evaluation Rubric for Elementary Education

The rubric provides descriptions of the outcomes each Student Teacher must meet to successfully complete the student teaching semester. Each outcome has a description of behaviors indicating levels of performance. Some outcomes have multiple subparts.

PLEASE NOTE:

- The Student Teacher must complete all outcomes with a P (proficient) or D (distinguished) rating and no more than three B (basic) ratings for successful *completion* of the Final Student Teaching Evaluation.
- Ratings of “Unsatisfactory” or “Basic” should be accompanied by documentation of efforts to remediate these areas.
- All evaluations will be submitted online. Mentors will be able to access this form through an email link.

If you have questions about the forms or the requirements for evaluation during Student teaching, please contact your Partner School Facilitator or UW Faculty/Supervisor directly.

Outcome #1: Consistently applies important aspects of teaching developed during previous professional education courses including, but not limited to the following (A – M)				
PTSB Standards: I.i, I.ii, I.iii, I.iv, I.v, I.vi, I.vii, I.viii, I.ix, and I.x; II.i; II.ii				
CoEd Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10				
<i>Outcome</i>	<i>Level of Performance</i>			
	<i>Unsatisfactory (U)</i>	<i>Basic (B)</i>	<i>Proficient (P)</i>	<i>Distinguished (D)</i>
A. Professional behavior and ethical conduct	*Does not comply with school policies *Excessive absences *Inappropriate dress *Frequent tardies *Misses required meetings	*Incomplete knowledge of school policies *Does not seek information pertaining to policies *Displays appropriate behavior	*Complies with school policies *Attends required meetings *Appropriate behavior *Dresses appropriately *Accepts constructive criticism	*Meets all expectations for proficient *Spends extra time with students i.e. tutoring, extra curricular activities *Implements new procedures

		<ul style="list-style-type: none"> *Attendance as minimally required *Spends no time outside school hours 		<ul style="list-style-type: none"> *Seeks opportunities to grow professionally (i.e., attends available professional development opportunities)
B. Effective work with diverse learners	<ul style="list-style-type: none"> *Uses only on-level materials with no allowance for individual needs *Relies only on the on-level teacher guide 	<ul style="list-style-type: none"> *Makes only minimal adaptations for diverse learners *Is aware of need for and adapts materials for diverse learners. *Rarely uses additional resources 	<ul style="list-style-type: none"> *Consistently and appropriately addresses needs of individual learners *Consistently finds and uses alternative resources to work with all students 	<ul style="list-style-type: none"> *Meets all expectations at the proficient level *Knows and utilizes fine distinctions in needs of diverse learners

Outcome	Level of Performance			
	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
C. Positive & effective classroom climate	<ul style="list-style-type: none"> *Does not address physical aspects of classroom, i.e. seating, lighting, temperature, bulletin boards, etc. *Inadequate planning, goal-setting, and ability to establish realistically high expectations for the learners *Ineffective use of materials, transitions, and positive attitude *Poor directions and procedures results in frequent learner time off task *Inappropriate responses to behavior result in frequent disruptions *Uses sarcasm, negative reinforcement, and rewards inappropriately 	<ul style="list-style-type: none"> *Adjusts physical room environment only when Mentor Teacher asks *Begins to demonstrate thoughtful planning, ability to set goals and achieve them, and convey realistically high expectations for the learners *Inconsistent effective use of materials, transitions, and positive attitude *Inconsistent use of effective directions and procedures results in sporadic learner time off task *Beginning to respond appropriately to behavior, reducing disruptions *Uses limited sarcasm and uses positive 	<ul style="list-style-type: none"> *Demonstrates understanding of correlation between physical environment and student learning *Consistently demonstrates thoughtful planning, ability to set and achieve goals, and conveys realistically high expectations for all learners *Consistently demonstrates appropriate use of materials, effective transition strategies and positive attitude. Non-instructional duties, such as attendance, lunch count, etc., are attended to while learners become engaged with academic tasks 	<ul style="list-style-type: none"> *Meets all criteria for proficient *Actively seeks creative ways to promote learning and self-discipline *Independently plans and implements comprehensive lessons for most effective learner time on task *Learner motivation and monitoring are built into plans as well as regular classroom staple

		rewards and reinforcements inconsistently	*Directions and procedures are consistently clear and concise, resulting in concentrated learner time on task *Consistently demonstrates ability to respond appropriately to a variety of learner behaviors, resulting in few class disruptions *Consistently uses positive reinforcements and rewards for all learners	
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Outcome	Level of Performance			
	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
D. Learning theories and instructional strategies	<ul style="list-style-type: none"> *Plans using only published teacher guides *Uses only whole class lecture and assessment *Uses assessment only for grading purposes 	<ul style="list-style-type: none"> *Some creative planning and teaching *Consistently depends on mentor for ideas *Needs constant guidance for preparation and implementation of lessons and instructional strategies 	<ul style="list-style-type: none"> *Frequently uses creative planning and teaching *Standards, benchmarks, assessments, and enrichment for learning are reflected in planning *Encourages critical thinking *Responds to suggestions and shows continual growth *Appropriate use of assessment and materials *Shows independence in using multiple teaching strategies *Works as a facilitator for learning 	<ul style="list-style-type: none"> *Meets all expectations at the proficient level *Consistently uses creative planning and teaching *Independently implements a variety of theories and strategies *Creates assessment documents which reflect learning *Works as a facilitator for learning beyond expectations
E. Effective instructional planning and assessment	<ul style="list-style-type: none"> *Uses only prepared teacher-guide plans *Lesson plans are incomplete and/or untimely 	<ul style="list-style-type: none"> *Plans for the short term *Plans are ready on time 	<ul style="list-style-type: none"> *Plans reflect standards, benchmarks, assessments, correctives, and enrichment 	<ul style="list-style-type: none"> *Meets all expectations of the proficient level *Short term plans are consistently tied to long term goals

	<ul style="list-style-type: none"> *Assessment for grading purpose only *No apparent connection between planning and assessment 	<ul style="list-style-type: none"> *Reflects on effectiveness of the lesson *Plans reflect some standards, benchmarks, assessment, correctives, and enrichment *Has basic knowledge of planning 	<ul style="list-style-type: none"> *Independently plans and creates assessments for the benefit of the learners *Reflects on the lesson and implements changes based on reflection *Preparation requires little input from mentor and more cooperative teaching for benefit of learner *Open communication promotes creative planning 	<ul style="list-style-type: none"> *Uses supplemental materials to make instruction motivational *Skillfully manages time for correctives and enrichments
F. Positive interpersonal relationships	<ul style="list-style-type: none"> *Lacks communication skills *Shows negative or no response to constructive criticism *Unprofessional activities, i.e. gossip inside or outside of classroom is evident 	<ul style="list-style-type: none"> *Demonstrates some change of behavior according to suggestions *Learns from constructive criticism *Works on recommended attitude changes *Communication skills with K-12 learners and/or colleagues needs improvement 	<ul style="list-style-type: none"> *Actively seeks out positive interaction with K-12 learners and colleagues *Conducts him/herself professionally *Communicates effectively with K-12 learners and colleagues *Learns from and acts upon constructive criticism 	<ul style="list-style-type: none"> *Meets all expectations of the proficient level *Shares knowledge and skills with colleagues *Practices self-evaluation and reflection and adjustments are positive improvements

Outcome	Level of Performance			
	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
G. Sensitivity to school, community, and global cultures	*Displays no awareness of cultural diversity with respect to culture, school or community through educational input	*Identifies needs of some students due to cultural differences *School, community and global cultures are seldom addressed *Shows awareness of cultural differences but is reluctant to intervene in problematic interactions, i.e. bullies, harassment, etc.	*Incorporates multi-cultural information into lessons *Demonstrates awareness of diversity of learner's social, emotional and physical needs *Respects confidentiality *Addresses awareness of school, community, and global cultures *Shows awareness of cultural differences and takes appropriate actions	*Meets all expectations at the proficient level *Models sensitivity to cultural differences *Seeks to increase base of knowledge with respect to school, community and global cultures
H. Self-reflection (journals and dialogue)	*Journals sporadically, less than once a week *Does not reflect on growth or methods of improvement *Uses journal as a negative release of feelings rather than a tool for learning *Does not reflect on teaching	*Journals only once a week *Shows little effort to improve through self-reflection *Journal only represents a listing of what occurred with no self-reflection *Has little or no dialogue with mentor	*Journals two or three times a week *Uses journal entries and dialogue with mentor for self-reflection and evaluation *Effort made to use reflective information to improve as an educator	*Meets all criteria for proficient *Independent critical analysis of lesson for strengths and weakness through self-reflection and journaling *Shares reflections and coordinates with mentor for most

		related to improvement of teaching	*Adjusts lessons to reflect growth that was reflected in journal	effective input into improvement of lessons and teaching
I. Consideration of legal and safety rules and emergency situations	<ul style="list-style-type: none"> *Displays no knowledge of legal and/or safety rules *Relies on mentor to deal with emergency situations 	<ul style="list-style-type: none"> *Has a copy of legal and safety rules but inappropriately implements them *Has a copy of school board policies *Has a copy of all drills *Has a copy of playground/school rules for individual school *Participates when dealing with emergency situations *Dependent on mentor 	<ul style="list-style-type: none"> *Demonstrates and implements correct safety and legal rules *Seeks information when necessary *Can identify an emergency situation as defined by school policy 	<ul style="list-style-type: none"> *Meets all expectations at the proficient level *Attends policy meetings offered by the school district *Seeks further knowledge of learner's health, family or community
J. Appropriate use of human and physical resources	<ul style="list-style-type: none"> *Seeks no outside human and physical resources, which would enhance learning 	<ul style="list-style-type: none"> *Plans include use of outside resources at the suggestion of mentor *Poor or no follow through which would actively involve resources *Includes use of outside resources in lesson plans and 	<ul style="list-style-type: none"> *Includes use of outside resources in lesson planning, i.e. speakers, other professionals, etc. *Researches and involves community human and physical resources when appropriate 	<ul style="list-style-type: none"> *Meets all expectations at the proficient level *Implements human and physical resources effectively *Involves students in project research and development using human and physical resources

		instructions only at the suggestion of mentor		
K. Adequate knowledge in teaching field and an ability to gather additional content as needed	<ul style="list-style-type: none"> *Makes content errors *Does not correct content errors of students or self *Does not activate knowledge or is unaware of interdisciplinary approaches to planning for appropriate learning 	<ul style="list-style-type: none"> *Draws on basic content knowledge *Has problem transferring knowledge to students *Demonstrates little incentive to gather additional and/or supplemental content material *Draws on interdisciplinary planning 	<ul style="list-style-type: none"> *Demonstrates strong content knowledge *Activates content knowledge to aid learners in making connections to their lives *Makes connection between content and other disciplines *Gather additional content as needed 	<ul style="list-style-type: none"> *Meets all expectations at the proficient level *Takes initiative consistently to select content that goes beyond traditional text *Challenges students to think critically as they explore ways to connect content to other disciplines
L. Appropriate application of knowledge of human growth and development	<ul style="list-style-type: none"> *Uses inappropriate age-level activities and/or assignments *Does not plan activities and/or assignments for diverse learners 	<ul style="list-style-type: none"> *Uses appropriate age-level activities and/or assignments *Plans activities and assignments for diverse learners in consultation with mentor 	<ul style="list-style-type: none"> *Uses age appropriate planning and teaching to accommodate diverse age/interest levels 	<ul style="list-style-type: none"> *Meets all expectations at the proficient level *Involves students in planning and implementing ideas appropriate to needs

M. Effective oral and written communication skills	<ul style="list-style-type: none"> *Uses language that contains grammatical and/or spelling errors, illegible and/or inappropriate to grade level *Speech is inaudible and/or contains grammatical errors *Incorporates little classroom discussion and questioning techniques 	<ul style="list-style-type: none"> *Written language is generally correct and appropriate to grade level *Occasional errors are not corrected *Speech is clear and generally grammatically correct *Uses low level questions during class discussions 	<ul style="list-style-type: none"> *Clear, grammatically correct written and oral language *Uses high level questioning techniques during class discussions 	<ul style="list-style-type: none"> *Meets all expectations at the proficient level *Uses multiple written and oral strategies to challenge students and stimulate their language developments *Guides students to form high level questions
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Outcome #2: Demonstrates competence in aspects of teaching that were not previously developed, including the following (A-B).				
PTSB Standards: I.viii, I.ix, and I.x; II.i; II.ii CoEd Standards: 8, 9, and 10				
Outcome	Level of Performance			
	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
A. Working effectively in a variety of ways with parents	<ul style="list-style-type: none"> *Makes no effort to involve or to be involved with parents *Has no empathy with parental concerns 	<ul style="list-style-type: none"> *Makes minimal parent contact *Needs guidance and suggestions from mentor *Demonstrates limited ability to show empathy to parental concerns 	<ul style="list-style-type: none"> *Teams with teacher for guided experience when working with parents, i.e. parent contacts and conferences *Responds to parental concerns 	<ul style="list-style-type: none"> *Meets all expectations at the proficient level *Independently handles positive parent contacts *Seeks guidance from mentors with difficult problems

			professionally and with sensitivity	*Conveys sincere caring and willingness to listen to parents and engages in open communication
B. Assisting with evaluation reports, e.g., report cards	*Depends entirely on mentor for evaluation input *Does no recording	*Does required recording, not always in a timely manner *Does limited assessment of instructional goals	*Assesses instructional goals consistently *Gathers assessment data and records with minimal guidance from mentor *Scores and records papers and written work correctly in a timely manner *Assists with evaluations, report cards, etc.	*Meets all expectations at the proficient level *Gathers data and records about learner's progress in multiple ways

Outcome #3: Demonstrates knowledge of the school improvement process and demonstrates competence in collaborating in school improvement activities.				
PTSB Standards: I.x; II.ii CoEd Standards: 7 and 8				
Outcome	Level of Performance			
	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
Demonstrates knowledge of the school improvement plan and demonstrates competence in collaborating in school improvement activities	*Shows lack of knowledge of school improvement process/plan *Does not become involved with school improvement activities	*Seeks information concerning school improvement process/plan *Minimal involvement, if any, with school improvement activities	*Demonstrates knowledge of school improvement process/plan *Demonstrates collaborating in school improvement activities *Volunteer time for project related to school improvement	*Meets all requirements for proficient *Becomes actively involved and volunteers for extra time and involvement

Outcome #4: Demonstrates competence in continuing development as a professional educator.				
PTSB Standards: I.ix, and I.x; II.i; II.ii CoEd Standards: 7, 9, and 10				
Outcome	Level of Performance			
	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
A. Participates in the professional life of school and/or district	*Avoids becoming involved in school/district programs, projects or events *Does not participate in meetings etc. or participates inappropriately	*Participates when specifically asked with appropriate level of participation *Demonstrates little or no desire to participate in outside programs or expand knowledge	*Participates in meetings such as grade level/dept., school-wide faculty and interdisciplinary team *Contributes as necessary and appropriate *Identifies and visits at least two programs at varying grade levels that either directly or indirectly affect the school culture, e.g. specialty teachers, academic programs other than own, etc.	*Meets all expectations for proficient *Seeks opportunities to make major contributions to activities outside of own classroom or creates enrichment activities to be shared with peers and faculty *Uses outside class time to participate in additional programs

Outcome	Level of Performance			
	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
B. Demonstrates competence in continuing development as a professional educator	<ul style="list-style-type: none"> *Is not open to new ideas or programs *Does not accept constructive criticism or suggestions for development as a professional educator 	<ul style="list-style-type: none"> *Is open to new ideas but takes no initiative to develop or become better prepared as a professional *Attends only required functions 	<ul style="list-style-type: none"> *Is open to suggestions *Seeks guidance to continue developing as a professional educator *Attends in-service workshops, conferences etc. that will provide additional development as an educator 	<ul style="list-style-type: none"> *Meets all expectations for proficient *Reflects on areas to develop as a professional *Actively seeks outside activities that will help growth *Demonstrates leadership qualities by offering to share information in professional settings *Interacts and participates during in-services