

# University of Wyoming

## School of Teacher Education

**BA Elementary Education  
2018-2019 Student Teacher and Mentor  
Teacher Handbook**



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## **SPRING 2019 UW STUDENT TEACHING DATES**

From January 2-28, we will have 2 faculty members from the School of Teacher Education “on-call” who can be contacted in case of serious concerns. The “on-call” Elementary Education faculty members are as follows: Dr. Todd Reynolds ([treyrol6@uwyo.edu](mailto:treyrol6@uwyo.edu)) and Dr. Alan Buss ([abuss@uwyo.edu](mailto:abuss@uwyo.edu)).

### **ELEMENTARY AND SECONDARY EDUCATION MAJORS:**

Starting Date: UW student teachers are required to begin their student teaching semester when their mentor teacher reports to school in January after the winter break. For 2019, this is may be January 2<sup>nd</sup>, 3<sup>rd</sup>, or 4<sup>th</sup>, depending on the school district. Please find out when teachers are required to be in schools in your assigned district and write that date below.

**My start date:** \_\_\_\_\_

Midterm Evaluation due:	February 21, 2019 (Thursday)
Final Evaluation due:	April 24, 2019 (Wednesday)
Last Day of Student Teaching:	April 26, 2019 (Friday)

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

### **K-12 ART EDUCATION MAJORS:**

Starting Date: UW student teachers are required to begin their student teaching semester when their mentor teacher reports to school in January after the winter break. For 2019, this is may be January 2<sup>nd</sup>, 3<sup>rd</sup>, or 4<sup>th</sup>, depending on the school district. Please find out when teachers are required to be in schools in your assigned district and write that date below.

**My start date:** \_\_\_\_\_

First Midterm Evaluation due:	January 28, 2019 (Monday)
First Final Evaluation due:	February 25, 2019 (Monday)

Beginning of new placement around	February 25, 2019 (Monday)
Second Midterm due:	March 25, 2019 (Monday)
Second Final due:	April 24, 2019 (Wednesday)
Last Day of Student Teaching:	April 26, 2019 (Friday)

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

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**UW – Laramie Commencement:** May 18, 2019 (Saturday)

**The last day of student teaching may be adjusted depending on a student teacher’s start date for the semester and/or an unusual number of absences. Any deviations from this schedule must be reviewed and approved in advance by the relevant administrator. Student teachers are to adhere to the district calendar, so are only to take District breaks and vacation days. Student teachers should not arrange for other vacation days (e.g., UW spring break) or request different/additional vacation days from mentor teachers except in cases of unusual circumstances, and then only with permission from all supervisors: UW faculty, facilitator, and mentor teacher. A purchased ticket does not qualify as an unusual circumstance.**

# KEY CONTACT INFORMATION

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UW Faculty or Supervisor

Name \_\_\_\_\_

Telephone \_\_\_\_\_ e-mail \_\_\_\_\_

Mentor Teacher(s)

Name \_\_\_\_\_

Telephone \_\_\_\_\_ e-mail \_\_\_\_\_

Name \_\_\_\_\_

Telephone \_\_\_\_\_ e-mail \_\_\_\_\_

Partner School Facilitator or District Liaison

Name \_\_\_\_\_

Telephone \_\_\_\_\_ e-mail \_\_\_\_\_

School Principal

Name \_\_\_\_\_

Telephone \_\_\_\_\_ Fax \_\_\_\_\_

## Additional Contacts

Manager of Student Advising

Todd Krieger 307.766.2230 tkrieger@uwyo.edu

Coordinator of Student Advising

Christi Thompson 307.766.2230 chutch@uwyo.edu

Office of the Registrar

307.766.5272

Office of Student Financial Aid

307.766.2116

Center for Advising & Career Services

307.766.2398

CoEd Graduation Coordinator

Debbie Martinez 307.766.6862 debm@uwyo.edu

Associate Dean, Undergraduate and  
Director, School of Teacher Education

Leslie S. Rush 307.766.2230 [lrush@uwyo.edu](mailto:lrush@uwyo.edu)

Judy Yates, Office Associate 307.766.3275 jyates5@uwyo.edu

Associate Director, Field Placements

Amy Spiker 307.766.5147 aspiker@uwyo.edu

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

# MENTOR TEACHER ROLES AND RESPONSIBILITIES DURING STUDENT TEACHING

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The College of Education deeply appreciates those classroom teachers who give of their time and expertise to nurture new teacher professionals. These mentor teachers provide a great service to their districts, the UW College of Education, the state of Wyoming, and the profession. Expectations for mentor teachers include:

- Serving as a role model and coach for the student teacher;
- Assisting the student teacher in planning and preparing lessons, teaching, and assessing student learning’
- Providing time and support for the student teachers in completing the edTPA (a teacher performance assessment – see below for additional information);
- Providing regular feedback that is focused on improving practice and student learning in your classroom.
- Attending the preparation meeting along with the student teacher (typically mid-late in the fall semester) as available;
- Accepting primary responsibility for classroom supervision and evaluation of the daily performance of the student teacher by
  - Completing the midterm evaluation and discussing this with the student teacher, with a focus on growth and improvement for the second half of the semester. *It is expected that student teachers will have several areas noted for improvement/growth at the midterm evaluation, and it would not be considered unusual for a midterm to have no distinguished and a combination of proficient and basic marks.*
  - Completing final evaluation.
  - Completing the exit interview.
- Helping the student teacher gain an appreciation for the values and expectations of the schools and the communities they serve.
- Informing parents of the UW student teaching program.
- Providing continuous coaching (including praise and constructive criticism) that supports the professional growth of the student teachers through the entire student teaching experience.
- **Contacting the UW faculty/supervisor with any questions or concerns at any time during the semester.**

## Documenting Outcomes:

- Make notations on the student teacher’s rubric to document completion of outcomes.
- Complete the midterm evaluation, exit interview and final evaluation to verify successful completion of the outcomes.
- Debrief and provide feedback on lesson plans, teaching, assessment, professionalism, and classroom management practices.

## Evaluations

- Evaluations are required at midterm and semester end. ***Please see the calendar on page 3 of this Handbook for due dates.***
- Mentor teachers will submit all evaluation forms using the LiveText assessment and data system. Information and directions will be e-mailed to all mentor teachers.

**edTPA:** The University of Wyoming is part of a multi-state consortium using the edTPA, a teacher performance assessment. This assessment is designed to measure a set of core teaching skills that support student learning. For the edTPA, teacher candidates plan and teach a learning segment of 3-5 connected lessons, videotape some of this teaching, assess their students' work, provide feedback to support continued student progress, and finally, reflect on the effectiveness of their teaching practices throughout. Trained evaluators then score these assessments. Mentors will receive information about the edTPA from student Teachers, UW faculty, and/or facilitators.

## **IF DIFFICULTIES ARISE**

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If difficulties arise during the student teaching semester:

- Discuss the problem(s) **immediately** with mentor teacher/student teacher if appropriate. **Always** contact UW Supervisor, as well. Mentor teachers/student teachers may contact the Facilitator as the liaison with UW supervisor.
- Contact the UW supervisor if the problem(s) are not resolved. The call to the UW supervisor may come from the student teacher, the mentor teacher, or a facilitator. The UW supervisor will travel to the school immediately when his/her presence is required.
- Mentor teachers and student teachers are **strongly encouraged** to share any and all concerns regarding the student teaching experience **at the first sign of difficulty**. Experience tells us that waiting to discuss concerns results in escalation of the problem.
- *If a mentor teacher believes concerns are serious enough that the student teacher may not successfully complete the student teaching experience, then the UW supervisor must be notified no later than one week after the midterm evaluation in order for us to have time to resolve any problems.*

## **CO-TEACHING MODEL**

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The School of Teacher Education expects that student teaching will be a “co-teaching” experience with both mentor teacher and student teacher sharing responsibility for planning, instruction, and students’ learning. Student teachers will collaborate closely with their mentor teachers to plan the student teaching semester based on levels of preparedness and the unique contexts of mentor teachers’ students and classroom. It is expected each student teacher, at different times and in different parts of the semester, may be expected to take a secondary role, the lead role, or team-teach with the mentor teacher, keeping in mind that, above all, the students in these classrooms are the focus of every effort. The student teacher should become more independent as the semester continues and will ultimately, at times, assume full teaching responsibility to assure that all outcomes are met. The mentor teacher coaches, provides opportunities for reflection, and provides consistent feedback throughout the entire semester, including those times when the student teacher takes the lead instructional role. **We strongly encourage the mentor teacher to explore all opportunities for team teaching and collaborative pedagogies during the student teaching semester.**

## **STUDENT TEACHING TEAM**

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The student teacher, mentor teacher, facilitator, and UW supervisor comprise an educational team for this culminating field experience. Student teachers gradually assume increasing responsibilities in their assigned classroom(s), experiencing the excitement of teaching and learning as well as meeting the challenges of complex professional expectations. During this semester, student teachers will demonstrate for the other members of the educational team that the outcomes listed in evaluation rubrics have been met.

## STUDENT TEACHING EXPERIENCES

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Experiences will vary according to the subject matter, mentor teacher expertise, and contextual constraints. This list includes experiences for which most student teachers will be responsible. Note the completion of any of these experiences on the outcomes rubric. If reasonable and appropriate, the mentor teacher should ask the student teacher to:

1. Use technology to support or extend student learning in the classroom.
2. Participate with the mentor teacher in all assigned duties.
3. Provide remedial help to students.
4. Become familiar with cumulative records and federal privacy laws for children.
5. Develop a case study around a student with special needs.
6. Participate in an IEP meeting.
7. Discuss individual student needs with the mentor teacher, guidance counselor, and other appropriate support personnel.
8. Become familiar with the School Improvement Plan.
9. Take roll and record attendance.
10. Plan and arrange a bulletin board.
11. Learn attendance policies and procedures for the school and the district.
12. Keep records of homework and grades using digital options whenever possible.
13. Use maps, charts, and other instructional media to support instruction.
14. Bring in supplementary materials.
15. Locate visual, reference, and other teaching materials in the library or other school sources.
16. Use digital technologies, smart boards and other projection devices during instruction.
17. Examine and critique curriculum guides and textbooks.
18. Set up demonstrations including use of computer lab facilities.
19. Construct study guides, content outlines, and review materials.
20. Construct, administer, proctor, grade, and provide feedback for a variety of student assessments.
21. Discuss test results with students as a group, as individuals, and with parents.
22. Be aware of all of the agencies in the school district and community that provide specialized services for students.
23. Plan daily, weekly, and unit lessons.
24. Develop rubrics for the assessment of student projects.
25. Learn the school and district discipline policies and procedures.
26. Participate in the resolution of disciplinary problems.
27. Help plan a field trip.
28. Plan and guide class discussions.
29. Discuss with the mentor teacher and employ a variety of teaching methods.
30. Grade papers in a timely manner and provide appropriate feedback.
31. Analyze sets of homework assignments to make decisions about adjusting instruction.
32. Make a student progress chart.
33. Assist with reporting grades.
34. Write brief narrative reports of student progress.
35. Attend PTA/PTO meetings.
36. Attend faculty meetings.
37. Attend a school board meeting.
38. Attend a professional organization meeting (WEA, IRA, NCTM, etc.).
39. Work with faculty and/or parent committees.
40. Learn school policies: fire drills, accidents, assemblies, dismissals, signing in/out of the building, etc.
41. Make a seating chart.
42. Assist with co-curricular activities.
43. Learn the referral process for students needing help in speech, special education, reading, math, etc.
44. Work with resource teachers in reinforcement of areas such as computer skills, library skills.
45. Participate in parent conferences.

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



## **Mentor Teacher Semester Checklist**

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### **Before the Student Teacher Arrives**

- \_\_\_ Participate in the required regional Mentor Teacher/Student Teacher meeting with your student teacher, as available.
- \_\_\_ Arrange a suitable work space for the student teacher.
- \_\_\_ Read the relevant sections of this handbook.
- \_\_\_ Review the outcomes rubric/student teaching evaluation (included in this handbook).
- \_\_\_ Clarify questions of responsibility or expectation with the UW supervisor.
- \_\_\_ Enter important deadlines on calendars (e.g., midterm due date, final due date, etc.).

### **Early in the Student Teaching Semester**

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

### **Midway through the Semester**

- \_\_\_ Continue to review the outcomes with the student teacher on a regular basis.
- \_\_\_ Make notations on the rubric throughout the semester.
- \_\_\_ Provide lesson planning support and feedback; facilitate videotaping the selected lesson.
- \_\_\_ Debrief the lessons, lesson plans, and written critique with the student teacher.
- \_\_\_ Inquire as to progress on edTPA and other required assignments.
- \_\_\_ Help the student teacher schedule a mock interview.
- \_\_\_ Complete the midterm evaluation with the student teacher and provide feedback focused on professional growth and improvement. (submit via LiveText system. Directions will be e-mailed)
- \_\_\_ Print a copy of the midterm evaluation for your files. *It is expected that student teachers will have several areas noted for improvement/growth at the midterm evaluation, and it would not be considered unusual for a midterm to have no distinguished and a combination of proficient and basic scores.*

### **End of the Semester**

- \_\_\_ Complete the exit evaluation/interview with the student teacher.
- \_\_\_ Complete the final evaluation with the student teacher in LiveText system.

### **Final Week of Student Teaching**

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

# STUDENT TEACHER ROLES AND RESPONSIBILITIES DURING STUDENT TEACHING

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## STUDENT TEACHER RESPONSIBILITIES

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- Review this handbook.
- Attend the mandatory student teacher/mentor teacher meeting prior to the beginning of the semester (Methods instructor(s) will know and communicate these dates specific to students' student teaching assignments) as available.
- Be aware of UW College of Education, School of Teacher Education, and Teacher Preparation and Advising Office policies and deadlines.
- Be aware of school district policies and building expectations.
- **ALWAYS** demonstrate professional behavior and dress when interacting in a public school setting (classroom, district office, with parents, teachers' lounge, etc.).
- Do not use cell phone for calls or texting during class time or when on an assigned duty (e.g., bus, recess, lunch, etc.). Also, be aware that social networks are viewed by many different people and that what you put on social media can negatively affect your professional career during student teaching or as you apply for teaching positions.
- Professional expectations are explained more specifically in the *Professional Code of Conduct – Professional Conduct Guide* published by the Professional Teaching Standards Board: <http://wyomingptsb.com/wp-content/uploads/misc/PTSB-Code-of-Conduct.pdf>
- Develop a close association with the mentor teacher; take advantage of his/her professional knowledge and experiences.
- Prepare and teach assigned lessons with proficiency. This is your opportunity to demonstrate that you are ready to be a teacher!
- Accompany the mentor teacher to faculty, grade level, department, and IEP meetings, as well as other activities in which your mentor teacher participates as part of his/her responsibility.
- Be aware of the required outcomes for successful completion of EDEL 4500.
- Work with your mentor teacher to develop a classroom management plan congruent with his/her procedures and expectations.
- Recognize and acknowledge the mentor teacher as the ultimate authority within the classroom.
- Respect and follow the order of organizational lines in case of problems: (a) talk with your mentor teacher, (b) talk with your UW supervisor, (c) talk with your school principal only after your UW supervisor advises you to do so, and (d) talk with the Associate Director, Field Placements or the Director of the School of Teacher Education.
- Become familiar with the students in your classes and any special needs.
- Adjust to, rather than try to change, the classroom culture supported by the mentor teacher.
- Be aware of and sensitive to the values and expectations of the school and the community it serves.
- Model appropriate communication skills by using standard English grammar and language.
- Engage in frequent self-evaluation and accept constructive criticism and suggestions that support your professional and personal growth.
- NEVER embarrass or diminish the dignity of any student, parent, or colleague.
- Work with your mentor teacher to become familiar with any required curricula, the faculty handbook, emergency plans, district discipline policies/procedures, and access to instructional materials.

- Maintain confidentiality regarding pupils and other school personnel. This is a professional responsibility ... not a social interaction.
- Be in school every day and be there early.
- Understand that you are a guest in this school building, the district, and the community.
- Demonstrate behaviors in ALL settings that reflect your final transition to inservice teaching.

## **STUDENT TEACHING SYLLABI AND ASSIGNMENTS**

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Syllabi for all EDEL 4500 Student Teaching courses will be provided in all Methods classes. Requirements may vary by course section and/or placement site. Student teachers may be required to complete some or all of the following assignments. See specific EDEL 4500 syllabi for detailed requirements.

- edTPA
- Reflective Journal
- Professional Portfolio (see below)
- Video and Reflections
- Exit Interview
- Belief Matrix (see below)

### **Professional Portfolio Contents**

- A one-page resume prepared for job interviewing or applications.
- A current copy of your WyoWeb transcript.
- Statement of your teaching philosophy and professional qualities (one page) and/or the belief matrix.
- Outline of a unit developed and taught by you during the student teaching semester.
- Lesson plan developed and taught by you during student teaching (may include samples of student work and comments/feedback from your mentor teacher).
- Documentation of computer/technology skills. If you are using the portfolio itself to serve this purpose, include a brief (half page) statement as to the types of hardware and software that you used to create your portfolio (LiveText is a good option for an electronic portfolio).
- Copy of the final evaluation from your student teaching.

### **OPTIONAL Contents for Professional Portfolio**

- Materials/information/artifacts from course portfolios.
- Excerpts from your reflective journal, especially those that show areas of growth and reflection--one entry from the beginning of the semester, the middle, and the end.
- Photographs, with captions, showing active participation in your student teaching classroom.
- Special honors/recognition for professional development activities or academic achievements.
- Memberships/offices held in professional organizations.
- Letters of recommendation from individuals **other than the mentor teacher** that are a testament to your professional capabilities.
- Letter of recommendation from your UW supervisor at the end of the semester.
- Submit documentation (a note or dated sign-off) from the mentor teacher that the video requirement was completed both pre-midterm and post-midterm.

## Belief Matrix

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

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

To develop the matrix:

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

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

## **EMPLOYMENT STATUS DURING STUDENT TEACHING**

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

## **SUBSTITUTING, COACHING, OTHER EMPLOYMENT DURING STUDENT TEACHING**

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This policy statement is intended to maximize focus on the educational aspects of the student teaching semester. Additionally, it serves to clarify the criteria and process for the consideration of requests related to opportunities that result in monetary gain paid by a district to a student teacher during the student teaching semester. Candidates, school administrators, mentor teachers, clinical faculty, UW supervisors, UW faculty, and staff in the Teacher Preparation and Advising Office are expected to abide by these policies.

### **SUBSTITUTING**

There may be occasions when a mentor teacher is absent, and the student teacher may be asked to assume responsibility for the mentor teacher’s classroom<sup>1</sup>. Student teachers who meet these criteria will be allowed to substitute teach, depending on the district’s policy:

- Another faculty member (or building administrator) with close physical proximity to the candidate’s classroom assumes supervision of the student teacher;
- The student teacher has a valid Wyoming substitute permit
- The mentor teacher and building principal recommend the candidate for the substitute responsibility
- The substitute assignment is in the candidate’s assigned classroom.
- ***The maximum number of days allowed during one semester is five without seeking written permission for an extended term (see below).***
- The student teacher has the prerogative to decline the substitute opportunity.

**It is the responsibility of the student teacher to notify her/his UW supervisor immediately when accepting a substitute assignment, regardless of the length of that assignment.**

***Request for an extended term as a substitute under extraordinary circumstances: If emergency circumstances arise and there is no qualified substitute available in the district***, the district may apply for an extension beyond the allowable five days under this additional policy:

The building principal must submit a written request for approval to the College of Education Associate Director for Field Placements, (Amy Spiker; [aspiker@uwo.edu](mailto:aspiker@uwo.edu)). The request must include: (a) the anticipated term of the requested extension, (b) statement of who will assume supervision of the student teacher and how often that supervision will occur, (c) the student teacher signature that he/she agrees that they are comfortable with the revised supervision plan, (d) acknowledgement that the “substitute supervisor” is responsible for completing all UW evaluation and observation responsibilities in lieu of the mentor teacher until he/she returns, and (e) signature of the building principal verifying district approval of the request.

Such requests should be submitted as much in advance as possible. **All requests are subject to review for approval.** The Associate Director will notify the principal, the candidate, relevant district placement personnel, and the UW supervisor of the approval or denial of the request. **The maximum number of days that will be approved under any condition for any candidate in one semester is 10 total, consecutive or not consecutive.**

In rare cases, a student teacher may substitute in other teachers' classrooms in which they have observed or assisted with classroom instruction. This is not advisable during student teaching because student teachers have a time requirement in their assigned classroom that necessitates prioritizing instruction in that classroom. The UW supervisor must be notified immediately if a student teacher is asked to substitute in this situation.

## **COACHING, OTHER EMPLOYMENT**

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The student teacher is expected to devote total focus and responsibility to teaching during the student teaching semester. This means other college classes, jobs, as well as extracurricular activities that interfere with successful completion of student teaching, are discouraged. There may be occasions when candidates are asked to engage in school-related activities that might constitute employment for a district employee (e.g., coaching, club sponsorship, etc.). The keys to determining appropriate employment are the following: 1) The experience should **DIRECTLY** relate to the student teaching assignment and level, 2) The experience may not involve any time out of the school day and/or consistent obligations that would interfere with the next day's classroom preparation, 3) The experience may not involve a designated title and/or contract that would put a student teacher in conflict between working for the district and the student teaching expectations, 4) The experience may not involve sole responsibility for the students with whom the student teacher is working. A designated faculty supervisor must be in the vicinity at all times. Overall, we expect student teachers to be prepared to participate in such school activities as a *volunteer*. No student teacher may be engaged in any paid opportunities without a specific request from the district and written approval from the UW Associate Dean, Undergraduate Programs.

## **FAILURE TO FOLLOW THESE POLICIES**

*The intent of these policies is to find a balance between the unusual circumstances that sometimes befall largely rural school districts and the need to assure a quality, mentored experience for candidates as they prepare to enter the teaching profession. Districts, teachers, and/or student teachers who fail to comply with these policies may be sanctioned with a probationary period for future mentor teacher assignments.*

## **ATTENDANCE - POLICIES AND PROCEDURES**

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- Student teachers are expected to report when the public school session begins after winter break. It is the student teacher's responsibility to arrive based on the district's schedule. **Student teachers should check with their mentor teachers well in advance to determine the start date for their assigned districts. If there are inservice or other professional activities planned before classes convene, student teachers are expected to participate in those activities with their mentor teachers. (See the calendar on page 3)**
- Student teachers observe the school district calendar, not the UW calendar.
- Daily attendance - on time - is expected during student teaching except during illness or an emergency. The UW supervisor must be informed of all illnesses and emergencies in a timely fashion.
- University regulations govern student absences during the student teaching semester.
- When an absence occurs, lesson plans and accompanying materials must be sent to the school/mentor teacher prior to the start of the school day (as if candidates are the teacher of record for that classroom preparing for a substitute).
- Student teachers are allowed up to four sick/personal days during student teaching. Any days beyond that must be made up at the end of the semester.
- Extended absences will be made up according to the timeframe set by the mentor teacher and the UW supervisor.

# TIMELINE AND CHECKLIST FOR STUDENT TEACHERS

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## Before Leaving Campus

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

**Note:** Graduate Certificate Elementary Education students register for EDEL 4500 for 11 credits and EDCI 5990 for 4 credits.

## Early in the Student Teaching Semester

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

## Midway through the Semester

- \_\_\_ Document practice with, or completion of, outcomes (weekly) on the rubric.
- \_\_\_ Complete the edTPA and debrief with your UW supervisor and mentor teacher. Add notes from this debriefing to your outcomes rubric.
- \_\_\_ Photograph selected lessons and activities that you create (e.g., bulletin boards, student projects, field trips, school-wide activities). [optional]
- \_\_\_ Review the job search and licensure process in this handbook.
- \_\_\_ Complete the midterm evaluation with your mentor teacher no later than week 8.
- \_\_\_ Make sure your mentor teacher has completed the midterm evaluation and has submitted this evaluation in the LiveText assessment and data system.
- \_\_\_ Complete professional portfolio draft and share the draft with the UW supervisor.
- \_\_\_ Schedule mock interview with the principal and the interview team as required for your final evaluation. Consult with your UW supervisor if you have questions about this in preparation for spring job fairs.
- \_\_\_ Download licensure applications from the PTSB or other state's licensing agency, and send your Institutional Recommendation (IR) request to the Teacher Preparation and Advising Office.

## End of the Semester

- \_\_\_ Submit edTPA on or before the deadline dictated by your methods instructor.
- \_\_\_ Complete all assignments in the student teaching syllabi for your content area.
- \_\_\_ Complete professional portfolio.
- \_\_\_ Complete mock interview.
- \_\_\_ Complete exit interview with the mentor teacher and/or UW supervisor as required for your final evaluation.
- \_\_\_ Review the professional portfolio with the UW supervisor.
- \_\_\_ Read and review the final student teaching evaluation.

## Final Week of Student Teaching

- \_\_\_ Return borrowed teaching materials, teachers' guides, library/media materials, etc.

- \_\_\_ Return keys or other property.
- \_\_\_ Leave grades and evaluations for students in your classroom(s) with the mentor teacher.



## **FACILITATOR ROLES AND RESPONSIBILITIES**

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Each Partner School site has a person designated as the facilitator. These persons are employed on behalf of the UW College of Education with primary responsibility to serve as a liaison between the CoEd faculty and administration, district administration and faculty, and the UW Teacher Preparation and Advising Office in matters related to the formal partnership agreements.

In general, these personnel support the student teaching experience in these ways:

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

# UW SUPERVISOR ROLES AND RESPONSIBILITIES DURING STUDENT TEACHING

The UW supervisor has the responsibility of coordination between the School of Teacher Education and the placement school in all matters that involve the UW student teacher and the assigned mentor teacher. She/he is responsible to the CoEd for the overall success of the student teaching experience and for assignment of course credit upon successful completion of the student teaching by the student teacher. The UW supervisor collaborates with the facilitator to assure communication across all personnel involved in the mentoring partnership.

Additionally, UW supervisors will:

- Clarify university expectations for the roles of the student teacher, mentor teacher, principal, and UW supervisor as appropriate.
- Support the student teacher in completion of edTPA.
- Visit the mentor teacher and student teacher in their classroom according to the responsibilities laid out for each district.
- Create a log of brief written summaries of these observations and conferences with the student teacher and/or the mentor (sample included below).
- Review lessons and lesson plans as requested.
- Maintain communication throughout the semester between the student teacher, the mentor teacher, and the School of Teacher Education.
- Assist the student teacher in improving skills in any area(s) identified (e.g., planning, classroom management, professional behaviors, schedule conflicts, etc.).
- Answer questions or make referrals in a timely fashion.
- Visit as soon as possible if an emergency arises.
- Review the midterm evaluation, final evaluation, and exit interview when received.
- Evaluate the professional portfolio (if required).
- Assign the final grade for the completion of EDEL 4500.

### Sample Visitation Record

Student Teacher \_\_\_\_\_ Time Observed: from \_\_\_\_\_ to \_\_\_\_\_

School \_\_\_\_\_ Subject/Topic \_\_\_\_\_ Grade(s) \_\_\_\_\_

I. Type of Contact:     \_\_\_ Orientation Conference                     \_\_\_ Midterm/Final Evaluation Conference  
                               \_\_\_ Informal Conference                         \_\_\_ Exit Interview  
                               \_\_\_ Classroom Observation                         \_\_\_ Course Requirement Review Conference

II. The activities in which the student teacher was engaged at this time were:  
       \_\_\_ Large group instruction   \_\_\_ Team teaching with mentor teacher   \_\_\_ Individual tutoring  
       \_\_\_ Small group instruction   \_\_\_ Other (please describe)

III. The strengths of the student teacher to date seem to be:

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

V. Post-observation conference notes:

VI. Estimate of student teacher progress to date:  
 \_\_\_ Standard Progress   \_\_\_ Less than Standard   \_\_\_ Needs to work toward immediate improvement

Date \_\_\_\_\_  
 Mentor Teacher Initials \_\_\_\_\_

UW Supervisor \_\_\_\_\_  
 Student Teacher Initials \_\_\_\_\_

## PRAXIS II INFORMATION

**Effective July 2014:** Praxis testing requirements for initial licensure to teach in Wyoming have been revised by the Wyoming Professional Teaching Standards Board. Rules and regulations governing add-on endorsements to initial licensure have also been revised. Details about PTSB testing requirements and application forms for licensure and adding endorsements can be found at <http://ptsb.state.wy.us/>.

### Must all CoE Student Teachers take a Praxis exam?

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

### What exam do I take?

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

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

Secondary Social Studies majors are required to take the following Praxis assessment for Wyoming licensure:

Test Name and Number	Required Passing Score	Cost
Social Studies: Content Knowledge (5081)	158	\$120

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

### How do I prepare?

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

### When should I take the test?

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

### Where do I take the test?

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

### What happens if I don't pass?

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

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

## Obtaining Teacher Licensure in Wyoming and Other States

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

### **For licensure in Wyoming (through the Professional Teaching Standards Board) for B.A., B.S., and Graduate Certificate licensure students:**

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

### **For licensure in other states:**

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

## Frequently Asked Questions About Licensure

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

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

### **Why can't the Teacher Preparation and Advising Office forward the Institutional Recommendation on to the PTSB? If I include an envelope with postage affixed addressed to PTSB can the Teacher Preparation and Advising Office forward the IR on to the PTSB for me?**

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

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

There are two options that can be used to provide this information to the Teacher Preparation and Advising Office:

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

### **Is there a fee for completing the Institutional Recommendation?**

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

### **Who should I contact with my question?**

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

## THE JOB SEARCH

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The University of Wyoming's Advising, Career, and Exploratory Studies office (ACES) is available to support you in developing your resume, and in obtaining job search assistance and advice. You can contact ACES through its website: <http://www.uwyo.edu/aces/> or by telephone at (307) 766-2398 or by email at [aces@uwyo.edu](mailto:aces@uwyo.edu)

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

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

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

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

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

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

# STUDENT TEACHING OUTCOMES RUBRIC:

## Elementary Education

Space for notes has been removed from this version of the rubric for student teaching. Student teachers and mentors are encouraged to download the rubric from <http://www.uwyo.edu/ted/residency/rubrics.html> and then save it to their computers as a document (not PDF) file. This will allow you to manipulate the “Notations” blocks to any size you need.

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

- The mentor teacher and student teacher should use the blank spaces for notations throughout the semester.
- The rubric (with notations) will be used to complete the midterm and final evaluations.
- The rubric will be available for UW supervisor visits.
- The student teacher must complete all outcomes with a P (proficient) or D (distinguished) rating and no more than three B (basic) ratings for successful *completion* of the final student teaching evaluation.
- Both midterm and final evaluations will be submitted on LiveText.

**If you have questions about the forms or the requirements for evaluation during Student teaching, please contact your facilitator or UW Tupervisor directly.**

Outcome #1: Consistently applies important aspects of teaching developed during previous professional education courses including, but not limited to the following (A – M)				
PTSB Standards: I.i, I.ii, I.iii, I.iv, I.v, I.vi, I.vii, I.viii, I.ix, and I.x; II.i; II.ii				
CoEd Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10				
<b>Outcome</b>	<b>Level of Performance</b>			
	<b>Unsatisfactory (U)</b>	<b>Basic (B)</b>	<b>Proficient (P)</b>	<b>Distinguished (D)</b>
<b>A. Professional behavior and ethical conduct</b>	<ul style="list-style-type: none"> <li>*Does not comply with school policies</li> <li>*Excessive absences</li> <li>*Inappropriate dress</li> <li>*Frequent tardies</li> <li>*Misses required meetings</li> </ul>	<ul style="list-style-type: none"> <li>*Incomplete knowledge of school policies</li> <li>*Does not seek information pertaining to policies</li> <li>*Displays appropriate behavior</li> <li>*Attendance as minimally required</li> <li>*Spends no time outside school hours</li> </ul>	<ul style="list-style-type: none"> <li>*Complies with school policies</li> <li>*Attends required meetings</li> <li>*Appropriate behavior</li> <li>*Dresses appropriately</li> <li>*Accepts constructive criticism</li> </ul>	<ul style="list-style-type: none"> <li>*Meets all expectations for proficient</li> <li>*Spends extra time with students i.e. tutoring, extra curricular activities</li> <li>*Implements new procedures</li> <li>*Seeks opportunities to grow professionally (i.e., attends available professional development opportunities)</li> </ul>
<b>B. Effective work with diverse learners</b>	<ul style="list-style-type: none"> <li>*Uses only on-level materials with no allowance for individual needs</li> <li>*Relies only on the on-level teacher guide</li> </ul>	<ul style="list-style-type: none"> <li>*Makes only minimal adaptations for diverse learners</li> <li>*Is aware of need for and adapts materials for diverse learners.</li> <li>*Rarely uses additional resources</li> </ul>	<ul style="list-style-type: none"> <li>*Consistently and appropriately addresses needs of individual learners</li> <li>*Consistently finds and uses alternative resources to work with all students</li> </ul>	<ul style="list-style-type: none"> <li>*Meets all expectations at the proficient level</li> <li>*Knows and utilizes fine distinctions in needs of diverse learners</li> </ul>

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



<b>Outcome</b>	<b>Level of Performance</b>			
	<b>Unsatisfactory (U)</b>	<b>Basic (B)</b>	<b>Proficient (P)</b>	<b>Distinguished (D)</b>
<b>D. Learning theories and instructional strategies</b>	<ul style="list-style-type: none"> <li>*Plans using only published teacher guides</li> <li>*Uses only whole class lecture and assessment</li> <li>*Uses assessment only for grading purposes</li> </ul>	<ul style="list-style-type: none"> <li>*Some creative planning and teaching</li> <li>*Consistently depends on mentor for ideas</li> <li>*Needs constant guidance for preparation and implementation of lessons and instructional strategies</li> </ul>	<ul style="list-style-type: none"> <li>*Frequently uses creative planning and teaching</li> <li>*Standards, benchmarks, assessments, and enrichment for learning are reflected in planning</li> <li>*Encourages critical thinking</li> <li>*Responds to suggestions and shows continual growth</li> <li>*Appropriate use of assessment and materials</li> <li>*Shows independence in using multiple teaching strategies</li> <li>*Works as a facilitator for learning</li> </ul>	<ul style="list-style-type: none"> <li>*Meets all expectations at the proficient level</li> <li>*Consistently uses creative planning and teaching</li> <li>*Independently implements a variety of theories and strategies</li> <li>*Creates assessment documents which reflect learning</li> <li>*Works as a facilitator for learning beyond expectations</li> </ul>
<b>E. Effective instructional planning and assessment</b>	<ul style="list-style-type: none"> <li>*Uses only prepared teacher-guide plans</li> <li>*Lesson plans are incomplete and/or untimely</li> <li>*Assessment for grading purpose only</li> <li>*No apparent connection between planning and assessment</li> </ul>	<ul style="list-style-type: none"> <li>*Plans for the short term</li> <li>*Plans are ready on time</li> <li>*Reflects on effectiveness of the lesson</li> <li>*Plans reflect some standards, benchmarks, assessment, correctives, and enrichment</li> <li>*Has basic knowledge of planning</li> </ul>	<ul style="list-style-type: none"> <li>*Plans reflect standards, benchmarks, assessments, correctives, and enrichment</li> <li>*Independently plans and creates assessments for the benefit of the learners</li> <li>*Reflects on the lesson and implements changes based on reflection</li> <li>*Independent preparation requires little input from mentor and more cooperative teaching for benefit of learner</li> <li>*Open communication promotes creative planning</li> </ul>	<ul style="list-style-type: none"> <li>*Meets all expectations of the proficient level</li> <li>*Short term plans are consistently tied to long term goals</li> <li>*Uses supplemental materials to make instruction motivational</li> <li>*Skillfully manages time for correctives and enrichments</li> </ul>
<b>F. Positive interpersonal relationships</b>	<ul style="list-style-type: none"> <li>*Lacks communication skills</li> <li>*Shows negative or no response to constructive criticism</li> <li>*Unprofessional activities, i.e. gossip inside or outside of classroom is evident</li> </ul>	<ul style="list-style-type: none"> <li>*Demonstrates some change of behavior according to suggestions</li> <li>*Learns from constructive criticism</li> <li>*Works on recommended attitude changes</li> <li>*Communication skills with K-12 learners and/or colleagues needs improvement</li> </ul>	<ul style="list-style-type: none"> <li>*Actively seeks out positive interaction with K-12 learners and colleagues</li> <li>*Conducts him/herself professionally</li> <li>*Communicates effectively with K-12 learners and colleagues</li> <li>*Learns from and acts upon constructive criticism</li> </ul>	<ul style="list-style-type: none"> <li>*Meets all expectations of the proficient level</li> <li>*Shares knowledge and skills with colleagues</li> <li>*Practices self-evaluation and reflection and adjustments are positive improvements</li> </ul>

<b>Outcome</b>	<b>Level of Performance</b>			
	<b>Unsatisfactory (U)</b>	<b>Basic (B)</b>	<b>Proficient (P)</b>	<b>Distinguished (D)</b>
<b>G. Sensitivity to school, community, and global cultures</b>	<ul style="list-style-type: none"> <li>*Displays no awareness of cultural diversity with respect to culture, school or community through educational input</li> </ul>	<ul style="list-style-type: none"> <li>*Identifies needs of some students due to cultural differences</li> <li>*School, community and global cultures are seldom addressed</li> <li>*Shows awareness of cultural differences but is reluctant to intervene in problematic interactions, i.e. bullies, harassment, etc.</li> </ul>	<ul style="list-style-type: none"> <li>*Incorporates multi-cultural information into lessons</li> <li>*Demonstrates awareness of diversity of learner's social, emotional and physical needs</li> <li>*Respects confidentiality</li> <li>*Addresses awareness of school, community, and global cultures</li> <li>*Shows awareness of cultural differences and takes appropriate actions</li> </ul>	<ul style="list-style-type: none"> <li>*Meets all expectations at the proficient level</li> <li>*Models sensitivity to cultural differences</li> <li>*Seeks to increase base of knowledge with respect to school, community and global cultures</li> </ul>
<b>H. Self-reflection (journals and dialogue)</b>	<ul style="list-style-type: none"> <li>*Journals sporadically, less than once a week</li> <li>*Does not reflect on growth or methods of improvement</li> <li>*Uses journal as a negative release of feelings rather than a tool for learning</li> <li>*Does not reflect on teaching</li> </ul>	<ul style="list-style-type: none"> <li>*Journals only once a week</li> <li>*Shows little effort to improve through self-reflection</li> <li>*Journal only represents a listing of what occurred with no self-reflection</li> <li>*Has little or no dialogue with mentor related to improvement of teaching</li> </ul>	<ul style="list-style-type: none"> <li>*Journals two or three times a week</li> <li>*Uses journal entries and dialogue with mentor for self-reflection and evaluation</li> <li>*Effort made to use reflective information to improve as an educator</li> <li>*Adjusts lessons to reflect growth that was reflected in journal</li> </ul>	<ul style="list-style-type: none"> <li>*Meets all criteria for proficient</li> <li>*Independent critical analysis of lesson for strengths and weakness through self-reflection and journaling</li> <li>*Shares reflections and coordinates with mentor for most effective input into improvement of lessons and teaching</li> </ul>
<b>I. Consideration of legal and safety rules and emergency situations</b>	<ul style="list-style-type: none"> <li>*Displays no knowledge of legal and/or safety rules</li> <li>*Relies on mentor to deal with emergency situations</li> </ul>	<ul style="list-style-type: none"> <li>*Has a copy of legal and safety rules but inappropriately implements them</li> <li>*Has a copy of school board policies</li> <li>*Has a copy of all drills</li> <li>*Has a copy of playground/school rules for individual school</li> <li>*Participates when dealing with emergency situations</li> <li>*Dependent on mentor</li> </ul>	<ul style="list-style-type: none"> <li>*Demonstrates and implements correct safety and legal rules</li> <li>*Seeks information when necessary</li> <li>*Can identify an emergency situation as defined by school policy</li> </ul>	<ul style="list-style-type: none"> <li>*Meets all expectations at the proficient level</li> <li>*Attends policy meetings offered by the school district</li> <li>*Seeks further knowledge of learner's health, family or community</li> </ul>
<b>J. Appropriate use of human and physical resources</b>	<ul style="list-style-type: none"> <li>*Seeks no outside human and physical resources, which would enhance learning</li> </ul>	<ul style="list-style-type: none"> <li>*Plans include use of outside resources at the suggestion of mentor</li> <li>*Poor or no follow through which would actively involve resources</li> <li>*Includes use of outside resources in lesson plans and instructions only at the suggestion of mentor</li> </ul>	<ul style="list-style-type: none"> <li>*Includes use of outside resources in lesson planning, i.e. speakers, other professionals, etc.</li> <li>*Researches and involves community human and physical resources when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>*Meets all expectations at the proficient level</li> <li>*Implements human and physical resources effectively</li> <li>*Involves students in project research and development using human and physical resources</li> </ul>

<b>Outcome</b>	<b>Level of Performance</b>			
	<b>Unsatisfactory (U)</b>	<b>Basic (B)</b>	<b>Proficient (P)</b>	<b>Distinguished (D)</b>
<b>K. Adequate knowledge in teaching field and an ability to gather additional content as needed</b>	<ul style="list-style-type: none"> <li>*Makes content errors</li> <li>*Does not correct content errors of students or self</li> <li>*Does not activate knowledge or is unaware of interdisciplinary approaches to planning for appropriate learning</li> </ul>	<ul style="list-style-type: none"> <li>*Draws on basic content knowledge</li> <li>*Has problem transferring knowledge to students</li> <li>*Demonstrates little incentive to gather additional and/or supplemental content material</li> <li>*Draws on interdisciplinary planning</li> </ul>	<ul style="list-style-type: none"> <li>*Demonstrates strong content knowledge</li> <li>*Activates content knowledge to aid learners in making connections to their lives</li> <li>*Makes connection between content and other disciplines</li> <li>*Gather additional content as needed</li> </ul>	<ul style="list-style-type: none"> <li>*Meets all expectations at the proficient level</li> <li>*Takes initiative consistently to select content that goes beyond traditional text</li> <li>*Challenges students to think critically as they explore ways to connect content to other disciplines</li> </ul>
<b>L. Appropriate application of knowledge of human growth and development</b>	<ul style="list-style-type: none"> <li>*Uses inappropriate age-level activities and/or assignments</li> <li>*Does not plan activities and/or assignments for diverse learners</li> </ul>	<ul style="list-style-type: none"> <li>*Uses appropriate age-level activities and/or assignments</li> <li>*Plans activities and assignments for diverse learners in consultation with mentor</li> </ul>	<ul style="list-style-type: none"> <li>*Uses age appropriate planning and teaching to accommodate diverse age/interest levels</li> </ul>	<ul style="list-style-type: none"> <li>*Meets all expectations at the proficient level</li> <li>*Involves students in planning and implementing ideas appropriate to needs</li> </ul>
<b>M. Effective oral and written communication skills</b>	<ul style="list-style-type: none"> <li>*Uses language that contains grammatical and/or spelling errors, illegible and/or inappropriate to grade level</li> <li>*Speech is inaudible and/or contains grammatical errors</li> <li>*Incorporates little classroom discussion and questioning techniques</li> </ul>	<ul style="list-style-type: none"> <li>*Written language is generally correct and appropriate to grade level</li> <li>*Occasional errors are not corrected</li> <li>*Speech is clear and generally grammatically correct</li> <li>*Uses low level questions during class discussions</li> </ul>	<ul style="list-style-type: none"> <li>*Clear, grammatically correct written and oral language</li> <li>*Uses high level questioning techniques during class discussions</li> </ul>	<ul style="list-style-type: none"> <li>*Meets all expectations at the proficient level</li> <li>*Uses multiple written and oral strategies to challenge students and stimulate their language developments</li> <li>*Guides students to form high level questions</li> </ul>

Outcome #2: Demonstrates competence in aspects of teaching that were not previously developed, including the following (A-B).

PTSB Standards: I.viii, I.ix, and I.x; II.i; II.ii  
CoEd Standards: 8, 9, and 10

<b>Outcome</b>	<b>Level of Performance</b>			
	<b>Unsatisfactory (U)</b>	<b>Basic (B)</b>	<b>Proficient (P)</b>	<b>Distinguished (D)</b>
<b>A. Working effectively in a variety of ways with parents</b>	<ul style="list-style-type: none"> <li>*Makes no effort to involve or to be involved with parents</li> <li>*Has no empathy with parental concerns</li> </ul>	<ul style="list-style-type: none"> <li>*Makes minimal parent contact</li> <li>*Needs guidance and suggestions from mentor</li> <li>*Demonstrates limited ability to show empathy to parental concerns</li> </ul>	<ul style="list-style-type: none"> <li>*Teams with teacher for guided experience when working with parents, i.e. parent contacts and conferences</li> <li>*Responds to parental concerns professionally and with sensitivity</li> </ul>	<ul style="list-style-type: none"> <li>*Meets all expectations at the proficient level</li> <li>*Independently handles positive parent contacts</li> <li>*Seeks guidance from mentors with difficult problems</li> <li>*Conveys sincere caring and willingness to listen to parents and engages in open communication</li> </ul>

<b>Outcome</b>	<b>Level of Performance</b>			
	<b>Unsatisfactory (U)</b>	<b>Basic (B)</b>	<b>Proficient (P)</b>	<b>Distinguished (D)</b>
<b>B. Assisting with evaluation reports, e.g., report cards</b>	<ul style="list-style-type: none"> <li>*Depends entirely on mentor for evaluation input</li> <li>*Does no recording</li> </ul>	<ul style="list-style-type: none"> <li>*Does required recording, not always in a timely manner</li> <li>*Does limited assessment of instructional goals</li> </ul>	<ul style="list-style-type: none"> <li>*Assesses instructional goals consistently</li> <li>*Gathers assessment data and records with minimal guidance from mentor</li> <li>*Scores and records papers and written work correctly in a timely manner</li> <li>*Assists with evaluations, report cards, etc.</li> </ul>	<ul style="list-style-type: none"> <li>*Meets all expectations at the proficient level</li> <li>*Gathers data and records about learner's progress in multiple ways</li> </ul>

Outcome #3: Demonstrates knowledge of the school improvement process and demonstrates competence in collaborating in school improvement activities.

PTSB Standards: I.x; II.ii  
CoEd Standards: 7 and 8

<b>Outcome</b>	<b>Level of Performance</b>			
	<b>Unsatisfactory (U)</b>	<b>Basic (B)</b>	<b>Proficient (P)</b>	<b>Distinguished (D)</b>
<b>Demonstrates knowledge of the school improvement plan and demonstrates competence in collaborating in school improvement activities</b>	<ul style="list-style-type: none"> <li>*Shows lack of knowledge of school improvement process/plan</li> <li>*Does not become involved with school improvement activities</li> </ul>	<ul style="list-style-type: none"> <li>*Seeks information concerning school improvement process/plan</li> <li>*Minimal involvement, if any, with school improvement activities</li> </ul>	<ul style="list-style-type: none"> <li>*Demonstrates knowledge of school improvement process/plan</li> <li>*Demonstrates collaborating in school improvement activities</li> <li>*Volunteer time for project related to school improvement</li> </ul>	<ul style="list-style-type: none"> <li>*Meets all requirements for proficient</li> <li>*Becomes actively involved and volunteers for extra time and involvement</li> </ul>

Outcome #4: Demonstrates competence in continuing development as a professional educator.

PTSB Standards: I.ix, and I.x; II.i; II.ii  
CoEd Standards: 7, 9, and 10

<b>Outcome</b>	<b>Level of Performance</b>			
	<b>Unsatisfactory (U)</b>	<b>Basic (B)</b>	<b>Proficient (P)</b>	<b>Distinguished (D)</b>
<b>A. Participates in the professional life of school and/or district</b>	<ul style="list-style-type: none"> <li>*Avoids becoming involved in school/district programs, projects or events</li> <li>*Does not participate in meetings etc. or participates inappropriately</li> </ul>	<ul style="list-style-type: none"> <li>*Participates when specifically asked with appropriate level of participation</li> <li>*Demonstrates little or no desire to participate in outside programs or expand knowledge</li> </ul>	<ul style="list-style-type: none"> <li>*Participates in meetings such as grade level/dept., school-wide faculty and interdisciplinary team</li> <li>*Contributes as necessary and appropriate</li> <li>*Identifies and visits at least two programs at varying grade levels that either directly or indirectly affect the school culture, e.g. specialty teachers, academic programs other than own, etc.</li> </ul>	<ul style="list-style-type: none"> <li>*Meets all expectations for proficient</li> <li>*Seeks opportunities to make major contributions to activities outside of own classroom or creates enrichment activities to be shared with peers and faculty</li> <li>*Uses outside class time to participate in additional programs</li> </ul>

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

## Exit Interview Form—Elementary Education

Student Teacher's name \_\_\_\_\_  
Mentor Teacher's name \_\_\_\_\_  
UW Faculty/Supervisor's name \_\_\_\_\_  
Date of Exit Interview \_\_\_\_\_

*Mentor Teacher, please initial each item. Make comments in space provided.*

### **Rubric** (notations)

\_\_\_\_\_ Shows evidence of entries written throughout the semester

\_\_\_\_\_ Provides clear evidence of support for the outcomes

### **Teacher Performance Assessment (edTPA)**

\_\_\_\_\_ Has completed all components

\_\_\_\_\_ Has provided clear lesson plans and teaching videos

\_\_\_\_\_ Assessments align with learning targets

\_\_\_\_\_ Demonstrates reflection and growth

### **Professional Portfolio**

\_\_\_\_\_ Shows clarity, organization, and appropriateness for its purpose

\_\_\_\_\_ Includes an appropriate amount of information for its purpose

### **Mock Interview**

\_\_\_\_\_ Scheduled and completed a mock interview with appropriate personnel

\_\_\_\_\_ Discussed ways of improving interview techniques