STUDENT TEACHING HANDBOOK

Field Service Office

Address:
Beverley Taylor Sorenson College of Education and Human Development (COEHD)
Southern Utah University
Teacher Education & Family Development Department
351 West University Boulevard
Cedar City, Utah 84720

Telephone
(435) 865-8685

Facsimile (FAX) Number:
(435) 586-5434

E-mail Address:
Dr. Shawn Christiansen, christiansen@suu.edu
Chair, Teacher Education and Family Development
Betty Ann Rember, bettyrember@suu.edu
Director, Field Services

Website:
http://www.suu.edu/ed/fso/
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Dear Student Teacher:

Student Teaching provides field experiences for you, as a Student Teacher, to expand and demonstrate your knowledge, skill, and disposition necessary to support all students’ learning. Student Teaching presents a practical real-world teaching experience in which you can apply effective teaching practices. This experience is carried out under the close supervision of a Mentor Teacher and one or more Teacher Education Supervisors from the Southern Utah University’s Department of Teacher Education and other appropriate academic content departments.

The Student Teaching experience at Southern Utah University is the culmination of sound liberal arts and science education and professional educator preparation. Student Teaching is a critical requirement for licensing, which must be successfully completed before professional teaching credentials can be acquired.

The Student Teaching Handbook provides much of the necessary information regarding Southern Utah University’s field service experiences in one document. It is the hope of faculty and staff that it will prove useful to you. Any suggestions for the improvement of this document, as well as the Student Teaching Program, are welcomed. Please submit these to the Teacher Education Department at SUU.

Sincerely,

Dr. Shawn Christiansen

Dr. Shawn Christiansen, Chair
Department of Teacher Education and Family Development
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<tr>
<th>Area</th>
<th>Name</th>
<th>Phone Number</th>
<th>E-Mail</th>
</tr>
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<tbody>
<tr>
<td>Admissions: Elementary/Secondary/Post-Baccalaureate</td>
<td>Shirley Wilson</td>
<td>435-586-7802</td>
<td><a href="mailto:Wilson@suu.edu">Wilson@suu.edu</a></td>
</tr>
<tr>
<td>Background Checks: Undergraduate Post-Baccalaureate</td>
<td>Shirley Wilson</td>
<td>435-586-7802</td>
<td><a href="mailto:Wilson@suu.edu">Wilson@suu.edu</a></td>
</tr>
<tr>
<td>Student Employment and Education Specialist</td>
<td>Dale Orton</td>
<td>435-586-5420</td>
<td><a href="mailto:Orton@suu.edu">Orton@suu.edu</a></td>
</tr>
<tr>
<td>435-586-7711</td>
<td></td>
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</tr>
<tr>
<td>Student Teaching Criteria Mentors/Supervisors</td>
<td>Betty Ann Rember</td>
<td>435-865-8685</td>
<td><a href="mailto:Bettyrember@suu.edu">Bettyrember@suu.edu</a></td>
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<td>Student Teacher Placements</td>
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<td>Student Teacher Clearance</td>
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<tr>
<td>Education Advisor</td>
<td>Heather Ogden</td>
<td>435-865-8083</td>
<td><a href="mailto:Heatherogden1@suu.edu">Heatherogden1@suu.edu</a></td>
</tr>
<tr>
<td>Elementary/ Secondary Block Application</td>
<td>Shirley Wilson</td>
<td>435-586-7802</td>
<td><a href="mailto:Wilson@suu.edu">Wilson@suu.edu</a></td>
</tr>
<tr>
<td>Elementary Practicum</td>
<td>Peggy Wittwer</td>
<td>435-586-7809</td>
<td><a href="mailto:Wittwerp@suu.edu">Wittwerp@suu.edu</a></td>
</tr>
<tr>
<td>Graduation Requirements Teacher Licensure</td>
<td>Jan Neth</td>
<td>435-865-8320</td>
<td><a href="mailto:Janetneth@suu.edu">Janetneth@suu.edu</a></td>
</tr>
<tr>
<td>PRAXIS Tests (Content and PLT)</td>
<td>Educational Testing Services</td>
<td>800-772-9476</td>
<td><a href="http://www.ets.org">www.ets.org</a></td>
</tr>
<tr>
<td>CAAP Tests</td>
<td>Dr. Shawn Christiansen</td>
<td>435-865-8171</td>
<td><a href="mailto:Christiansen@suu.edu">Christiansen@suu.edu</a></td>
</tr>
<tr>
<td></td>
<td>Blaine Edwards – SUU Testing Center</td>
<td>435-586-5419</td>
<td><a href="mailto:Edwardsb@suu.edu">Edwardsb@suu.edu</a></td>
</tr>
<tr>
<td>Secondary Practicum</td>
<td>Ray Brooks</td>
<td>435-865-8576</td>
<td><a href="mailto:Raybrooks@suu.edu">Raybrooks@suu.edu</a></td>
</tr>
<tr>
<td></td>
<td>Peggy Wittwer</td>
<td>435-586-8509</td>
<td><a href="mailto:Wittwerp@suu.edu">Wittwerp@suu.edu</a></td>
</tr>
<tr>
<td>Integrated Core Applied Project</td>
<td>Karen Houser</td>
<td>435-586-5471</td>
<td><a href="mailto:Houser@suu.edu">Houser@suu.edu</a></td>
</tr>
<tr>
<td></td>
<td>Peggy Wittwer</td>
<td>435-586-7809</td>
<td><a href="mailto:Wittwerp@suu.edu">Wittwerp@suu.edu</a></td>
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IMPORTANT INFORMATION

Academic and Career Development Center (ACDC)

The purpose of the ACDC is to provide resources for SUU graduates to help them obtain professional positions. Each Student Teacher is required to complete a credential file prior to their student teaching experience. A small fee is required. The ACDC is located in Office 101 and 177 of the Sharwan Smith Center. For information, contact the ACDC at 435-586-5420.

Level 1 Teacher Licensing Applications

Level 1 Teacher licensing applications (both elementary and secondary) are available in Old Main (OM) 211. Spring and Summer program completers must submit their application to Jan Neth, the College of Education’s Licensing Coordinator, in OM 211 before October 1st of each year. Fall completers must submit by February 1st. Questions should be directed to 435-865-8320. (*If you have attended other colleges or universities, please submit official transcripts to the registrar.*)
STUDENT TEACHER CHECKLIST

BEFORE PLACEMENT

1. Complete and submit the Current Contact Information Form to the Field Service Office as soon as you know where you will be living during student teaching.

2. Thoroughly read the Student Teaching Handbook. Many questions can be answered and problems solved by doing this before you begin your student teaching.

3. Make contact with your Mentor Teacher prior to the beginning of your start date to set up an appointment for a personal conference. Do this as soon as you get your placement.

4. Meet with your Mentor Teacher prior to beginning your experience to discuss your assignment and go over the materials in the Student Teaching Handbook. Use the “Suggestions for Topics of Discussion with Mentor Teacher” on pages 30-31. It is your responsibility to share your handbook.

Discuss topics for the Integrated Core Applied Project (ICAP) that will fit the curriculum during your student teaching.

Complete the handbook verification form with your Mentor Teacher. Give the form to the Teacher Education Supervisor.

Notify the Field Service Office immediately if there are any changes regarding your placement.

FIRST WEEK OF PLACEMENT

5. Complete the Student Teaching Schedule in this handbook (Appendix C), and send it to your Education and Secondary Academic Supervisors immediately. Teacher Education Supervisors cannot schedule their visits until they have your calendar. If you do not know how to contact them, call the Field Service Office at 435-865-8685.

6. We recommend that you keep a notebook, available for review by your Mentor Teacher and by the Teacher Education Supervisor and that it include the following information:
   - Lesson plans, organized by subject or period
   - Basic school information: seating chart(s), list of students with special needs, class schedule(s), arrival and dismissal procedures, emergency procedures, etc.
   - Tests and handouts made by the Student Teacher
   - Copies of evaluation forms completed by yourself, the Mentor Teacher, or Teacher Education Supervisor
   - Log of discipline problems, parent conferences and communications (this is a component of your evaluation). Document everything in writing, with dates of occurrence.
   - Miscellaneous documentation and correspondence applicable to student teaching which you want to include in your portfolio
   - Integrated Core Applied Project (ICAP)
   - Daily Accountability Form to complete

7. Complete lesson plans a week in advance and share them with your Mentor Teacher. There is no excuse for being unprepared during student teaching.
WEEK 3 and 9- Elementary / WEEK 5-Secondary

8. **Complete the Mid-Term Student Teaching Evaluation** and hold a conference with your Mentor Teacher and Teacher Education Supervisor at the halfway point of your assignment (Elementary students will complete two mid-terms). Go over the evaluation and make an improvement plan. **Ensure they are given to your Teacher Education Supervisor.**

ONGOING:

9. **Gather all observation and evaluation forms and give to your Teacher Education Supervisor.**

10. **Complete the daily accountability form verifying that you have finished the required number of days in the classroom. Make sure you enter days and not hours. Give the completed form to your Teacher Education Supervisor.**

11. **Complete the Integrated Core Applied Project (ICAP). You must complete this in time for your Teacher Education Supervisor to grade.**

**All criteria, with the exception of the Daily Accountability Forms, must be submitted to the Teacher Education Supervisor no later than two (2) weeks prior to the end of the semester.**
SUU Professional Teacher Education Program
Success Model

College Mission Statement

The Beverley Taylor Sorenson College of Education and Human Development views its primary mission as advancing education, human performance, and family development through knowledge, compassion, and action. The College seeks to prepare and develop dynamic, professional educators, administrators, leaders, and career specialists who constantly search for truth and excellence through effective practice, collaboration, and scholarship.

To Create Caring, Competent, and Knowledgeable Professional Educators

For more than 110 years, the COEHD has been the Flagship College at SUU. The College has a rich heritage of excellence in Teacher Education and a reputation for both academic rigor and sound educational practice in the public schools. The goals of the college’s nationally accredited Teacher Education Program are to prepare professional educators who:

- Are academically competent in subjects they teach.
- Have a broad background of general education and appreciate the value of both liberal arts and science in modern society.
- Have a working knowledge of the historical and philosophical foundations of education.
- Have a sincere belief in the dignity of the individual and have compassion and empathy.
- Utilize effective classroom management knowledge and skills.
- Realize that teaching is both an art and a science.
- Appreciate that America is a culturally diverse society, have a commitment to multiculturalism, pluralism.
- Provide students with action based, experience rich learning opportunities.

The program is currently accredited through the Teacher Education Accreditation Council (TEAC) accreditation. The program goals are accomplished through a focus on the individual, a reflective model of teaching practice, a standards-based program, and crosscutting themes of diversity, technology, and life-long learning. (See model in Figure 1.) Each goal contributes to the success of the College’s overall Professional Teacher Education Program (PTEP), as well as to the success of the candidates who enroll in one of the College’s eight professional programs.
Southern Utah University Professional Teacher Education Program – Success Model

Figure 1. Professional Teacher Education Program – Success Model

A Focus on the Individual

The COEHD primary mission supports the University mission in providing students a personalized learning environment fostering meaningful experiences involving the mind, the heart and the hands. The Professional Teacher Education Program (PTEP) is committed to preparing informed, stimulating and effective educators for service in Utah schools and beyond. As professional members of a life-long learning community, the mission of the program is to prepare compassionate and reflective teachers who value diversity and excellence, promote creative and critical thinking and celebrate learning.
A Model of Reflective Practice

The PTEP’s reliance upon candidate involvement in assessment, record keeping and communication is aimed not only at certifying the competence of program completers but also at maximizing that competence, especially in the areas of reflective practice and assessment of student learning. This strategy provides PTEP faculty a concrete approach for modeling the process of effectively integrating assessment into the teaching/learning process. PTEP faculty believe they can best teach prospective teachers sound assessment practices by employing those practices themselves.

Standards-Based Programs

The PTEP maintains current information about TEAC and other applicable professional standards and conducts systematic reviews and evaluations of existing professional education programs for the purpose of program improvement and alignment to appropriate standards; including, Utah Effective Teaching Standards, CCSSO’s InTASC, NBPTS, ELCC, and the Utah State Office of Education.

Cross-cutting Themes and Building Caring, Competent, and Knowledgeable Professional Educators

As a part of the PTEP Success Model (See figure 1.1), the cross-cutting themes of diversity, technology, and life-long learning are essential in meeting the goal of preparing caring, competent, and knowledgeable professional educators. Diversity, technology, and life-long learning themes are woven throughout courses through modeling, assessment and professional best practice.

Commitment to Diversity

As perceived by the PTEP faculty, diversity encompasses such factors as race, ethnicity, gender, socioeconomic status, religion, exceptionalities, age, language, special needs and background. The PTEP demonstrates a commitment to diversity and to learning for all students through the PTEP Success Model that was itself developed through a collaborative effort involving diverse faculty, practitioners, and others in the professional community. Committed to principles interwoven within the framework, the PTEP strives to provide opportunities for candidates to develop an appreciation of diversity as well as the knowledge, skills and dispositions essential to work with diverse student populations.

Commitment to Technology

Enhanced technological development, literacy, and integration are central to the effectiveness of the PTEP, its faculty, and Teacher Education candidates. The University has implemented a Technology Master Plan that provides the PTEP with a variety of resources including state-of-
the art computer labs to ensure that professional education faculty and candidates develop and maintain proficiency in the use of current instructional technologies. Technology is integrated in general education, subject area major, and professional education courses and experiences, which are integral parts of the PTEP Success Model.

**Commitment to Life-Long Learning**

At the core of SUU’s mission and the PTEP’s Success Model, is the challenge of empowering students and teachers to make learning live forever by preparing educators who possess the knowledge, competencies, and dispositions required to facilitate and support the learning of all students. Anchored in state and national standards, the PTEP’s expected outcomes for program completers delineate the proficiencies expected of all candidates in initial and advanced professional education programs. Among these proficiencies are content knowledge, pedagogical content knowledge, professional and pedagogical knowledge, competencies, and dispositions. Also included is the ability to engage in reflective practice and make professional choices that positively impact the learning of all students. The portion of the syllabus guidelines disclosing diversity and technology issues contains a similar section showing how life-long learning is infused through the curriculum.
Department of Teacher Education and Family Development

STUDENT TEACHING

COURSE SYLLABI
COLLECTIVE COURSE SYLLABI REVIEW

ELED 4980/6980
Elementary Education Student Teacher (10 credits)

SCED 4980/Content 4980
Secondary Education Student Teacher (8 credits)

SPED 4980 (Elementary)/4981 (Secondary)
Special Education Student Teacher (10 credits)

Instructor: Ray Brooks
Office: Education 326
Phone: 435-865-8576
Field Placement Office: 435-865-8685
Fax: 435-586-5434
E-Mail: raybrooks@suu.edu

Course Description:

This course is designed to give prospective Student Teachers a capstone experience in working with public school students prior to making application for licensure in the State of Utah. Student Teaching has specific requirements relating to each section registered for. Advance application is required. Student Teachers are expected to serve in a teaching/management/leadership role in a public school classroom under the supervision of a Mentor Teacher and Teacher Education Supervisor. The Student Teacher is expected to demonstrate competence in each of the targeted Utah Effective Teaching Standards, CCSSO’s InTASC and SUU Department of Elementary and Secondary Education PTEP standards as well as those required by Southern Utah University and the State of Utah. Upon successful completion and evaluation of Student Teaching, Student Teachers are recommended for licensure with the State of Utah, based upon their Major and area of concentration.
Course Objectives:

CCSSO’s InTASC Standards and Utah Effective Teaching Standards:

CCSSO’s InTASC Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experience that make these aspects of subject matter meaningful for students.

Effective teachers demonstrate understanding of central concepts of their discipline. The teacher uses methods of inquiry that are central to the discipline. The teacher uses explanations and representations that link curriculum to prior learning. The teacher evaluates resources and curriculum material for appropriateness to curriculum and instructional delivery. Effective teachers engage students in interpreting ideas from a variety of perspectives using interdisciplinary approaches to teaching and learning.

Utah Effective Teaching Standard 4: Content Knowledge – The teacher understands the central concepts, tools of inquiry, and structure of the discipline.

The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. He or she keeps abreast of new ideas and understandings in the field. The teacher appreciates multiple perspectives within the discipline and facilitates learners’ critical analysis of these perspectives. The teacher is committed to work toward each learner’s mastery of disciplinary content and skills. The teacher recognizes the potential of bias in his or her representation of the discipline and seeks to appropriately address problems of bias. The teacher values knowledge outside his or her own content area and how such knowledge enhances student learning. The teacher is constantly exploring how to apply disciplinary knowledge to address local and global issues.

CCSSO’s InTASC Standard 2: Knowledge of Human Development & Learning – The teacher understands how children learn and develop, and can provide learning opportunities that support a child’s intellectual, social and personal development.

Effective teachers evaluate student performance to design instruction appropriate for social, cognitive, and emotional development. The teacher encourages student reflection on prior knowledge and its connection to new information. Effective teachers provide opportunities for students to assume responsibility for actively engaging in learning.

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

The teacher respects learners’ differing strengths and needs and is committed to using this information to further each learner’s development. The teacher is committed to using learners’ strengths as a basis for growth, and their misconceptions as opportunities for learning. The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner’s development.

CCSSO’s InTASC Standard 3: Adapting Instruction for Individual Needs – The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving and performance skills.
Effective teachers select and use multiple teaching and learning strategies to encourage students in critical thinking, problem solving and performance skills. The teacher encourages students to assume responsibility for identifying and using learning resources. Effective teachers assume different roles in instructional process (instruction, facilitator, coach, audience) to accommodate content, purpose, and learner needs.

Utah Effective Teaching Standards 2: Learning Differences – The teacher understands individual learner differences and cultural and linguistic diversity.

The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential. The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests. The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

CCSSO’s InTASC Standard 4: Multiple Instructional Strategies – The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

Effective teachers draw from a wide repertoire of instructional strategies and models, adjusting their choices to meet their intended objectives and the needs of particular students.

Utah Effective Teaching 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.

The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication. The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning. The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

CCSSO’s InTASC Standard 5: Classroom Motivation and Management – The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Effective teachers engage students by relating lessons to students’ personal interests, allowing students to have autonomy, develop learning goals and are intrinsically motivated. Effective teachers encourage clear procedures and expectations that ensure students to assume responsibility for themselves and others, work collaboratively and independently, and engage in purposeful learning activities.

CCSSO’s InTASC Standard 6: Communication Skills – The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Effective teachers model communication strategies in conveying ideas and information when asked questions. The teacher provides support for learner expression in speaking, writing,
and other media. The effective teacher uses a variety of media communication tools to enrich learning opportunities.

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

   The teacher respects learners’ diverse strengths and needs and is committed to using this information to plan effective instruction. The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families and the larger community. The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances. The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction. The teacher takes professional responsibility to use short and long term planning as a means of assuring student learning.

**CCSSO’s InTASC Standard 7: Instructional Planning Skills** – The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

   Effective teachers plan lessons and activities to address variation in learning styles/performance models, multiple development levels of diverse learners, and problem solving and elaborations. The teacher develops plans appropriate for curriculum goals that are based on effective instruction. The effective teacher develops short and long range plans. The teacher adjusts plans to respond to unanticipated sources of input and/or student needs.

**CCSSO’s InTASC Standard 8: Assessment of Student Learning** – The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

   Effective teachers select, construct, and use assessment strategies appropriate to learning outcomes (achievement targets). The teacher uses a variety of formal and informal strategies to make informed choices about student progress and to adjust instruction. The teacher evaluates the effects of class activities on individual and classroom groups through observation of classroom interaction, questioning and analysis of student work. Effective teachers maintain useful records of student work and performance and can communicate student progress knowledgeably and responsibly.

**Utah Effective Teaching 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.

   The teacher is committed to engaging learners actively in assessment processes and to developing each learner’s capacity to review and communicate about their own progress and learning. The teacher takes responsibility for aligning instruction and assessment with learning goals. The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.

**CCSSO’s InTASC Standard 9: Professional Commitment & Responsibility** – The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others and who actively seeks out opportunities to grow professionally.
Effective teachers use classroom observation, information about students and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with reflection on and revising practice. The teacher uses literature, colleagues and other resources to support self-development as a learner and a teacher.

Utah Effective Teaching 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.

The teacher understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant law and policy.

CCSSO’s InTASC Standard 10: Partnerships - The teacher fosters relationships with school, colleagues, parents, and agencies in the larger community to support student’s learning and well-being.

Effective teachers participate in collegial activities designed to make the entire school a productive learning environment. The teacher seeks to establish cooperative partnerships with parents/guardians to support student learning. The teacher links with counselors, teachers of other classes and activities within the school, professionals in community agencies, and others in the community to support students’ learning and well-being. Effective teachers are advocates for students.

Utah Effective Teaching Standard 9: Leadership and Collaboration – 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.

The teacher actively shares responsibility for shaping and supporting the mission of his or her school as one of advocacy for learners and accountability for their success. The teacher respects families’ beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals. The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning. The teacher takes responsibility for contributing to and advancing the profession.

Utah Effective Teaching 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.

The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice. The teacher is committed to deepening understanding of his or her own frames of reference, the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.
Professional Dispositions and Personal Characteristics Expected of all Student Teachers:

As part of the Department of Teacher Education and this course, all participants are expected to demonstrate and to continue to cultivate the following professional dispositions and personal characteristics. All participants are expected to:

- Value critical thinking, problem solving, and self-reflection.
- Appreciate the value of alternative theoretical perspectives, educational research, and the experiences of colleagues as a basis for reflecting on practice.
- Engage in continuous learning and in professional discourse about student learning and motivation.
- Take personal responsibility for supporting educational practices with research and theory.
- Express appreciation for human diversity and respect students as individuals.
- Express confidence in the ability of all students to learn and express a willingness to adapt instruction and to persist in helping all students achieve success.
- Demonstrate sensitivity to community and cultural norms.
- Demonstrate enthusiasm for your subject matter.
- Value ongoing assessment as essential to the instructional process.
- Demonstrate commitment to the expression and exercise of democratic values (e.g., mutual respect, fairness, equality, and justice) in the classroom.
- Value peer relationships in establishing a motivational climate for student learning and appreciate the role of students in promoting each other’s learning.
- Believe students need career exploration and development opportunities.
- Believe schools and teachers are responsible for helping students develop a positive work ethic including responsibility, initiative, perseverance, creativity, and the ability to work collaboratively.
- Appreciate the value of working with parents, the community and other professionals to improve the learning and well-being of students.
- Respect confidentiality, privacy and other student and parental rights.
Course Content:

This course is designed to provide the prospective Student Teacher with a comprehensive teaching and learning experience with public school students. Student teaching candidates will:

1. Have background clearance from the UPACC Committee.
2. Have all course work completed prior to the student teaching experience with the exception of those hours allowed by University policy.
3. Have a completed application for Student Teaching on file in the SUU Field Service Office.
4. File the USOE Student Teacher License the SUU Field Service Office.
5. Secure a student teaching placement in an approved and accredited school where the required number of days can be accomplished by the end of the semester.
6. Have all paperwork submitted relating to the student teaching placement and conditions before the start of the experience.
7. Complete a predetermined minimum length of time in the classroom as a Student Teacher and demonstrate having successfully met the objectives and standards of student teaching. If necessary, remain in the classroom until this has been accomplished.
8. Return all required paperwork regarding student teaching to the Field Service Office through the Teacher Education Supervisor.

Course Text/Readings:

SUU STUDENT TEACHING HANDBOOK (you’re reading it now!)

Grading and Assignments:

All Student Teachers must successfully complete the following before a “pass” grade will be entered on official transcripts and recommendation made for licensure.

1. Successful final evaluation of student experience submitted by Mentor Teachers and Teacher Education Supervisor.
2. Successful completion of an Integrated Core Applied Project (ICAP) (refer to pages 46-54)
3. Completion of predetermined length of time in the classroom as a Student Teacher.
4. Successful completion of all work and assignments prescribed in the Student Teaching Handbook.
Reasonable Accommodations Statement:
ADA statement: Students with medical, psychological, learning or other disabilities desiring academic adjustments, accommodations or auxiliary aids will need to contact the Southern Utah University Coordinator of Services for Students with Disabilities (SSD), in Room 206F of the Sharwan Smith Center or phone (435) 865-8022. SSD determines eligibility for and authorizes the provision of services.)

Attendance Policy:
Regular attendance is required for each day of your student teaching experience. Should you experience the need to be absent for illness or an emergency you are required to call your mentor teacher and the school office to notify them. You are also required to call the Field Service Office at (435) 865-8685 and leave a message as to the reason for the absence.

Academic Integrity Policy:
Scholastic dishonesty will not be tolerated and will be prosecuted to the fullest extent. You are expected to have read and understood the current issue of the Student Handbook (published by Student Services) regarding student responsibilities and rights, and the intellectual property policy, for information about procedures and about what constitutes acceptable on-campus behavior.

Disclaimer Notice:
Information contained in this syllabus may be subject to change with advance notice, as deemed appropriate by the instructor.

The SUU Professional Teacher Education Unit Program success model is contained in the handbook.
GENERAL GUIDELINES AND REQUIREMENTS

1. Student Teachers should refrain from employment during the period of student teaching. The Student Teacher is expected to participate as a full-time teacher while assigned to the school site. Many activities and responsibilities occur outside the regular school day schedule for which active participation is required. The Student Teacher must be prepared to teach and meet these responsibilities daily. The demands of teaching require an alert, rested, and well-prepared individual, who is not dividing his or her energies between teaching and other responsibilities. The Field Service Office recognizes that some individuals have unique problems needing resolution. Student Teachers who feel they need special consideration should contact the Field Service Office or their Teacher Education Supervisor.

2. Get acquainted with your Mentor Teacher prior to the beginning of the actual Student Teaching experience. Preferably, call and make an appointment for a personal conference as soon as you receive your placement. A personal conference can prepare the way for a professional, working relationship between you and your Mentor Teacher. During this pre-student teaching conference, assignments (ICAP topic, reading, etc.) can be made, expectations discussed, and questions answered. The conference also enables the Student Teacher to become familiar with the instructional program of the school. If, for any reason, it is impossible to hold a personal conference, consult with your Mentor Teacher by telephone as soon as possible. See page 30 for a list of suggested topics to discuss.

3. As a Student Teacher you:
   - Are required to teach for a minimum of 60 days (secondary, elementary and SPED), or until the program objectives for Student Teachers have been achieved or until the student has been screened from the program. Missed days, for any reason, do not count toward the required number of days and must be made up. Only days spent in the classroom with children can count toward the daily requirement.
   - Must take personal responsibility to ensure that your experience is a meaningful one. Plan to work very hard, get the most from this situation by taking the initiative, and enjoy the experience.
   - Must always be prepared. Exhibit a high degree of thorough, organized, consistent planning. Components of good lesson planning are found in this handbook. You must complete all planning and preparation for instruction prior to arriving at school.
   - Should be alert to new ideas, and be appreciative of valuable suggestions, and service performed on your behalf.
   - Must take the initiative in asking for suggestions. Having received a suggestion, you should either put it into practice or take the time to discuss it with your Mentor Teacher. Remember the Mentor Teacher has the final say in the classroom.
   - Are expected to act in the professional manner expected of a teacher employed at the placement school. Student Teachers will keep confidence, and respect the rights of others at all times.
• Must follow the same schedule and engage in the same duties, experiences, etc. as the Mentor Teacher.

• Will arrive and depart at the same time as your Mentor Teacher.

• Are expected to attend faculty meetings, staff meetings, parent conferences, P.T.A. meetings; be present for professional/conference day activities; help prepare student reports and other necessary records, etc., as appropriate for the particular placement.

• Must assist the Mentor Teacher in all teaching assignments (bus duty, club sponsorship, and other assignments appropriate to your particular placement).

• Must familiarize oneself with all applicable policies and regulation of the school district and school within the first week of the experience. This information is generally contained in school and district handbooks and policy statements.

• Are expected to maintain standards of dress and appearance that conform to established policies or practice of local school personnel. Dress like a professional educator.

• Are encouraged to observe other teachers in the school to broaden your exposure to a wide range of teaching strategies, and classroom management. See guidelines for observing teachers in this handbook.

• Are expected to examine textbooks and core curriculum for assigned grades and classes prior to beginning your experience.

**STUDENT TEACHER PLACEMENT**

The placement of Student Teachers is taken very seriously by the Teacher Education Department. Every effort is made to provide each Student Teacher an experience that is professionally appropriate. All assignments are made in a joint effort by the SUU’s COEHD Field Service Office and Teacher Education Department and the Local Education Agent (LEA) – school district. Special arrangements by the students, the LEA, or some other school or department of the university are not authorized. A Student Teacher shall not make arrangements with a teacher in a public school until notified of the specific student teacher assignment. In placing Student Teachers, the following are considered:

1. **The preference of the Student Teacher**
   Whenever possible, Student Teachers are placed in the school districts and grade levels of their choice; however, this is not always possible and is not guaranteed. If Student Teachers encounter a problem in the student teaching experience, the University reserves the right to place him/her in a situation that can be more closely supervised.

2. **The availability of student teaching placements.**
   There are a limited number of Student Teachers a particular school or school district can adequately and professionally handle. This directly affects the number of Student Teachers who can be placed in a particular location, school, or grade level. Most districts restrict teachers to one Student Teacher per year.
3. **The needs of the school districts**
   School districts, individual schools and teachers frequently request the assistance of Student Teachers with specific skills; for example, ability to play the piano or conduct groups in singing. It is our policy to help school districts by placing Student Teachers in such situations whenever it is professionally and ethically possible to do so.

4. **Student Teachers will be placed with Mentors who:**
   a. Are currently licensed and/or endorsed in their state for all the subjects they teach where a Student Teacher is assigned to them.
   b. Have a record of successful teaching for at least three or more years.
   c. Have the proper dispositions, attitudes, and desire to Mentor a Student Teacher and help them master the national CCSSO’s InTASC standards and Utah Effective Teaching Standards as outlined in our Handbook of Student Teaching.

5. **Location**
   The Student Teacher will be assigned to a location where the required number of days can be completed by the last day of finals in any given semester.

6. **Location of Student Teaching placements**
   The Field Service Office and the Teacher Education Department try to place Student Teachers in the location they request. This is to accommodate travel and living requirements. However, due to school, district, and supervision needs, Student Teachers may not receive their first choice of placement.

7. **Areas of Specialty**
   Student Teachers are placed with Mentor Teachers who share the same area of expertise as the Student Teacher in terms of major, minor, and area of specialty.

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**STUDENT TEACHER: PROBLEM RESOLUTION**

A Student Teacher who is experiencing a problem(s) should contact his/her Teacher Education Supervisor immediately. The Teacher Education Supervisor will help resolve the problem by:

1. Conferencing with the Student Teacher to examine the problem through his/her eyes. Then the Teacher Education Supervisor will assist the Student Teacher to implement changes to help solve the problem.

2. Conferencing with the Mentor Teacher, examining the problem from the Mentor Teacher’s point of view. The Teacher Education Supervisor will then counsel with the Mentor and share ideas on what can be done to help resolve the problem. The Teacher Education Supervisor will designate a time period for problem resolution.

3. Contacting the Field Service Office at (435) 865-8685 if the problem is not resolved from the perspectives of the Student Teacher and the Mentor Teacher. Supervisors should offer suggestions to solve the problem at this point and determine if it is appropriate to hold a conference with the Student Teacher, Mentor Teacher, and site administrator to develop a performance growth plan.
GUIDELINES FOR ASSISTING STUDENT TEACHERS AT RISK FOR FAILURE

SUU’s field-based Student Teaching Certification programs provide pre-service teachers the opportunity to practice effective instructional techniques. It is the goal of university faculty and Mentor Teachers to assist Student Teachers in becoming successful classroom teachers. However, on occasion, Student Teachers may have deficits in instruction, management skills, and/or professionalism such that the quality of instruction provided to children is seriously compromised. When this occurs, the Mentor Teacher and Teacher Education Supervisor must decide whether the Student Teacher should continue with or pass the student teaching experience. The procedures outlined below are designed to help the Student Teacher, Mentor Teacher, and Teacher Education Supervisor in this process.

1. **Serious problems in student teaching should be identified and addressed as early as possible** in the semester to maximize improvements in the Student Teacher’s instructional effectiveness, management skills and/or professionalism and to minimize the effects of these inadequacies on children. **Inadequacies should be identified and documented by utilizing the Mid-Term Evaluation Rubric.**

2. Mentor Teachers and/or Teacher Education Supervisor should immediately notify the Field Service Office when serious questions are raised concerning the Student Teacher’s instruction, management skills and/or professionalism.

3. The Field Service Office will notify the Student Teacher that she/he is at risk of failing student teaching.

4. The Field Service Office will schedule a meeting with the Student Teacher, Mentor Teacher, Teacher Education Supervisor and Field Service Director to develop a **Performance Growth Plan** addressing the area(s) of concern. This plan must be signed by each stakeholder (i.e. Student Teacher, Mentor Teacher, Teacher Education Supervisor and Field Service Director). The Performance Growth Plan is found in Appendix A. The plan should utilize the midterm/final evaluation form criteria to:
   a. Identify specific targets (necessary improvements) needed for the Student Teacher to continue his/her student teaching experience.
   b. Identify specific criteria by which to assess each target area.
   c. Develop specific improvement strategies that will provide the Student Teacher with the necessary support and remediation in each target area.
   d. Develop a timeline by which the improvement plan will be implemented
      i. Identify specific observation dates for monitoring the Student Teacher’s improvement process; also identify specific expected behaviors that must be accomplished for each date.
      ii. Identify the specific evaluation date by which the Student Teacher will be held accountable for his/her improvements.

5. Schedule a meeting with the Student Teacher, Mentor Teacher, Teacher Education Supervisor, and the Field Service Office to evaluate whether the Student Teacher has met the criteria for continuation.

If these procedures do not result in successful performance, the Field Service Office will discuss various options with the Student Teacher, Mentor Teacher, and Teacher Education Supervisor.
REMOVAL FROM STUDENT TEACHING

Student teaching will be terminated by the Field Service Office if it is determined that the situation in a particular placement is damaging to the students, the Student Teacher, violates school/district/university policies, or compromises the quality and effectiveness of the Teacher Education Department program at SUU. Before candidate removal occurs, every attempt will be made to remediate the situation, using the professional development conference form and following its’ guidelines. The Field Service Office strives to create an opportunity for success in student teaching; however, Student Teachers must accept responsibility for their own professional conduct and teaching.

SEXUAL HARASSMENT

Sexual harassment is prohibited by Title VII and Title IX and according to guidelines issued by The Equal Elementary Opportunity Commission (EEOC) and is closely followed by the office for Civil Rights in the United States Department of Education. Sexual harassment in the academic community may involve sexual advances, requests for sexual favors, other forms of intimidation, verbal or written communications, and/or physical conduct of a sexual nature.

Sexual harassment may take various forms. There are several levels of verbal harassment behavior, including, but not limited to, making personal inquiries of sexual nature, offering sexual comments regarding a person’s anatomy or clothing, and repeatedly requesting dates and refusing to accept “no” as an answer. Nonverbal harassment may include prolonged staring at another person, presenting personal gifts without cause, throwing kisses or licking one’s lips, making various sexual gestures with one’s hand, or posting sexually suggestive cartoons or pictures.

More serious levels may involve sexual coercion or unwanted physical relations. This type of behavior quid pro quo is commonly associated with superior-subordinate relationships in which the victim, for fear of reprisal, unwillingly participates. This relationship is best described as a power relationship. The superior, in this case, has the capacity to refuse to hire, promote, grant or deny certain privileges, based on his or her position. In many instances, the promise of some job-related benefit is offered in exchange for sexual favors.

Another level of harassment involves unwanted touching of another’s hair, clothing, or body. Undesirable acts involving hugging, kissing, stroking, patting, and massaging one’s neck or shoulders are examples of physical harassment that contributes to a hostile work environment.

The definition of harassment, under the act, is sufficiently broad to allow coverage from most forms of unacceptable behavior. Any type of sexual behavior or advance that is unwanted or unwelcome is considered covered under the act.

Sexual harassment may involve a male or female student, placement school staff employee, university faculty or administrator as offender and any of the foregoing as victim.

If you feel you have been sexually harassed according to the above definition, immediately contact Field Service Office at (435) 865-8685. Your placement will be modified to remove you from any hostile situation.
SUMMARY OF STUDENT TEACHER EVALUATION FORMS

- **Daily Accountability Log Completed by Candidate – Initialed by Mentor:**
  Evaluation, consisting of advice and suggestions on classroom management, planning activities, teaching strategies, etc., should be given daily by the Mentor Teacher. This should be part of the daily collaboration with the Mentor Teacher. The daily reflection/accountability log is designed to facilitate the Student Teacher’s self-reflection, assessment, and collaboration.

- **Student Teacher Observation Record:**
  Teacher Education Supervisors will fill out a Student Teacher Observation Record each time they visit. Mentor Teachers will complete this form twice in each elementary placement, and four times in a secondary placement as they observe the Student Teacher teaching. They are designed to help improve teaching and to measure the Student Teacher’s ability to implement the CCSSO’s InTASC, Utah Effective Teaching and SUU’s PTEP standards (page 16). The original copy of the evaluation forms is filed by Field Service. These forms are not sent to the ACDC to become part of the permanent file. Forms must be signed and copies distributed to the appropriate people.

- **Mid-Term Student Teaching Evaluation Form:**
  It is strongly suggested that Mentor Teachers complete a separate Mid-Term Evaluation. However, the Student Teacher is required to evaluate her/himself using the Mid-term Student Teaching Evaluation Form found in Appendix C. The Student Teacher needs to complete this form with their Mentor Teacher to reflect where the Student Teacher stands at this point in their placement. Both parties need to sign and date the last page. This Mid-Term does not go into the Student Teacher’s credential file.

- **Student Teaching Evaluation (Final):**
  Upon completion of student teaching, the Mentor Teacher and Teacher Education Supervisor will each complete the SUU Student Teaching Final Evaluation Form. This evaluation form must be signed by the evaluator (Mentor Teacher or Teacher Education Supervisor) and the Student Teacher and given to the Teacher Education Supervisor to be added to the Student Teacher’s master folder. This final evaluation, and any recommendation letters that may have been provided, are then sent to the ACDC office to be included in the Student Teacher’s permanent credential file.

  If the Student Teacher and Mentor Teacher have been planning and conferencing frequently, there should be no surprises on the final form. This form becomes a part of the permanent record, aiding significantly to job placement. Superintendents have repeatedly indicated that the most important documents in a Student Teacher’s credential file are the forms and statements made by the Mentor Teacher.

  Evaluations must be completed and turned in to the Field Placement Office through the Teacher Education Supervisor before any Student Teacher’s grade will be posted.

*See the Introduction section and Appendix C for checklists and forms.*
STUDENT
TEACHER
ASSISTANCE
Discussion Topics for Student Teachers and Mentor Teachers

- Where does the Student Teacher keep his/her things and where is his/her work-space?
- What time should the Student Teacher arrive at school and leave? What is the contractual time?
- How does the Student Teacher get into the classroom?
- How can the Student Teachers get in touch with the Mentor Teacher in an emergency?
- What are the expectations for lesson plans beyond the university?
- What are the class/school procedures during a fire drill, lock down, earthquake, etc.?
- What if an emergency occurs during lunch or between classes?
- What is the Mentor Teacher’s policy for student work: heading papers; using pen, pencil, or computer; writing on front/back of paper, legibility; late work, no name on assignments? Should the student teacher come up with his/her own policy or use the cooperating teacher’s plan?
- Student teachers may never act as a substitute. What role should the Student Teacher play when a substitute is in the class?
- Are there any special needs students, students with 504 plans, behavior disorder students, or students with medical issues?
- What are the dress code standards for teachers?
- What are the school policies for the following topics: dress code for students, attendance, tardies, cell phones, computer use, visitors, movement through the halls, lunch, open/closed campus, gum, food in classrooms, gang signs, assemblies, etc.?
- What is the behavior plan of the class? Should the Student Teacher come up with his/her own plan?
- What is the time line for transition from the student teacher acting as an observer in the classroom to co-Student Teacher to full (solo) instructor?
- Are there specific materials, textbooks, etc., that the Mentor Teacher would like to share or expects the Student Teacher to use?
- What resources are available: library, school counselor, special education instructor, Principal, equipment, other?
• Please review together the role description for Student Teachers, Mentor Teacher, and Teacher Education Supervisor in the Student Teaching Handbook.

• Discuss/review the topic and dates and expectations for your Integrated Core Applied Project.

GUIDELINES FOR INITIAL OBSERVATIONS

Inducting Student Teachers into the day-to-day operations of the classroom is critical. Communication, which fosters understanding, is likely to become strained during this period unless some guidelines are cooperatively established between the Mentor Teacher and the Student Teacher. Initiatory activities suggested by Mentor Teachers include:

1. **Study the Students**
   Learn names, reasons for grouping, and locations of groups. Which students seem to respond to questions and directions? Determine which children seem to have physical or other disorders/special needs. Determine their primary language.

2. **Study the Physical and Aesthetic Environment**
   Study how the room is arranged. How are the fixed and movable pieces of equipment used? What are the locations of exits and entrances, routes to lavatories and cafeteria? Look for possible locations for group activities, games, and committee work. Consider the temperature, ventilation, and other “comfort” concerns.

3. **Study the Routine Organization of the School Day**
   Into which blocks of time is the day divided? In what sequence are content areas scheduled? Are time blocks and sequences rigidly adhered to? Do children eat lunch at school? Are bus schedules important? When are children permitted to leave the room?

4. **Study the Management of Behavior**
   Determine how the Mentor Teacher accepts questions. How is behavior managed in the movement of individuals, groups? Does classroom management indicate rigid or flexible standards of behavior? Is independent or group study encouraged? Which techniques for managing behavior are used?

5. **Examine the Instructional Materials and Equipment**
   How much emphasis is placed on the use of textbooks? Determine which supplementary instructional materials are on hand or available (projectors, games, furniture, maps, science equipment, computers, TV/VCR). Learn how these materials are used and when.

6. **Study the Subject Matter Being Explored by Teacher and Students**
   Become familiar with books, curriculum guides and other materials.
7. **Study the Mentor Teacher’s Methods and Procedures**
   What types of questions are asked? Is the teaching style predominately inductive or deductive? Try to determine psychological or philosophical orientation. During which activities are children active or passive?

   These observational activities cannot be carried out in a sit-and-listen situation. The Student Teacher will have meaningful duties involving the students upon arrival in the classroom. The Mentor Teacher will more likely share responsibilities with the Student Teacher, if the candidate is willing to get involved from the very beginning.
YOUR BEHAVIORS CAN STRENGTHEN OR MINIMIZE YOUR EFFECTIVENESS IN THE CLASSROOM

It is difficult for Student Teachers to convince themselves that their behaviors can affect the class. If communication seems to be a problem, analyze the impact of your behavior upon pupils by asking yourself the following ten questions.

1. Do I show sufficient enthusiasm so that my students are aware of my interest in the subject being taught?

2. Do I insist that my students be courteous to one another and to me?

3. Am I always courteous to my students?

4. Do I recognize good work as often or more than I criticize poor accomplishments of my students?

5. Do I make assignments with clear and specific directions, and justifying the value of each assignment to students?

6. Do I make a determined effort to provide for individual differences, realizing it is rare that all students in a class need exactly the same experience?

7. Do I employ a variety of teaching practices and activities to avoid monotony and to appeal to different student interests, learning styles, and abilities?

8. Do I attempt to make every student in my classes take some personal responsibility for the effectiveness of the class?

9. Do all my students really believe that I have their interest in mind?

10. Do I believe that my main purpose is to help students?
DO AND DON’TS

No handbook would be complete without do and don’t. Read through them carefully before you begin your student teaching.

Do:

1. Communicate with your Mentor Teacher as soon as you receive your assignment and arrange to meet with them prior to the first day of student teaching.

2. Read through your handbook before you begin your assignment and then go over it with your Mentor Teacher.

3. Try your best to get along with your Mentor Teacher (despite any philosophical differences that may exist between you)!

4. Recognize, respect, and make a serious effort to implement the feedback and suggestions of the Mentor Teacher, Teacher Education Supervisor, and the school administration.

5. Willingly accept assignments from your Mentor Teacher.

6. Ask for feedback from your Mentor Teacher daily and your Teacher Education Supervisor after visits.

7. Be professional at all times. Dress professionally. Be on time. Leave at the appropriate time.

8. Attend extracurricular activities. Get involved with the school.

9. Ask to review the handbook of your host school and the district policy/procedure manual. Review textbooks and core curriculum materials before you begin the experience.

10. Be concerned about each and every student. Listen to your students and be equitable. Treat each individual with politeness and respect.

11. Realize that having a Student Teacher is hard work. Express appreciation to your Mentor Teacher daily.

12. Improve the physical environment in some meaningful way. This could include creating a bulletin board, or appropriate charts/posters.

13. Develop detailed lesson plans, which are approved by your Mentor Teacher and are available for review by the Teacher Education Supervisor.
**Don’t:**

1. Argue with your Mentor Teacher. Remember, he or she is an experienced, seasoned teacher and you are a guest in his/her room. The Mentor Teacher’s evaluation is the most important document in your credential file.

2. Try to be one of the students. You are their teacher.

3. Touch students in any way that may be questioned by students, parents, or administrators.

4. Counsel students on a one-on-one basis behind closed doors.

5. Have a serious conversation, phone call or e-mail, with a parent without the presence, knowledge and permission of your Mentor Teacher.

6. Gossip or complain to or about other teachers or staff members in your building.

7. Be late or absent if you can help it. All missed days must be made up.

8. SUBSTITUTE during your student teaching assignment. If you are asked to be a substitute teacher, the district must pay you for that day and you must make it up. **It cannot count towards student teaching time.** Contact the Field Service Office if you have concerns regarding this at (435) 865-8685.

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**DISCIPLINE**

Since you will be in a classroom with an already-established management system, you will need to follow that system. When you have your own classroom, you will probably use the best of many ideas or a specific system. Do not become discouraged with discipline. Remember you are learning and some skills take more time to develop. Take advantage of this time and learn all that you can about discipline. (You will find that even experienced teachers find discipline one of their greatest challenges.) You may find several of these ideas to be helpful in many situations:

1. **Be Consistent and Equitable**
   At first you may find it hard to follow through with rules and consequences, however if you stick to it, your students will understand exactly where you stand. The more consistent you are, the smoother your discipline program will be and the easier your student teaching experience will become.

2. **Plan Well in Advance for Problems**
   Anticipate discipline problems so you will know how to react to them. Minimize them by planning well in advance, varying instructional activities and responding quickly to meet student needs.

3. **Get to Know Your Students**
   Treat all students equitably when dealing with problems.

4. **Be Friendly, but Firm**
   You’re not the student’s best friend, nor are you a dictator. Try not to lose your temper and embarrass a student in front of the class since this will cause resentment. Always try to maintain your sense of humor, but do not use that humor to ridicule a student.
5. **Be Active and Alert**  
Move around the room and be a part of it all. This will discourage many students from misbehaving. In addition, be alert to changes like temperature, external noises, illnesses, emotional upsets, etc.

6. **Set an Atmosphere of Work and Plan for Active Learning**  
Active students will be less likely to misbehave. Post “bell” work activities. Make transitions quickly between activities.

7. **Develop a Routine and Stick to It**  
Students perform better if they have consistency and know their routine. Post the routine in the classroom in a conspicuous place.

8. **Be in the Classroom Before the Students Arrive**  
Greet students as they enter to set a positive mood/tone. Provide “bell” work to minimize free time misbehavior.

9. **Use a Variety of Teaching Styles**  
Consider using multiple intelligences as outlined by Gardner.

10. **Never Send a Student out of the Room without Supervision**  
You are responsible and legally liable for your students’ actions. You are responsible for the supervision of all students. The student may be getting the attention he/she wants by misbehaving and being sent away. That attention may encourage the student to misbehave again.

11. **Don’t Punish the Whole Group for the Actions of One**  
Treat each student with respect. If one disrupts the class, discipline that student, not the whole class.

12. **Give Alternatives to a Misbehaving Student**  
Suggesting alternative behaviors to the student may stop the misbehavior.

13. **Don’t Be Afraid to Ask for Help!**  
The Mentor Teacher, building Principal, and Teacher Education Supervisor can help and give you advice if needed. Seek them out, listen to them, and implement their advice.

Ideas adapted from Dr. A.J. Yonke, Western Illinois University, 1989.
LESSON PLAN CONSIDERATIONS

A Model for Evaluating the Teaching Process

Establishing a model for evaluating the teaching process requires that the evaluator address three basic areas:

1. Define the teacher’s philosophy of education
2. Define supervision of teachers
3. Determine what form supervision of teachers will take

A form which is consistent with the above definitions of “education” and “supervision” was developed by Madeline Hunter. Her description of the components of the model is as follows:

1. **Anticipatory Set** – focus the learners’ attention, give brief practice on related learning previously achieved, and develop a readiness for the instruction that will follow.

2. **Specific Objectives/Purpose** – On the basis of the diagnosis, select specific objectives for a particular group’s daily instruction. Inform the learners of the objectives indicating why accomplishment is important and relevant to present and future situations.

3. **Instructional Input** – Select a variety of creative learning activities that promise to help the learner achieve the objective. Plan and utilize critical (high order) thinking questions.

4. **Modeling** – Provide both a visual example of what is to be attained (product or process) and a verbal description of the critical elements involved.

5. **Check for Understanding** – Check for learner’s possession of essential information and skills.

6. **Guided Practice** – Circulate among students to see that they can perform successfully before being asked to practice independently.

7. **Independent Practice** – Once learners can perform without major errors, they should be given opportunities to practice the new skill or process with little or no teacher direction.

8. **Closure** – Summarize and conclude the lesson, emphasize the objective of the lesson, tie together activities and give the student some ideas on what they could do on their own to extend what they have learned.
LESON PLANNING COMPONENTS: PLAN YOUR WORK – WORK YOUR PLAN

To meet the needs of the LEA in which you are completing your student teaching the COEHD encourages you to use the district’s lesson plan format. If the LEA does not have a standardized lesson plan format use the COEHD’s lesson plan form or select from the following components, applicable to your lessons, in formulating your lesson plans. Make sure you are aware of and include elements of a good lesson plan.

1. **Goals and Objectives: What Do You Want the Learners to Accomplish?**
   
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<th>Construct</th>
<th>Record</th>
<th>Etc.</th>
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<td>List</td>
<td>Gather</td>
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<td>Differentiate</td>
<td>Compare</td>
<td>Classify</td>
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<td>Solve</td>
<td>Contrast</td>
<td>Design</td>
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2. **Motivation: How Will I Begin?** (Bell ringer, sponge activity, anticipatory set)
   Leading Question
   - Surprise Idea (something in a sack or box)
   - Thought-provoking Quotation
   - Word or Symbol on the Board
   - Question
   - Personal Experience
   - Capitalize on Some Experience From the Group
   - Object
   - Interest Center
   - Story Headline
   - Door Chart
   - Inquiry Method

3. **Vocabulary/Terminology** (See next page)
   Determine which to teach before the lesson body: Review material in closure

4. **Method: How Will I Proceed? Which Combination Will I Use?**
   
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<thead>
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<th>Buzz Session Method</th>
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<td>Teaching- Pupil Planning</td>
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<td>Individualized Learning Packets</td>
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</table>

5. **Include Key Higher Order Thinking Skills Questions (HOTS).**
   This type of questioning gets students to use higher order thinking skills. Refer to Bloom’s Taxonomy for help in writing these questions.

Pictures  Grooved Board
Objects  Blackboard
Charts  Flannel Board
Posters  Accordion Books
Maps  Scrap Books
Graphs  Moving Pictures
Tapes, CD’s  Diorama
Multimedia Kits  Videos
Programmed Material  DVD’s
Slides  Textbook
Power point Presentation

7. Check Up: Finding Out What Has Been Learned? Formative and Summative Assessment

Question Quizzes and Drills
Multiple choice questions
Matching Ideas
Bean Bags
Scrambled Games
Cross Word Puzzles
Tic Tac Toe
Creative Expressions
Writing
Discussing
Sharing orally
Recall Games
(I’m thinking of…)
Baseball

8. Daily Review of What We Did

9. Materials/Equipment/Supplies Needed

10. Resources For Future Reference

11. Reflection: How Successful Was It?

Did we achieve our objectives?  Have I improved myself?
How do I know?  Did we think?
Did everyone participate?  Was there evidence of improved behavior?
Did we have a happy time?  Did we learn something?

12. Plans for Next Time?

He Who Fails to Plan……Plans to Fail
STUDENT

TEACHER/INTERN

PROGRAM
The SUU Student Teaching Internship Program is a collaborative program between the Teacher Education Department at Southern Utah University and partner LEAs. Student Teaching Internships are for qualified students to provide valuable, hands-on teaching opportunities in a variety of public school settings, at a reduced salary, for the academic school year. Typically, Student Teacher interns take on the responsibility of being the head teacher in their own classroom for an entire school year in collaboration with mentor(s). Upon successful completion of all the requirements of student teaching (as required of all Student Teachers) and successful completion of the academic school year as a Student Teacher intern, credit will be given for student teaching.

Requirements
Student Teachers desiring an internship must understand and meet the following requirements:

1. Arrangements for an internship must be made at least one semester prior to beginning the internship. School districts wishing to hire Student Teacher interns must enter into a partnership agreement with SUU. All internship parameters and eligibility must be determined before the internship will be approved.

2. Student Teachers who wish to participate in the Student Teacher Internship must contact the Field Service Office immediately when they are offered an internship. Students must have all course work completed in their major and minor areas as well as required education courses, with the exception of student teaching to be eligible.

3. Student Teachers, who are selected for academic year internships must complete all of the requirements for student teaching during the Fall University Semester, and will be issued a grade for student teaching.

4. Student Teacher internships must be placed through the Field Services Office in order to meet the credit hours requirement.

5. School mentors and Teacher Education Supervisors will review the intern’s teaching progress by making multiple visits and completing observations forms and evaluations. In addition to regular visits from Mentors, School Administrators, and Teacher Education Supervisors, at least two collaboration seminars should be held to review best practices and discuss issues concerning the internship.

6. Student Teacher interns are treated as new faculty in schools and should act professionally in terms of dress, comportment, teaching and managerial duties.

7. Any Student Teacher intern who does not fulfill his/her duties and obligations, as defined in the internship, will be terminated from the program. Such action nullifies any Student Teaching credit; the candidate may be removed from the Teacher Education Department program.

8. Student Teacher interns are usually financially compensated during their internships. Such compensation is agreed upon, based on the LEA’s School Board policy.

9. Communication is essential for a positive and effective internship. Student Teacher interns should make sure that the school, district, and Teacher Education Supervisor are made aware, in a timely and efficient manner, of any issues or problems that exist.
10. Student Teacher interns must make sure that they follow all LEA’s policies as well as university policies, during the internship.

11. Student Teacher interns must realize that, while an internship provides excellent opportunities and exposure to teaching and the school systems, the internship does not guarantee, in any way, future employment. All Student Teacher interns interested in employment must make application through standard school district procedures.

The ultimate goal of the SUU Student Teacher Internship Program is to provide a quality experience in the preparation of a professional educator. Any questions about the SUU Student Teacher Internship program should be directed to the Field Service Office at (435) 865-8685.
APPENDIX A

PERFORMANCE GROWTH PLAN
PERFORMANCE GROWTH PLAN

Student Teacher Name ________________________________ Date __________________

School ________________________________

Mentor Teacher ________________________________

Teacher Education Supervisor ________________________________

CONFERENCE TO IMPROVE PERFORMANCE AND COMPETENCIES

Inadequate Performance Statement:

______________________________________________________________

______________________________________________________________

______________________________________________________________

Actions Required to Improve Performance:

Student Teacher: ______________________________________________

______________________________________________________________

Mentor Teacher: ______________________________________________

______________________________________________________________

Teacher Education Supervisor: __________________________________

______________________________________________________________

What will be accepted as evidence of satisfactory performance and how will it be assessed?

______________________________________________________________

______________________________________________________________

______________________________________________________________

Acceptable Time Lines:

______________________________________________________________

______________________________________________________________

______________________________________________________________

Student Teacher’s Comments: __________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

Student Teacher _______________ Teacher Educ. Supervisor _______________ Mentor Teacher _______________

______________________________________________________________

Other _______________

*Add supportive evidence as needed.
STUDENT TEACHER’S PERFORMANCE GROWTH EVALUATION

Date____________________

Describe actions taken by Student Teacher to improve performance:
Satisfactory ____________  Unsatisfactory ____________

________________________________________________________________________________________

(Attach Documentation)

Recommendation

☐ Continue with student teaching  ☐ Drop
☐ Reassignment  ☐ Administrative Drop
☐ Suspension  ☐ Pass
☐ Termination of student teaching  ☐ Fail
☐ In-Progress

Teacher Education Supervisor’s Comments:
________________________________________________________________________________________

Mentor Teacher’s Comments:
________________________________________________________________________________________

Student Teacher’s Comments:
________________________________________________________________________________________

________________________________________  ________________________________________  ________________________________________
Student Teacher  Teacher Educ. Supervisor  Mentor Teacher

________________________________________  ________________________________________
Building Administrator  Field Service Director
APPENDIX B

Integrated Core Applied Project (ICAP)
Integrated Core Applied Project (ICAP) Guidelines

A Integrated Core Applied Project (ICAP) is a performance-based unit prepared by a secondary or elementary education student with a focus on increasing student learning by using sound mapping and planning strategies. The Integrated Core Applied Project provides evidence that documents the education student’s skill and ability to successfully plan an integrated curriculum unit that differentiates learning activities for all types of learners. The process of creating an ICAP will help the student gain insights into what content they need to teach, how to integrate the Integrated Core and state core curriculum, how they want to teach concepts, what assessment to use to monitor learning, how contextual factors may affect their teaching, and reflect on what was gained in the process of planning, adapting, implementing and assessing instruction. By creating an integrated applied capstone project during the block courses, students will be able to collaboratively draw from this information to successfully complete the ICAP requirements as outlined in their student teaching experience. Student Teachers will be asked to create an ICAP and teach several (a minimum of 5) of the lessons included. Student Teachers will compose a written reflection paper describing their experiences of creating, assessing learning, and teaching their ICAP.

Benefits of the Integrated Core Applied Project

- **Provides performance-based assessment:** The Integrated Core Applied Project requires student teachers to document their understanding of the teaching and learning process and their ability to increase student learning.
- **Contributes to reflective practice:** The student teacher will practice and internalize the reflective process at the novice stage and begin to hone the ever-changing planning, teaching and pedagogical skills.
- **Affords accountability:** Stakeholders have access to reliable information about a student teacher’s performance, which is supported by actual documentation. The ICAP will show students’ ability to create and teach curriculum using strategies that differentiate lesson activities to meet all learning styles and to be a reflective practitioner.

Successful student teacher’s support learning by designing an ICAP that incorporates a range of strategies which builds on each student’s strengths, needs, and prior experiences. Through this performance assessment, the student teacher provides credible evidence of their ability to facilitate learning by meeting the following standards related to the Professional Education Unit’s Core Outcomes for Program Completers, the Utah Teaching Standards and the InTASC Model Core Teaching Standards.

**ICAP Instructional Plan/Lesson Plans**

**Instructional Plan will include:**

- The student teacher will create 5-7 lesson plans for the Integrated Core Applied Project that incorporates appropriate standards and learning objectives taking into account the varying learning needs of individual students and groups. Assessment information will include formative and summative items incorporated with each lesson.

- Instructional standards and objectives should define what you expect students to know and be able to do at the end of the lesson/instructional unit. The instructional standard and learning objectives must address at least two of the following areas: (1) knowledge, (2) reasoning and problem solving, (3) skills, (4) products, and (5) dispositions.

(The lessons selected to be taught should include instructional standards and objectives listed under the Utah State Office CORE curriculum standards and also include Integrated Core Standards. Instructional standards are the broad curriculum theme for The ICAP, whereas the objectives are specific to the individual lessons and should be written with measurable and observable language. **List the Utah CORE instructional standard(s) that align with the topic and as well as integrate Integrated Core Standards.**)

47
ICAP Lesson Plans: (5-7 Lessons that Make up a Unit of Study)

- The student teacher designs integrated, multidisciplinary lesson plans, which are challenging and highly relevant to all students. Learning activities address instructional standards and learning objectives and meet the needs of diverse students by allowing for multiple paths to learning. The student teacher uses research to plan and select a wide variety of instructional strategies, resources and tools of inquiry aimed at meeting the needs of all students.

(The description of each learning activity must include the following components: (1) content areas addressed, (2) grade level, (3) estimated time, (4) instructional standard(s) and learning objectives, (5) lesson steps using explicit language, (6) materials and resources, (7) differentiation of lesson activities for meeting the learning styles of all students (8) assessment criteria, (9) how technology is to be integrated into the activity, and (10) reflection to be completed after the lesson is taught) (See ICAP lesson plan format)

ICAP Planning/Teaching Reflection Paper

In general, your ICAP reflection paper will include:

- Contextual Factors will include information about the students’ in the classroom, i.e., strengths, weaknesses, diversity, learning styles, etc.
- How instructional standards and learning objectives linked to the Integrated Core Standards and State Core Curriculum Standards were used to create unit lessons and learning activities.
- Types of assessments that were created and used to measure student learning, learning outcomes and an analysis of results.
- An overall reflection of the planning, teaching, assessing, and student learning outcomes as outlined with each lesson.

Guidelines for your Reflection Paper:

- Format:
  - The paper should be written as a college paper: title page, double-spaced, numbered pages.

- Contextual factors and Instructional standards:
  - Address contextual factors as you identify how your instructional standards (1) relate to the students’ current progress and development; (2) align with the classroom teacher’s long-range instructional goals; and (3) align with local, state, national and integrated common core standards. (2-3 pages)

- Assessment & Justification: (1 – 2 pages)
  - The paper should include a description of pre/post assessment that is aligned with instructional standards and learning objectives. (Attach a copy of the assessment)
  - Incorporate state criteria used to determine if the students’ performance met the learning objectives.
  - Include results of pre/post assessments in your paper along with your analysis of these results.

- Overall Reflection on Instruction (2 page minimum)
  - The student teacher will reflect upon the entire process of constructing and teaching an ICAP. Discuss some of your challenges and victories associated with the elements that made up your ICAP. Consider all that you have learned about the planning, teaching and assessing process, what elements were most difficult, how can you make the process easier, etc. Again, focus on the entire process of developing an ICAP, rather than on an individual lesson reflection.
<table>
<thead>
<tr>
<th>Lesson Components</th>
<th>Standards &amp; Objectives</th>
<th>Differentiation</th>
<th>Assessments</th>
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<tbody>
<tr>
<td>Lesson 1</td>
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<td>Lesson 5</td>
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</tbody>
</table>
Explicit Integrated Lesson Plan Components:

*Integrated Content Area(s):* Due to the time constraints of teaching all concepts connected to the core curriculum it is a good practice to integrate other content area learning objective(s) whenever appropriate. Individual lesson plans should focus on one content area integrating other areas where there is a natural fit.

**Standard:** (1-Content Core Standard 1-Common Core Standard)
The lesson standard is the broad theme of the lesson/unit. A literacy Common Core Standard should be included in addition to the content standard whenever possible.

**Learning Objective(s):** (*Each content area listed needs to have a learning objective*)
Learning objectives are the key goals for student learning during the lesson. These objectives should be written as observable and measurable goals. Include a learning objective for each content area listed in the *integrated content area of the lesson plan.

**Essential Questions:**
Are specific questions driven by the learning objective(s) that students should be able to answer throughout the learning activities included in the lesson plan.

**Materials:**
Specifically list any materials needed for all learning activities included in the lesson plan.

Complete the following sections of the lesson plan using: red or bold type – to script what the teacher says, blue or regular type – to script what the student’s will do, green or italic type - for what needs to be written on the board or a chart.

The above instructions are to be used to complete the main components, anticipatory set, introduction, etc., of the lesson plan. The colors/kind of type are used to indicate specific actions or teacher script used in the lesson plan.

**Lesson Components**

**Anticipatory Set: (Beginning)**
The anticipatory set is a hook/activity to pique students’ interest and access their prior knowledge about a key concept/topic.

**Introduction: (Explain)**
Explain to students the “what, why, when, and where” of what the lesson is about. Use clear and explicit language to clarify learning goals.

**Modeling: (Demonstrate)**
This is the “I do it” portion of the lesson where the teacher models or demonstrates key elements of the curriculum concepts.

**Guided Practice: (Reinforce/Reteach)**
This is the “We do it” or practice portion of the lesson where the teacher guides students in practicing skills taught to achieve learning objectives. This step can be accomplished with whole class, small group or one-on-one.

**Independent Practice: (Scaffolding)**
This is the “You do it” or individual student practice part of the lesson. This step is for individual student practice and assessment to show competency. Can be similar to guided practice.

**Closure: (Revisit Learning Objectives)**
During this step of the lesson plan all learning objectives are revisited and students should be able to answer essential questions. This is where students make a real-life connection and are able to transfer skills to other events.

**Time:**
Determine how much time is to be allotted to teach concepts of the lesson plan and then break up the total time into the number of minutes needed to teach each section.
Differentiation:
Think about the contextual factors of the students in the classroom and determine how you will accommodate each step in the lesson to meet the learning styles of all students. Include any adaptations you would make for students that have language needs, learning or behavior disabilities, culturally diverse backgrounds, gifted and talented abilities, etc.

Technology Integration:
Think through the steps of the lesson and determine how you could integrate technology strategies to enhance learning.

Assessment:
Referencing the learning objectives of the lesson determine how to best assess and document student learning. Include the type of assessment, formative/summative and how you will document learning outcomes throughout the lesson. (Examples: paper/pencil, observation, project, portfolio, rubric, etc. You will also need to create a pre and post assessment for the unit to compare/contrast learning outcomes.

Reflection:
After teaching each individual lesson reflect on each step of the lesson recording how students responded, effectiveness of activities, pacing, timing, student engagement, what went well, what needs to be changed, etc.

Overall Reflection: (Reflect on teaching process)
After reflecting on each step of the lesson look at the overall effectiveness of the lesson including, student responses to essential questions, learning outcomes assessed throughout, summative assessment, percentage of students that mastered key concept, etc.
How would you change the lesson?
Southern Utah University – Teacher Education  
Integrated Core Applied Project (ICAP)  
Explicit Integrated Lesson Plan

Name: ___________________________ Grade Level/Content Area: ___________________________ Estimated Time: ________________

*Integrated Content Area(s): ____________________________________________________________

**Standard:** (1-Content Core Standard and 1-Common Core Standard, Per Unit)

Learning Objective(s): (*Each content area listed needs to have a learning objective)

Essential Questions:

Materials:

*Complete the following sections of the lesson plan using: red or bold type – to script what teacher says, blue or regular type – to script what student’s will do, green or italic type - for what is to be written on the board or a chart

<table>
<thead>
<tr>
<th>Time</th>
<th>Lesson Components</th>
<th>Instructional Language/Teacher Script/Activities</th>
<th>Differentiation Contextual Factors</th>
<th>Technology Integration</th>
<th>Assessment</th>
<th>Reflection</th>
</tr>
</thead>
</table>
|      |                   | *Scripted step by step for each lesson component.  
*Remember to add in essential questions when applicable. | *How will I accommodate lesson/activities for all learning styles: ESL, gifted, special needs, culturally diverse, etc. | *How will I integrate technology | *Documentation  
*Outcomes  
*Pre and Post  
*Formative/ Summative  
*Rubric, Project  
*Observation  
*Paper/Pencil  
*Reteach concepts | *How did the students respond  
*What do I need to change  
*New ideas to improve this section |

**Anticipatory Set:**  
**Beginning:**  
*How will I “hook” the students?  
Access/build on prior knowledge.

**Introduction:**  
**Explain:**  
*What, Why, When Where  
*Use clear, explicit language

**Modeling:**  
**Demonstrate:**  
(I do it. Teacher models)  
*Examples/non examples
| **Guided Practice:**
| **Reinforce/Reteach:**
| (We do it. Teacher guides students)
| *Practice together*
| *Small group*
| *Whole group*
| *With teacher*

| **Independent Practice**
| **Scaffolding:**
| **Practice:**
| (You do it. Individual student practice)
| *Similar to guided practice activities*
| *Done alone to show competency*

| **Closure:**
| **Revisit:**
| *Learning objectives*
| *Did students answer essential questions*
| *Did students make a real life connection*

| **Overall Reflection:**
| **Reflect:**
| *Were the learning objectives met in each content area*
| *Did the lesson answer essential questions*
| *Did students reach competency*
| *Did I adjust lesson to meet the need of all types of learners*
| *How was my timing and “withitness”*
| *Did I enjoy teaching and did students enjoy learning* |
### Integrated Core Applied Project (ICAP) Scoring Rubric

**College of Education and Human Development**  
351 West University Boulevard – ED 310  
Cedar City, Utah 84720  
Phone: 435-865-8655  
FAX: (435) 586-5434

---

**Student Teacher** ___________________________  
**Semester** ___________________________  
**District** ___________________________  
**School** ___________________________

**Grade/Subj. Taught** ___________________________  
**Evaluator** ___________________________  
**Score** ___________________________

---

**Instructions:** This instrument is intended to provide an assessment of the student teacher's competence with the ICAP. The student teacher must achieve a **score of 15 with no “0’s”** to pass.

<table>
<thead>
<tr>
<th>Evaluation Area</th>
<th>Standard Not Met 0</th>
<th>Insufficient 1</th>
<th>Emerging 2</th>
<th>Sufficient 3</th>
<th>Proficient 4</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 ICAP Planning/Teaching Reflection Paper</td>
<td>No evidence of contextual factors, standards, objectives, and assessments outlined.</td>
<td>Little or limited evidence of contextual factors, standards, objectives, and assessments outlined.</td>
<td>Satisfactory or exemplary evidence of contextual factors, standards, objectives, and assessments outlined.</td>
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<tr>
<td>2 Instructional Plan</td>
<td>No evidence of appropriate planned lessons including standards and learning objectives or justification criteria.</td>
<td>Little or limited evidence of appropriate planned lessons including standards and learning objectives or justification criteria.</td>
<td>Satisfactory or exemplary evidence of appropriate planned lessons including standards and learning objectives or justification criteria.</td>
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<tr>
<td>3 Assessment Area</td>
<td>No evidence of Pre/Post assessment or justification criteria.</td>
<td>Little or limited evidence of Pre/Post assessment or justification criteria.</td>
<td>Satisfactory or exemplary evidence of Pre/Post assessment or justification criteria.</td>
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<tr>
<td>4 ICAP Lesson Plans</td>
<td>No evidence of appropriate integrated/multidisciplinary lesson plans.</td>
<td>Little or limited evidence of appropriate integrated/multidisciplinary lesson plans.</td>
<td>Satisfactory or exemplary evidence of appropriate integrated/multidisciplinary lesson plans.</td>
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<tr>
<td>5 Reflection on Instruction</td>
<td>No evidence of adequate reflection on the teaching process.</td>
<td>Little or limited evidence of adequate reflection on the teaching process.</td>
<td>Satisfactory or exemplary evidence of adequate reflection on the teaching process.</td>
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**Date** ________________  
**Evaluator’s Signature** ___________________________  
**Student Teacher’s Signature** ___________________________
APPENDIX C

REQUIRED FORMS
Current Contact Information Form

Please provide the address where you will be living while you complete your student teaching. Please be accurate and keep it updated. Return this form promptly to the Field Service Office. This will allow us to remain in contact with you as we relay critical information, and timely notices. In addition, we would like you to share a permanent address where we can obtain current contact information should it be necessary.

Student Teacher’s Address while Student Teaching:

Name: _______________________________ T#:____________________

Maiden Name (if applicable): ________________________________

Address: __________________________________ Phone: ( ) _____________

City/State: _______________________________ Zip: __________

Email: _______________________________________________________

Alternate Contact Person(s): ___________________________ Phone: ( ) ___________

Student Teacher Permanent Address (if different than above):

Name: _______________________________ Phone: ( ) ______________________

Address: _______________________________ Phone: ( ) ___________

City/State: _______________________________ Zip: __________

Student Teaching Placement Details:

Placement School Name(s): ________________________________

Placement School Phone(s): ( ) ______________________

Please fill out this form and return it to:

Southern Utah University
COEHD/Field Service Office
351 West University Blvd.
Cedar City, UT 84720
Tel: (435) 865-8685
Fax: (435) 586-5434
Verification of Handbook and Conceptual Framework Discussion with Mentor Teacher(s)

I, _______________________________________, verify that I have gone over the SUU Student Teaching Handbook with my Mentor Teacher(s). He or she is now aware of the standards that I must master as a Student Teacher from Southern Utah University as described in the Conceptual Framework.

_________________________________________________________________________________
Student Teacher’s Signature Date

_________________________________________________________________________________
Mentor Teacher’s Signature Date

_________________________________________________________________________________
Mentor Teacher’s Signature Date
STUDENT TEACHING SCHEDULE
(Send to Education Supervisor AND Secondary Academic Content Supervisor)

Student Teacher Name: _________________________________________________________

Please CIRCLE: ELEMENTARY       SECONDARY

Student Teacher’s address during student teaching – (Include City, State & Zip Code):

________________________________________________________________________

Address

City ___________________________ State _______ Zip _______

Phone Number: ____________________________________________________________

Current E-mail Address: ______________________________________________________

School Assignment: __________________________________________________________

School Principal: ____________________________________________________________

Mentor Teacher’s Name: ______________________________________________________

Indicate the preferred times and classes for visiting.

When is the best time for conferences and where conferences can be held?

Add any other pertinent information relative to this schedule:
# Daily Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
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<th>Wednesday</th>
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</table>
**STUDENT TEACHING DAILY ACCOUNTABILITY AND PERSONAL REFLECTION FORM**

Student Teacher ___________________________________ Placement ________________________________________________

60 Days Required for Elementary, Secondary and SPED  
An eligible day is one that has a minimum of 6 hours of days with **students in classroom** Tally days only, not hours

<table>
<thead>
<tr>
<th>Date</th>
<th>Running Day Total</th>
<th>Strengths</th>
<th>Areas in Need of Improvement</th>
<th>Mentor Teacher Initials</th>
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<td><strong>Elem 1st: Mid-Term Self Reflection/Evaluation with Mentor Teacher</strong></td>
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</table>
| 30   |                  |           | **Elementary Interns & Secondary: Mid-Term Self Reflection/Evaluation with Mentor Teacher**  
**Elementary: Review Final Evaluation with First Mentor Teacher** |                         |

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<table>
<thead>
<tr>
<th>Date</th>
<th>Running Day Total</th>
<th>Strengths</th>
<th>Areas in Need of Improvement</th>
<th>Mentor Teacher Initials</th>
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<td>Second Placement : Mid-Term Self Reflection/Evaluation with Mentor Teacher</td>
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<td>Review Final Evaluation with Mentor Teacher</td>
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**CONGRATULATIONS! YOU DID IT!**

**IMPORTANT! GO OVER THE STUDENT TEACHER CHECKLIST CAREFULLY** (Handbook: page 7): Before leaving your placement(s) be sure to gather all required paperwork including Observation Forms, signed Daily Accountability, Mid-Term and Final Evaluations from all Mentor Teachers. Forward to your Supervisor immediately.

Your grade will not be posted until all requirements are met and documentation has been returned to the Teacher Education Office.
### Student Teaching Observation Record

Student Teacher ___________________________ Date: _______________ Grade/Subject ________________

Evaluator ___________________________ School: ___________________________

Observation Number: _______ Length of Time Observed: ___ Post Observation: (Circle One) Conference Phone E-mail

Student’s Progress: Satisfactory __________ Needs Improvement: ________________ (see below and over)

### Lesson Presentation Evaluation

*(Most of these elements will be observed in an effective lesson)*

<table>
<thead>
<tr>
<th>A Written Lesson Plan was Followed</th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
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<tbody>
<tr>
<td>Lesson planned to utilize a <strong>variety of creative</strong> instructional activities</td>
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<td>Critical Questions pre-written and imbedded throughout lesson</td>
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</tbody>
</table>
| Learning Objectives are **Clear and Measurable**  
- Stated and Written | | | |
| Assessment of Prior Knowledge  
- Pre-Assessment | | | |
| Lesson Opening  
- Grab Attention/Anticipatory Set  
- Expectations defined | | | |
| Lesson Body  
- Review – formal or embedded  
- Continually check for Understanding  
- Modeled (visual supports)  
- Active student participation  
- Supervised practice opportunities  
- Promotes critical thinking at all levels  
- Differentiated Instruction  
- Accommodations/Cultural perspectives | | | |
| Post-Assessment - How was student learning evaluated? | | | |
| Lesson Closing - practical/real world ties | | | |
| Independent/Extended Practice Opportunities | | | |
| Content Knowledge Adequately Demonstrated | | | |
| Positive & Caring Interaction with Students | | | |
| Established Class Management Procedures | | | |
Summarize Student Teacher’s Strengths:

Suggestions for Improvement:

Student Teacher’s Reflection:

Evaluator’s Signature _____________________________ Student Teacher’s Signature ___________________________
**Student Teaching Evaluation**  
BTS College of Education and Human Development  
351 West University Boulevard  
Cedar City, Utah 84720  
Phone: 435-865-8885  
FAX: (435) 586-5434

**Teacher Professionalism and Dispositions**

<table>
<thead>
<tr>
<th>Evaluation Area</th>
<th>Standard Not Met/Existent</th>
<th>Insufficient 0</th>
<th>Emerging 1</th>
<th>Sufficient 2</th>
<th>Proficient 3</th>
<th>Score 4</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Reliability / Dependability</td>
<td>Often fails to complete assigned tasks and duties.</td>
<td>Sometimes needs to be reminded to attend to assigned tasks or duties.</td>
<td>Responsible. Attends to assigned tasks or duties without prompting.</td>
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<tr>
<td>4 Desire to Improve Own Teaching Performance</td>
<td>Makes no effort to improve own teaching performance.</td>
<td>Makes some effort to improve own teaching performance.</td>
<td>Makes effective efforts to improve own teaching performance.</td>
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<tr>
<td>5 Professional Interaction with Colleagues</td>
<td>Fails to build professional relationships. No interaction with colleagues.</td>
<td>Attempts to build professional relationships. Limited interaction with colleagues.</td>
<td>Builds professional relationships and interacts positively with colleagues.</td>
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<tr>
<td>6 Oral and Written Language</td>
<td>Speech is inaudible or unclear. Written language is illegible. Language may contain grammar, syntax, or spelling errors. Vocabulary may be inappropriate, vague, or used incorrectly.</td>
<td>Speech and written language are clear and correct. Vocabulary is correct, but limited or not appropriate to students’ ages or backgrounds.</td>
<td>Speech is easy to understand. No grammatical errors in oral or written language. Developing more extensive and/or appropriate vocabulary for level of student.</td>
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**Instructions:** This instrument is intended to provide an assessment of the student teacher’s competence in teaching. A student teacher must achieve a **score of 60 with no “0”s** to pass. Please include a comment when deficiencies are identified. A student teacher who receive **“0” or score below 48** at midterm will be required to meet with the Mentor Teacher and Teacher Education Supervisor to implement a Performance Growth Plan. Please notify the Program Specialist over Field Service Office of all Mid-Term Scores.

**Score**

- 0: Insufficient
- 1: Emerging
- 2: Sufficient
- 3: Proficient
- 4: Score

**Comments**

- Please Check: Mentor ___  
- Supervisor ___
<table>
<thead>
<tr>
<th>Evaluation Area</th>
<th>Standard Not Met/Evident</th>
<th>Insufficient (1)</th>
<th>Emerging (2)</th>
<th>Sufficient (3)</th>
<th>Proficient (4)</th>
<th>Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Routines and Procedures</td>
<td>Does not establish routines, procedures, and strategies for managing non-instructional duties to maximize the use of instructional time.</td>
<td>Attempts to establish routines, procedures, and strategies for managing non-instructional duties to maximize the use of instructional time.</td>
<td>Establishes routines, procedures, and strategies for managing non-instructional duties. Maximizes the use of instructional time.</td>
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<tr>
<td>Knowledge of Content</td>
<td>Makes content errors, does not correct errors of students or self, or lacks initiative to research content to make connections.</td>
<td>Displays basic content knowledge but cannot facilitate connections with the students or other disciplines.</td>
<td>Displays solid content knowledge and facilitates connections between the content and other disciplines in the student’s world.</td>
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<tr>
<td>Appropriate Questioning and Discussion Techniques</td>
<td>Teacher dominates the instruction time with few and/or poor questions elicited from the students.</td>
<td>Questions are asked but may be framed to elicit short low-level responses. More response time may be needed.</td>
<td>Questions are appropriate and high quality. Adequate time is provided response. Students are encouraged to formulate their own questions.</td>
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<tr>
<td>Knowledge of Technology and Resources</td>
<td>Displays little knowledge of the appropriate use of various technologies in the planning, delivery, analysis and assessment of learning and instruction.</td>
<td>Recognizes the value of appropriate use of various technologies and resources in the planning, delivery, analysis and assessment of learning and instruction but unable to model.</td>
<td>Demonstrates and models a knowledge of the appropriate use of various technologies and resources in the planning, delivery, analysis and assessment of learning and instruction.</td>
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<tr>
<td>Reflection on Teaching (written journal and conversations)</td>
<td>Does not know whether a lesson was effective or achieved its goals. Profoundly misjudges the success of a lesson. Perceptions are often inaccurate. Does not accept constructive criticism well.</td>
<td>Generally accurate impression of a lesson's success. Offers vague, general suggestions for improvement or is dependent on supervisors for ideas. Open to suggestions.</td>
<td>Can accurately determine whether a lesson has met the stated goals and cites references about how it may be improved. Is committed to reflection, self-assessment and learning as an on-going process. Welcomes constructive criticism.</td>
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### 3. Creating an Environment for Student Learning

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<tr>
<th>Evaluation Area</th>
<th>Standard Not Met/Not Evident</th>
<th>Insufficient 1</th>
<th>Emerging 2</th>
<th>Sufficient 3</th>
<th>Proficient 4</th>
<th>Score</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>12 Interaction with Students</td>
<td>Is sometimes indifferent or antagonistic towards students.</td>
<td>Hesitant to work with students, but relates well when opportunity presents itself.</td>
<td>Relates easily and positively with students.</td>
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<tr>
<td>13 Sensitivity to Student Needs</td>
<td>Does not readily observe or identify student distress or special needs or contextual factors. Does not honor confidential information about students.</td>
<td>Identifies special needs of some students (cultural, contextual, vision, hearing, counseling, medical intervention, etc.) but does communicate concerns with classroom teacher. Respects the privacy of students and confidentiality of information.</td>
<td>Is concerned about all aspects of a child's well-being (cultural, cognitive, emotional, social, and physical) and is alert to signs of difficulty. Sensitive to discrimination or harassment among students. Respects privacy and confidentiality.</td>
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<td>14 Engages all Students Communication Expectations</td>
<td>Fails to communicate expectations to students. Does not engage students in meaningful and challenging learning activities.</td>
<td>Attempts to communicate expectations to students. Engages students in meaningful and challenging learning activities some of the time.</td>
<td>Communicates expectations to all students. Engages students in meaningful and challenging learning activities, relevant to their needs.</td>
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<td>15 Response to Student Misbehavior</td>
<td>Does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.</td>
<td>Attempts to respond to misbehavior but with uneven results.</td>
<td>Response to misbehavior is appropriate, successful, and respects the student's dignity.</td>
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<td>16 Motivates Students and promotes a Cooperative Learning Environment</td>
<td>Displays minimal or no knowledge of strategies for a motivational and effective learning environment. Designs some strategies and activities that motivate and promote a cooperative and effective learning environment.</td>
<td>Develops and implements strategies that motivate and promote a cooperative and effective learning environment.</td>
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## 4. Organizing Content Knowledge for Student Learning

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<th>Evaluation Area</th>
<th>Standard Not Met/Evident 0</th>
<th>Insufficient 1</th>
<th>Emerging 2</th>
<th>Sufficient 3</th>
<th>Proficient 4</th>
<th>Score</th>
<th>Comments</th>
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<tr>
<td><strong>17</strong> Understands Development and Pedagogy</td>
<td>Displays minimal or no knowledge of developmental characteristics of age group, and/or uses inappropriate activities and assignments.</td>
<td>Designs some activities and assignments in a developmentally appropriate way.</td>
<td>Understands research on best instructional practices &amp; learners’ needs (cognitive, social, emotional, and physical).</td>
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<td><strong>18</strong> Lesson Plans: Monitoring and Adjustment</td>
<td>Adheres rigidly to an instructional plan even when a change will clearly improve the lesson.</td>
<td>Begins to check for understanding within a lesson. Attempts to adjust a lesson but with mixed results.</td>
<td>Routinely checks for understanding within the lesson and makes minor adjustments to lessons or unit.</td>
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<td><strong>19</strong> Best Practices: Multiple Teaching Strategies, Active Learning, Modeling</td>
<td>Relies mostly on lecture method and giving assignments. Students are passive learners. No modeling.</td>
<td>Written plans and delivery of instruction show evidence of more than one strategy within a lesson and a variety of approaches over time. Students are actively engaged for at least one half of the lesson. Some evidence of modeling.</td>
<td>Written instructional strategies are effectively incorporated in lessons based on subject matter &amp; needs of students. Students are actively involved in problem solving &amp; critical thinking with peers in small &amp; large groups when appropriate.</td>
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<td><strong>20</strong> Assessment Criteria and Feedback</td>
<td>Criteria for assessment are not predetermined on paper. Feedback is not provided in a timely manner or of poor quality.</td>
<td>Feedback to students is timely but may only be minimal (just a score). Learners are not made aware of performance criteria in advance.</td>
<td>Learners are given assessment criteria in advance (rubrics, point systems, etc.) Feedback includes qualitative comments to highlight strengths or needs.</td>
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**TOTAL SCORE**

Evaluator Comments (Please attach an additional sheet to describe the candidate’s overall performance of assigned duties and/or personal qualities if desired.)