



Department of Education



**Dixie State University
Elementary Education
Student Teaching Handbook
Spring 2016**

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Preface and Contact Information

Student teaching is the culminating experience of the Dixie State University Elementary Education Teacher Program and is required by Utah State Office of Education (USOE) as well as other states for teacher licensure. This handbook is designed to provide a framework and direction to guide the process of new teacher development. Student teaching gives the prospective teaching candidate an opportunity to be mentored by a certified master teacher. The student teacher is monitored by the master teacher as well as a supervisor representing the university. They work collaboratively to support the growth and development of the teacher candidate. We appreciate the efforts of all those who actively contribute to the development of new teachers and ultimately of the children they will teach. If you desire further information, feel free to contact any of the following:

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Department of Education

Mission Statement

The mission of the Department of Education is to create learning experiences for its candidates that foster collaboration, professionalism and competence in content and pedagogical knowledge. Through the integration of leadership, scholarship, reflection, and community partnerships, the Department prepares its candidates to be outstanding teachers within diverse and changing communities.

DSU Program Standards/ Utah Effective Teaching Standards

The standards listed below incorporate national (CAEP), state standards (UETS) and Dixie State University core themes of learning, engagement and opportunity:

The Learner and Learning

Standard 1: Learner Development – The teacher understands cognitive, linguistic, social, emotional, and physical areas of student development.

Standard 2: Learning Differences – The teacher understands individual learner differences and cultural linguistic diversity

Standard 3: Learning Environment – The teacher works with learners to create environments that support individual and collaborative learning, positive social interactions, active engagement in learning, and self-motivation

Instructional Practice

Standard 4: Content Knowledge – The teacher understands the central concepts, tools of inquiry, and structures of the discipline.

Standard 5: Assessment – The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.

Standard 6: Instructional Planning – The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, instructional best practices, and the community context.

Standard 7: Instructional Strategies – The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections and build skills to apply and extend knowledge in meaningful ways.

Professional Responsibility

Standard 8: Reflection and Continuous Growth – The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.

Standard 9: Leadership and Collaboration – The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.

Standard 10: Professional and Ethical Behavior – The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515

MENTOR TEACHER INFORMATION

Qualities and Expectations of Mentor Teachers

Mentor teachers are experienced, master teachers, willing to develop a mutually beneficial relationship with the student teacher. They are committed to allowing the student teacher to try new ideas, take calculated risks, and learn from their mistakes. The mentor teacher:

1. Is an influential role model for effective teaching standards
2. Is willing to share knowledge and expertise with the student teacher
3. Allows frequent and diverse opportunities for student teacher growth
4. Helps maintain a record of student teacher attendance and progress
5. Meets weekly to evaluate student teacher performance and progress
6. Takes the time to give feedback to the student teacher and the DSU supervisor

How Student Teachers Are Assigned

Student teaching placement assignments are determined by the local school district through the recommendations of the school principals. Students apply for a placement and may request a grade level or general school location but placement requests are not guaranteed. The school principal has final approval of mentor teacher assignments.

Resolution of Concerns – Disposition Concern Form

The best way to avoid problems during student teaching is to keep the lines of communication open between the mentor teacher and student teacher. If problems persist or they become more serious, the mentor teacher should contact the DSU Elementary Education Placement Director. At this point the mentor teacher may decide to fill out a Disposition Concern Form provided by Dixie State University. Discussions regarding concerns are expected to remain confidential.

Procedure for Mentor Teacher Absence

The student teacher should not be left alone in the classroom to act as the substitute. If the mentor teacher will be absent, it is necessary to hire a substitute teacher. This is for liability reasons. The student teacher may direct the regular classroom activities under the watchful eye of the substitute.

Mentor Teacher Responsibilities for Observations and Evaluations

Mentor teachers do not fill out a formal lesson observation but will need to be aware of standards expected of student teachers in order to complete the midterm and final evaluation during the student teaching experience. (See: Appendix C)

STUDENT TEACHER INFORMATION

Student Teacher Courses and Credits

Student teachers are considered full-time students by being enrolled in the following education courses:

- Elementary Student Teaching ELED 4990 (9) credits
- Elementary ESL ELED 4440 (3)
- Student Teaching Seminar (Capstone) ELED 4989 (1) credits

Student Teacher License

All Dixie State University candidates for student teaching have received a student teaching license issued by the Utah State Office of Education (USOE).

Out-of-Area Student Teaching Assignments

All academic requirements remain the same for out-of-area placements. The required Capstone Seminar (ELED 4989) course is taken during student teaching semester. Participation in this course can be set up online, if approved by the instructor.

Grading and Recommendation for Teaching Licensure

Student teachers are evaluated by their assigned university supervisor and teacher mentor. Grading for student teaching is a letter grade based on an average of the university supervisor and mentor teacher evaluation scores. Students must have a C grade or better in student teaching to be recommended for teaching licensure. Students who do not receive a C grade or better in student teaching on their first attempt, may enroll in student teaching for a second semester. Students are given two attempts to pass with a C grade or better.

Procedure for Student Teacher Absence

Utah State Office of Education (USOE) guidelines require that student teachers spend time equivalent to a full time teacher during their student teaching experience. If an absence should occur, the student teacher must notify the mentor teacher, university supervisor, and the DSU Elementary Education Placement Director. ALL MISSED TIME MUST BE MADE UP.

Resolution of Student Concerns

Student teachers should only discuss problems or grievances that may develop during student teaching with either the mentor teacher, the college supervisor, or the Elementary Placement Director, depending on which is most appropriate. Grievances or problems should not be discussed with other students, parents, or friends. Discussions regarding concerns are expected to remain confidential.

Outside Employment while Student Teaching

Students are cautioned not to overload themselves with outside employment during the student teaching experience. Students may not engage in employment during the time required as part of the regular school day while doing their student teaching. It should be noted that student teachers cannot be employed in the same school during their student teaching.

Student Teacher Professionalism

Professionalism implies a positive attitude and an ongoing desire to be an exemplary role model to children, parents, colleagues, and the community at large. The characteristics of professionalism listed below describe minimal expectations for DSU student teachers.

- **Attendance and Punctuality:** We suggest arriving at least 30 minutes before school starts. Be punctual and set up a schedule with your mentor teacher. Stay after school until preparation is completed for the next day.
- **Become an Integral Part of the School:** Discuss responsibilities required at your school with your mentor teacher. Attend all meetings with your mentor teacher. Find ways to contribute as a valuable part of your new grade level team.
- **Confidentiality:** Any information considered confidential must not be discussed outside of the school setting, and in some cases not beyond the classroom. It is especially important to understand that personal problems concerning students are for the teacher's ears only. It is not appropriate to share information with family members, cohort colleagues, other teachers in the school, or anyone outside of the school.
- **Dress and Conduct:** Students are expected to dress as professional teachers. Student teachers represent themselves, and Dixie State University. Student teachers function in the roles of "example" and "leader." There is abundant research to indicate that teachers who dress and act professionally, make a positive impression and command a form of respect that translates into more effective classroom management.
- **Meeting Deadlines:** It is important for the student teacher to develop lessons and units in a timely manner to ensure appropriate feedback.
- **Respect for Diversity and Genuine Positive Regard:** Meeting the needs of diverse students is one of the hallmarks of quality teaching. Every student should be treated with respect and dignity. Meeting differences with respect and a positive regard for all will help the student teacher be a more effective and powerful educator.

Placement File for Student Teachers

When it is time to apply for a job, the student is responsible for their own placement file which include the following:

1. Resume
2. Official Transcript –Not complete until after graduation
3. Final Student Teaching Evaluation –Not available until completion of student teaching
4. Praxis Information
5. Letters of Recommendation

STUDENT TEACHING CALENDAR

An Eleven Week Experience

IMPORTANT DATES

Beginning Student Teaching: Monday, February 8, 2016

Midterm Evaluation Due: Week of March 7, 2016

Final Evaluation Due: Week of April 18, 2016

Completion of Student Teaching: Friday, April 29, 2016

The student teaching program is an eleven-week experience that immerses the student teacher in the classroom and is designed to enable candidates to gain experience as a classroom teacher and become a team member. The Utah State Office of Education (USOE) has mandated a minimum number of hours for full-time student teaching. It is suggested that the DSU student teachers have full responsibility in the classroom for a period of at least three weeks of their experience. Once the DSU candidates begin their student teaching they will follow the school district calendar, and the specific timetables of the schools in which they are placed.

Gradual Immersion Process for Student Teaching

The student teaching semester takes the form of a gradual immersion over the course of the eleven-week experience. Our map for student teaching is therefore an organizational and structural guide, rather than an attempt to create uniform experiences for each pre-service teacher. Mentor teachers should guide the process and the speed at which their student teachers become involved and we encourage a dialogue to begin immediately between these parties so readiness can be facilitated.

Suggested Timeline for Student Teaching Experience

This weekly timeline can be used as a guide for mentors:

Week One: Student teachers should observe and reflect on instructional activities and routines.

They should acquaint themselves with the names of the children, the other teachers on their team, the principal, the secretaries, the lunch workers, and the custodians. Other aspects of the school environment should be explored including the copy room, faculty room, traffic patterns, emergency procedures, and students who leave the room for special circumstances or services. A needs assessment of the children, the student teacher, and the core curriculum objectives should be discussed as well as the new responsibilities for the student teacher.

Week Two: Student teachers should begin to participate in regular instructional activities and behavior management.

Week Three: Immersion should be under way. As student teachers become comfortable in the classroom, mentors should encourage them to teach more, plan some of the lessons, work with small groups and otherwise gain experience.

Week Four: Student teachers should be very comfortable in the classroom and should be conducting regular routines and daily activities. Conversations between the mentor and student teacher should cover all that is

required in a classroom. Mentors can help student teachers move from being primarily observers, to gradually becoming facilitators in the classroom. They should be planning together for the student teacher to take over all classroom activities for three full weeks (weeks 7, 8 and 9) of the student teaching experience.

Week Five: Student teachers should lend a hand in all facets of teaching. Mentors should allow more time for the student teacher to conduct whole class instruction and should feel as though their responsibilities are lightened by the presence of the student teacher. This is the week for the student teacher to attempt planning, implementing, and assessing lessons and/or units alone. Some lessons are best learned through calculated trials after which the mentor teacher can debrief the student teacher and give suggestions.

Sometime during this week the **Midterm Evaluation** will be completed by the mentor teacher and the university supervisor. The midterm conference should also be scheduled. (See: Appendix D)

Week Six: The student teacher is now emerging as the main teacher who does more and more of the planning and teaching. Mentors need to support the student teacher as the soon-to-be main educator. This is a good time for mentors to encourage their student teachers to try new things and take risks in the classroom.

Week Seven: Student teachers should be conducting all responsibilities in the classroom. Mentor teachers should help mediate the intensity of this experience by remaining in the classroom to observe, to support and to intervene if needed. The mentor teacher should also offer daily debriefings with suggestions and encouragement.

Week Eight: Student teachers should be addressing the individual needs of children in the classroom. They should be doing all that is necessary to ensure the class is engaged and learning. Student teachers should be more comfortable and smooth in their teaching and classroom management. They should initiate time to reflect with their mentor teachers on the successes of their teaching and areas where they still need to grow.

Week Nine: Student teachers should be teaching smoothly by now, maintaining the pace of instruction and handling transitions effectively. They should be able to motivate students, handle interruptions and unexpected developments in a calm, professional manner. In short, student teachers at this stage should be looking and acting like a full-time, regular classroom teacher.

Week Ten: Sometime this week the **Final Evaluation** needs to be completed by the mentor teacher and the university supervisor with the final conference scheduled.

Week Eleven: In preparation for returning the class to the mentor teacher, the student teacher should begin scaling back on teaching and leading the students. Particular care should be taken by the mentor teacher and the student teacher to reflect on the growth that has taken place.

ASSESSMENT AND EVALUATION

Mentor Teacher

Weekly Attendance and Progress Report

It is critical that the student teacher be informally assessed by their mentor teachers on a weekly basis. On the Weekly Attendance and Progress Report we ask if a weekly meeting took place for feedback and to set goals. Mentor teachers need to make notes during the week of things the student teacher does well and items to work on. Make copies of this form as needed. The student will return it to the DSU Elementary Education Placement Director at the end of student teaching.

University Supervisor

Each student teacher is assigned a university supervisor. The supervisor will visit and evaluate each student teacher. Some student teachers may need to be observed beyond that which is required. Copies of the evaluation reports will be given to the student teacher. The duration of observation evaluations will vary depending on the activity, or subject of the class.

Supervisor Visits:

1. One initial visit (no evaluation form required)
2. Four (4) formal lesson observations with SIOP
3. Two (2) informal observations
4. Midterm/Final Evaluation

Midterm/Final Review Conferences

The midterm/final evaluation and conferences are scheduled during the course of the student teaching experience. The midterm conference should take place approximately midway through the student teaching, and the final conference near the end. In this way, the student teacher has ample opportunity to address the concerns of the mentor teacher and university supervisor before the final evaluation.

Prior to each conference the mentor teacher and college supervisor complete a midterm or final evaluation. The conferences are intended to evaluate progress consistent with the Utah Effective Teaching Standards (UETS) expectations. The discussion is guided by recent observations of the student teacher's performance.

The supervisor and mentor teacher will meet for the first ten minutes of the conference to discuss the evaluation of the student teacher, while entering information on the conference summary. The student teacher will be invited to attend the last ten minutes of the conference to review the report and sign. There should be open and candid discussion of the student teacher's strengths and needs. Information regarding evaluations should be kept confidential.

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APPENDIX A

Preparatory Activity for the Student Teacher

For the past three semesters the student teachers have had different experiences working in their practicum assignments. They all had to teach whole group lessons, work with small groups and had other experiences working with children. In order to better inform mentor teachers of their experiences, we ask the student teachers to prepare the following information to share during the first weekly meeting of student teaching.

Specific strategies and procedures I would like to observe during student teaching:

1. _____

2. _____

3. _____

Goals I would like to work on to improve my teaching:

1. _____
2. _____
3. _____

Previous classroom experience:

1. Practicum 1 _____
2. Practicum 2 _____
3. Practicum 3 _____
4. Other _____

Questions:

APPENDIX B

Weekly Attendance and Progress Record

This progress record should be completed each week and signed to verify attendance. The student will be responsible for returning this form to the DSU Elementary Education Placement Director when student teaching is completed.

Name of DSU Student Teacher _____ School/Grade _____

Name of Mentor Teacher _____ Semester/Year _____

Week ____ Date	Student Teacher Arrival Time	Student Teacher Departure Time	Student Teacher Attendance at Faculty and PLC Meeting	Weekly Meeting With Mentor Goals Set Y/N	Comments
Student Signature:				Mentor Signature:	

Week ____ Date	Student Teacher Arrival Time	Student Teacher Departure Time	Student Teacher Attendance at Faculty and PLC Meeting	Weekly Meeting With Mentor Goals Set Y/N	Comments
Student Signature:				Mentor Signature:	

Week ____ Date	Student Teacher Arrival Time	Student Teacher Departure Time	Student Teacher Attendance at Faculty and PLC Meeting	Weekly Meeting With Mentor Goals Set Y/N	Comments
Student Signature:				Mentor Signature:	

Dixie State University Education Department Formal Lesson/Instruction Evaluation-Elementary

***Student Teaching () ***SEE ()

Student: _____ Supervisor: _____ Mentor: _____

School: _____ Grade: _____ Lesson Title: _____ Subject: _____ Date: _____ Time: _____

1=Unacceptable -Student demonstrates limited knowledge, makes errors, is not able to perform task successfully, uses inappropriate instructional strategies, or makes inappropriate decisions.	2=Below Basic Skills	3=Basic Skills -Student demonstrates basic skill and <i>generally</i> meets the indicator. He/she accomplished the task most of the time.	4=Proficient Skills -Student demonstrates proficient skills and <i>consistently</i> meets the indicators. He/she accomplished the task almost all of the time
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Learner and Learning

Rating

Comments

S1: Adapts instruction to explicitly address each student's learning strengths, interests, and needs.		
S2: Uses a variety of instructional strategies for students to apply content and language knowledge.		
S2: Engages students in analyzing ideas from diverse perspectives.		
S2: Incorporates tools of language development into planning and instruction of ELL's and supports development of English proficiency		
S3: Constructs learning experiences that require students to be actively engaged in learning.		
S3: Establishes and monitors consistent procedures and standards to develop self-directed learners.		
S3: Deals professionally and effectively with inappropriate behavior.		
S3: Establishes a positive learning climate of openness, respectful interactions, support, and inquiry.		
Core Theme 1 Total _____ divided by _____ (# of scores) = Mean Score _____		

Instructional Practice

S4: Communicates accurate content knowledge and concepts.		
S4: Supports students in learning and using academic language accurately and meaningfully.		
S5: Uses pre-assessments and formative and summative assessments that match learning objectives.		
S5: Uses data to assess student learning to reflect and adapt for differentiated instruction.		
S5: Provides specific feedback to guide students in producing quality work.		
S6: Plans instruction based on Utah Core Standards.		
S6: Designs and aligns instruction with learning objectives.		
S6: Differentiates instruction for individuals and groups of students by choosing appropriate strategies, accommodations, and resources.		
S7: Delivers instruction that provides for different ways of demonstrating learning.		
S7: Provides explicit instruction that takes into account the experiences and prior knowledge of learners.		
S7: Introduces lessons and states learning objectives.		
S7: Uses appropriate technology to enhance instruction and support student learning.		
S7: Maintains attention, appropriately paces lessons, and makes smooth transitions.		
S7: Gives clear directions and explanations.		
S7: Uses a variety of questions or tasks that promote higher order thinking.		
S7: Provides closure to lessons that includes student interactions, reflection and/or demonstration.		
Core Theme 2 Total _____ divided by _____ (# of scores) = Mean Score _____		

Professional Responsibility

S8: Demonstrates continuous growth in technological competency.		
S8: Willingly accepts and uses feedback from multiple sources (mentors, supervisors, peers) to establish goals and improve practice.		
S9: Collaborates with and demonstrates a professional disposition with mentors, supervisors, peers, and students.		
S10: Demonstrates a professional disposition which includes demeanor, appearance, preparedness, promptness, and moral and ethical conduct.		
Core Theme 3 Total _____ divided by _____ (# of scores) = Mean Score _____		
Lesson Total _____ divided by _____ (# of scores) = Overall Mean Score _____		

Post Lesson Observation Conference

Who learned what? Can you describe why or why not?

What changes would you make to the lesson if you were to teach it again? Why?

What are some of your strengths and areas for growth with respect to this lesson?

Setting goals: List up to three goals for future teaching, subject matter knowledge, or teaching disposition that you would like to work on: (DSU student writes these with possible suggestions from supervisor)

1 -

2 -

3 -

Additional questions: (if time allows)

In your own words what was the main concept and overall goal of your lesson? What do you think the students knew about this concept before the lesson? How many of the students do you think learned the concept and met your overall goal? How do you know the students learned the concept? If you taught the lesson again, is there anything you might do differently? If so, what would you do?

Additional notes (if needed):

Supervisor Signature _____

Student Signature _____

APPENDIX D

Elementary Education Mentor Student Teaching Evaluation

Midterm () Final ()

Student Name: _____ **Date:** _____

Mentor Teacher: _____ **School:** _____ **Grade:** _____

The mentor teacher will use this form to evaluate the student teacher in their classroom. The appropriate ratings should be entered below. This information will be included in the Conference Summary report where the mentor teacher, supervisor and student teacher will sign verifying agreement.

Utah Effective Teaching Standards		Average Scores
Learner and Learning	S1 Learner Development	
	S2 Learning Differences	
	S3 Learning Environment	
Instructional Practices	S4 Content Knowledge	
	S5 Assessment	
	S6 Instructional Planning	
Professional Responsibility	S7 Instructional Strategies	
	S8 Reflection/Continuous Growth	
	S9 Leadership and Collaboration	
	S10 Professional/Ethical Behavior	
ESL Endorsement		
Add up Average Scores and Divide by 11 = Total Score		

Instructions:

Transfer the average scores from each page to the front of this form. Add the average scores to find the total score.

Grades/Scores

Check the average score given with the corresponding grade below:

A	3.8 – 4.0
A-	3.6 - 3.7
B+	3.5
B	3.3 – 3.4
B –	3.2
C +	3.1
C	3.0
C –	2.8 – 2.9
D+	2.7
D	2.5 – 2.6
D –	2.4
F	2.3

Mentor Teacher Signature: _____

Instructions for completion of the Student Teaching Evaluation:

The evaluation outlines categories consistent with the Dixie State University Department of Education and the Utah Effective Teaching Standards (UETS). The standards are included below.

This form becomes a part of the student teacher's permanent record and will be available to principals and human resource personnel. As you score the teacher candidate, remember that your evaluation is for a beginning teacher, one who is likely to start teaching the next school year.

To give a complete picture of the skills of the teacher candidate, it is important for prospective employers to have both quantitative and qualitative data. The evaluation includes a section for both. It is important for the mentor teacher and the supervisor to complete all portions of this report as completely as possible.

Utah Effective Teaching Standards:

LEARNER AND LEARNING

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teacher candidates must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive.

Standard 1 –Learner Development

Standard 2 – Learning Differences

Standard 3 –Learning Environment

INSTRUCTIONAL PRACTICE

Effective instructional practice requires that teacher candidates have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in the real-world settings and address meaningful issues. They must also understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways to assure learner mastery of the content.

Standard 4 –Content Knowledge

Standard 5 –Assessment

Standard 6 –Instructional Planning

Standard 7 – Instructional Strategies

PROFESSIONAL RESPONSIBILITY

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teacher candidates must engage in meaningful, intensive professional learning by regularly examining practice through ongoing study, self-reflection, and collaboration. They must be aware of legal and ethical requirements and engage in the highest levels of professional and ethical conduct.

Standard 8 – Reflection/Continuous Growth

Standard 9 –Leadership/Collaboration

Standard 10 – Professional/Ethical Behavior

Student Teaching Evaluation Scoring Rubric for Performance Ratings:

Proficient Skills	4	Student teacher demonstrates proficient skills. Student teacher <i>consistently</i> meets the indicator. He/she accomplishes the task at least 90% of the time.
Basic Skills	3	Student teacher demonstrates basic skills. Student teacher <i>generally</i> meets the indicator. He/she accomplishes the task at least 75% of the time.
Needs Work	2	Student teacher demonstrates emerging skills. Student teacher <i>partially</i> meets the indicator. He/she accomplishes the task(s) only 50% of the time.
Not Acceptable	1	Student is not able to perform the task successfully, uses inappropriate instructional strategies or makes inappropriate decisions.

CATEGORY 1: LEARNER AND LEARNING (Standards 1,2,3)

Standard 1: Learner Development – The teacher understands cognitive, linguistic, social, emotional and physical areas of student development.

Performance Ratings for Standard 1: Learner Development		1	2	3	4
1a	Creates developmentally appropriate and challenging learning experiences to explicitly address each student’s learning strengths, interests, and needs.				
1b	Collaborates with families, colleagues, and other professionals to promote student growth and development.				
Total Score for Standard 1: Learner Development _____ divided by 2 = Average Score _____					

Standard 2: Learning Differences – The teacher understands individual learner differences and cultural linguistic diversity.

Performance Ratings for Standard 2: Learning Differences		1	2	3	4
2a	Understands individual learner differences, and holds high expectations of students.				
2b	Designs, adapts, and delivers instruction to address each student’s diverse learning strengths and needs.				
2c	Allows students different ways to demonstrate learning that are sensitive to multiple and diverse experience.				
2d	Creates a learning culture that encourages individual learners to persevere and advance.				
2e	Incorporates tools of language development into planning and instruction, and supports development of English proficiency through speaking, listening, reading and writing.				
Total Score for Standard 2: Learning Differences _____ divided by 5 = Average Score _____					

Standard 3: Learning Environment – The teacher works with learners to create environments that support individual and collaborative learning, positive social interactions, active engagement in learning and self-motivation.

Performance Ratings for Standard 3: Learning Environment		1	2	3	4
3a	Establishes and monitors consistent procedures and standards to develop self-directed learners who internalize classroom routines, expectations, and procedures.				
3b	Establishes a positive learning climate of openness, respectful interactions, responsibility, support, and inquiry.				
3c	Uses a variety of classroom management strategies to effectively maintain a positive learning environment.				
3d	Organizes, allocates, and manages the resources of time, space, and attention to actively and equitably engage students in learning.				
3e	Uses appropriate technology and media resources to enhance instruction & extend the learning environment.				
3f	Fosters an environment that encourages students to use higher-order thinking skills in various real-world contexts.				
Total Score for Standard 3: Learning Environment _____ divided by 7 = Average Score _____					

CATEGORY II: INSTRUCTIONAL PRACTICE (Standards 4,5,6,7)

Standard 4: Content Knowledge – The teacher understands the central concepts, tools of inquiry and structures of the discipline.

Performance Ratings for Standard 4: Content Knowledge		1	2	3	4
4a	Knows and uses content knowledge and conveys accurate information and concepts to give compelling lessons with rich and varied details.				
4b	Demonstrates awareness of Utah core standards.				
4e	Supports students in learning and using academic language accurately and meaningfully.				
Total Score for Standard 4: Content Knowledge _____ divided by 4 = Average Score _____					

Standard 5: Assessment – The teacher used multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.

Performance Ratings for Standard 5: Assessment		1	2	3	4
5a	Uses formative and summative assessments that match learning objectives.				
5b	Identifies the elements of quality work and provides students with descriptive feedback to guide their progress.				
5c	Adjusts assessment methods to provide accommodations for diverse students.				
5d	Uses data to assess the effectiveness of instruction and to make adjustments in planning and instruction.				
5e	Documents student progress and provides descriptive feedback to students in a variety of ways.				
Total Score for Standard 5: Assessment _____ divided by 5 = Average Score _____					

Standard 6: Instructional Planning – The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, instructional best practices and the community context.

Performance Ratings for Standard 6: Instructional Planning		1	2	3	4
6a	Plans instruction based on Utah Core Standards.				
6b	Creates learning experiences that are appropriate for reaching content standards relevant to learners, and based on principles of effective instruction.				
6c	Differentiates instruction for individuals and groups of students by choosing appropriate strategies, accommodations, and resources				
6d	Creates opportunities for students to generate and evaluate new ideas, seek inventive solutions to problems, and create original work.				
6e	Integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge.				
Total Score for Standard 6: Instructional Planning _____ divided by 5 = Average Score _____					

Standard 7: Instructional Strategies – The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections and build skills to apply and extend knowledge in meaningful ways.

Performance Ratings for Standard 7: Instructional Strategies		1	2	3	4
7a	Understands and practices a range of developmentally, culturally, and linguistically appropriate instructional strategies.				
7b	Uses appropriate strategies and resources to adapt instruction and vary roles to meet the needs individual and groups of learners.				
7c	Analyzes student errors and misconceptions in order to redirect, focus, and deepen learning.				
7d	Uses a variety of instructional strategies to support and expand each learners' communication skills.				
7e	Provides multiple opportunities for students to develop higher-order and meta-cognitive skills.				
7f	Provides opportunities for students to understand, question, and analyze information from multiple and diverse sources and perspectives to answer questions and solve real-world problems.				
7g	Supports content and skill development by using multiple media and technology resources and knows how to evaluate these resources for quality, accuracy, and effectiveness.				
7h	Uses a variety of questioning strategies to promote engagement and learning.				
Total Score for Standard 7: Instructional Strategies _____ divided by 8 = Average Score _____					

CATEGORY III: PROFESSIONAL RESPONSIBILITY (Standards 8,9,10)

Standard 8: Reflection and Continuous Growth – The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.

Performance Ratings for Standard 8: Reflection and Continuous Growth		1	2	3	4
8a.	Uses a variety of data to evaluate the outcomes of teaching and learning to reflect on and adapt planning and practice.				
8b.	Actively seeks professional, community and technological learning experience for reflection and problem solving.				
8c.	Recognizes and reflects on personal and professional biases and accesses resources to deepen understanding of differences.				
8d.	Actively considers new ideas and improves teaching and learning by drawing on current research.				
Total Score for Standard 8: Reflection and Continuous Growth _____ divided by 4 = Average Score _____					

Standard 9: Leadership and Collaboration – The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.

Performance Ratings for Standard 9: Leadership and Collaboration		1	2	3	4
9b.	Actively participates in shared responsibility for decision making and accountability for each student's learning.				
9c.	Advocates for the learners, the school, the community, and the profession.				
9d.	Works with other school professionals to plan and jointly facilitate learning to meet diverse needs of learners.				
9e.	Engages in professional learning to enhance knowledge and skill.				
Total Score for Standard 9: Leadership and Collaboration _____ divided by 4 = Average Score _____					

Standard 10: Professional and Ethical Behavior – The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277 – 515.

Performance Ratings for Standard 10: Professional and Ethical Behavior		1	2	3	4
10a.	Understands and is responsible for compliance with state and local policies.				
10b.	Demonstrates legal, moral, ethical conduct, and acts as a role model.				
10e.	Maintains integrity and confidentiality in matters concerning student records and collegial consultation.				
10g.	Collaborates with and demonstrates a professional disposition with mentors, supervisors, peers, and students.				
Total Score for Standard 10: Professional Behavior _____ divided by 4 = Average Score _____					

Transfer the average scores from each of the categories to the front of the evaluation. (Page 1)

QUALITATIVE INFORMATION

Please write a narrative description of the student teacher's demonstration of each respective category. These comments should reflect evidence of activities, projects, or strategies the student teacher has planned and/or implemented in the classroom.

Category I – Learner and Learning. Evidence of teacher candidate's performance specific to standards 1, 2, and 3.

Category II – Instructional Practice. Evidence of teacher candidate's performance specific to standards 4, 5, 6 and 7.

Category III – Professional Responsibility. Evidence of teacher candidate's performance specific to standards 8, 9 and 10 standards.

ESL Endorsement - Teacher candidate:				
<ul style="list-style-type: none"> • Demonstrates understanding of language as a system, and language acquisition and development • Uses major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments • Uses evidence-based practices and strategies to plan, implement, differentiate and manage standards-based ESL and content instruction. • Demonstrates understanding of issues and concepts of assessment and uses standards 				
Language	1	2	3	4
<ul style="list-style-type: none"> • Utilizes activities that use all language skills (reading, writing, listening and speaking). • Introduces key vocabulary words using the four skills, (reading, writing listening and speaking). • Speech is appropriate for students' proficiency level (slower rate, enunciation, simple sentence structure for beginners). 				
Culture	1	2	3	4
<ul style="list-style-type: none"> • Designs classrooms that are supportive, positive climates of learning for culturally and linguistically diverse ELL students. • Uses a range of resources, including the internet, to learn about world cultures and specifically the cultures of students in their classroom\Selects, adapts, and uses culturally responsive, age-appropriate, and linguistically accessible materials. 				
Instruction	1	2	3	4
<ul style="list-style-type: none"> • Focuses on individual educational needs of ELL students. • Uses information about their students' academic backgrounds to choose appropriate and effective teaching techniques. • Explicitly links concepts to students' cultural background experiences. • Plans for multi-level instruction that embeds assessment, includes scaffolding, and provides re-teaching when necessary for students to successfully meet learning objectives. 				
Assessment	1	2	3	4
<ul style="list-style-type: none"> • Assessment issues relate to ELLs. (bias, additional time, format/test settings, accountability, validity, etc.). • Assesses students' content learning by using multiple measures and procedures for developmental needs of ELL students. • Assesses students' language learning by using multiple measures and procedures for developmental needs of ELL students. 				
Total Score: _____ Divided by # of Standards Observed = Ave. Score _____				

Teacher Candidate's evidence of performance specific to ESL Practices and Strategies: