University of Wyoming
School of Teacher Education

BA Elementary Education
2019-2020 Student Teacher and Mentor Teacher Handbook
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SPRING 2020 UW STUDENT TEACHING DATES

From January 2-27, 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 (treynol6@uwyo.edu) and Dr. Alan Buss (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 2020, this may be January 2nd or 3rd, 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 26, 2020 (Thursday)
Final Evaluation due: April 22, 2020 (Wednesday)
Last Day of Student Teaching: April 24, 2020 (Friday)

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

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UW – Laramie Commencement: May 16, 2020 (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 Department Head. 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, Site Facilitator, and Mentor Teacher. A purchased ticket does not qualify as an unusual circumstance.
KEY CONTACT INFORMATION

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
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

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:

- Reviewing the mentor online modules available at: http://uwyo3.catalog.instructure.com/browse/conted/courses/principles-of-mentoring
- Serving as a role model and coach for Student Teachers.
- Assisting the Student Teachers in planning and preparing lessons, teaching, and assessing student learning.
- Providing time and support for Student Teachers as they complete the edTPA (a teacher performance assessment – see below for additional info).
- Providing regular feedback that is focused on improving practice and student learning in your classroom.
- Attending the preparation meeting along with Student Teachers (typically mid-late in the fall semester).
- Accepting primary responsibility for classroom supervision and evaluation of the daily performance of Student Teachers by
  - Completing the midterm evaluation growth plan in collaboration with Student Teachers, and implementing the growth during the second half of the semester.
  - Completing final evaluation and narrative statement (or letter of recommendation).
  - Completing the exit interview, if required.
- Helping the Student Teachers gain an appreciation for the values and expectations of the schools and the communities they serve.
- Informing parents of the UW Student teaching program.
- Providing continuous coaching (including praise and constructive criticism) that supports the professional growth of the Student Teachers though 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, midterm growth plan, exit interview (if required) 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 (in accordance with dates specified at the beginning of this handbook). Please see the calendar on page 3 of this Handbook.
- 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.

Recommendations

The narrative statement portion of the final evaluation takes the form of a letter of recommendation for the Student Teacher.
The narrative should include:
- Brief description of the context of the setting in which mentor worked with the Student Teacher.
- Description of the specific classroom responsibilities that the Student Teacher had and commentary on how well he/she met those responsibilities.
- Description of any extra duties in which the Student Teacher was involved.
- Description of the Student Teacher’s involvement (type and extent) with parents and colleagues.

Teacher Performance Assessment – The University of Wyoming is part of a multi-state consortium using the edTPA, a teacher performance assessment. This assessment is designed to measure a set of core teaching skills that support student learning. For the edTPA, 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 Partner District Facilitators. Additional information about the edTPA for the mentor teacher is available in the online modules linked above.

IF DIFFICULTIES ARISE
If difficulties arise during the student teaching semester:
- Discuss the problem(s) immediately with Mentor Teacher/Student Teacher if appropriate. Always contact UW Faculty/Supervisor, as well. In a Partner School setting, Mentor Teachers/Student Teachers may contact the Partner School Facilitator as the liaison with UW Faculty/Supervisor.
- Contact the UW Faculty/Supervisor if the problem(s) are not resolved. The call to the UW Faculty/Supervisor may come from the Student Teacher, the Mentor Teacher, or a Partner School Facilitator. The UW Faculty/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 by waiting to discuss any concerns results in escalation of the problem.
- If Mentor Teachers believe concerns are serious enough that the Student Teacher may not successfully complete the student teaching experience, then the UW Faculty/Supervisor 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
The Wyoming Teacher Education Program expects that student teaching will be a co-teaching experience with both Mentor Teacher and resident sharing responsibility for planning, instruction, and students’ learning. Student Teachers will collaborate closely with their Mentor Teachers to plan the student teaching semester based on levels of preparedness and the unique contexts of Mentor Teachers’ students and classroom. It is expected each Student Teacher, at different times and in different parts of the semester, may be expected to take a secondary role, the lead role, or team-teach with the Mentor Teacher, keeping in mind that, above all, the students in these classrooms are the focus of every effort. The Student Teacher should become more independent as the semester continues and will ultimately, at times, assume full teaching responsibility to assure that all outcomes are met. The Mentor Teacher coaches, provides opportunities for reflection, and provides consistent feedback throughout the entire semester, including those times when the Student Teacher takes the lead instructional
role. We strongly encourage the Mentor Teachers to explore all opportunities for team teaching and collaborative pedagogies during the Student teaching semester.

STUDENT TEACHING TEAM

The Student Teacher, Mentor Teacher, Partner School Facilitator (where present), and UW Faculty/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

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.
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.
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

Before the Student Teacher Arrives

___ Review the online mentor modules available at http://uwyo3.catalog.instructure.com/browse/conted/courses/principles-of-mentoring
___ Participate in the required regional Mentor Teacher/Student Teacher meeting with your Student Teacher.
___ Arrange a suitable work space for the Student Teacher.
___ Read the relevant sections of the Student Teaching Handbook.
___ Review the outcomes rubric/student teaching evaluation forms (included in this handbook).
___ Clarify questions of responsibility or expectation with the UW Faculty/Supervisor.
___ Enter important deadlines on calendars (e.g., midterm due date, final due date, etc.).

Early in the Student Teaching Semester

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

Midway through the Semester

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

End of the Semester

___ Complete the exit evaluation/interview with the Student Teacher (if required).
___ Complete the final evaluation with the Student Teacher (record and submit 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

STUDENT TEACHER RESPONSIBILITIES

- Review the Student Teaching 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).
- 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.
- 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 Faculty/Supervisor, (c) talk with your school principal only after your UW Faculty/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

Syllabi for all EDEL 4500 Student teaching in 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 (if required)
• Belief Matrix (see below)

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

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>School as a Community</th>
<th>Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What is the importance of aligning curriculum with WYCAS standards?</td>
<td>• What characteristics contribute to a school being a worthwhile community?</td>
<td>• What specific technology skills do I currently have?</td>
</tr>
<tr>
<td>• Where are my opportunities to integrate my curriculum with other content areas?</td>
<td>• How can I use democracy as a platform to develop community in my classroom?</td>
<td>• What examples do I have of using technology to support or enhance instruction in my classroom?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Classroom Management</th>
<th>Assessment</th>
<th>Instructional Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What theoretical foundation grounds my philosophy for classroom management?</td>
<td>• Why are both formative and summative assessments important tools for a teacher?</td>
<td>• What are 4 different instructional strategies that I have used and why did I make each choice?</td>
</tr>
<tr>
<td>• What are 5 characteristics of a classroom that is being well-managed for students at XX grade level(s)?</td>
<td>• What are 5 characteristics of assessments that I consider for every large unit of instruction?</td>
<td>• What are some fundamental differences between behavioral, cognitivist, and constructivist learning strategies?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parent Involvement</th>
<th>Personal Strengths</th>
<th>Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What are two examples of parent involvement that have had positive results for your class or an individual child?</td>
<td>• What personal characteristics do you bring to the profession of teaching that you expect of every teacher?</td>
<td>• What do you expect to be your professional development challenges and opportunities in the first 5 years of your teaching career?</td>
</tr>
<tr>
<td>• If a parent came to you and wanted to be more involved in their child’s education, what suggestions would you give?</td>
<td>• Why would a school district want to hire you?</td>
<td>• How will you monitor your professional development needs in parallel with licensure requirements and potential changes in licensure requirements?</td>
</tr>
</tbody>
</table>

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

“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

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 candidate/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 candidate’s Mentor Teacher is absent, and the candidate may be asked to assume responsibility for the Mentor Teacher’s classroom. Candidates who may be considered for substitute teaching are those students enrolled in EDST 3000, EDEL 4109, 4309, 4409, EDSE 4000, 42XX, and EDEL/EDSE 4500 AND those who also meet these additional criteria:

- Another faculty member (or building administrator) with close physical proximity to the candidate’s classroom assumes supervision of the candidate/Student Teacher
- The candidate has a valid Wyoming substitute permit
- The building principal provides a brief written statement of approval that the candidate provides to the UW Faculty/Supervisor
- The Mentor Teacher recommends 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 candidate has the prerogative to decline the substitute opportunity

It is the responsibility of the candidate to notify her/his UW Faculty/Supervisor immediately when they accept a substitute assignment, regardless of the length of that assignment.

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

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

- The building principal must submit a written request for approval to the College of Education Associate Director, Field Placements (Amy Spiker; aspiker@uwyo.edu). The request must include: (a) the anticipated term of the requested extension, (b) statement of who will assume supervision of the Student Teacher and how often that supervision will occur, (c) 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 Dean will notify the principal, the candidate, relevant
district placement personnel, and the UW Faculty/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 candidate 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 Faculty/Supervisor must be notified immediately if a Student Teacher is asked to substitute in this situation.

COACHING, OTHER EMPLOYMENT
The Student Teacher is expected to devote total focus and responsibility to teaching during the student teaching semester. This means other college classes, jobs, as well as extracurricular activities that interfere with successful completion of student teaching, are discouraged. There may be occasions when 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. This is also a legal issue, 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 the Student Teachers to be prepared to participate in such school activities as a volunteer. No Student Teacher may be engaged in any paid opportunities without a specific request from the district and written approval from the 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 Student Teachers as they prepare to enter the teaching profession. Districts, teachers, and/or Student Teachers who fail to comply with these policies may be sanctioned with a probationary period for future Mentor Teacher assignments or the withholding of the Institutional Recommendation for licensure.

ATTENDANCE - POLICIES AND PROCEDURES
- Student Teachers are expected to report when the public school session begins after winter break. It is the student teaching candidate’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 Faculty 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 Faculty Supervisor.
STUDENT TEACHING TIMELINE AND CHECKLIST
FOR STUDENT TEACHERS

Before Leaving Campus
___ Check WyoWeb/Degree Works for your remaining graduation requirements.
___ Request a graduation check from the UW Office of the Registrar.
___ Submit intended graduation date to the Office of the Registrar in writing.
___ Review this Student Teaching Handbook.
___ Register for EDEL 4500 with the instructions provided by the TPAO. Candidates at UW-Casper 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 Faculty/Supervisor.
___ Review the outcomes rubric on a weekly basis and keep your Mentor Teacher up-to-date on areas not yet demonstrated.
___ Develop a schedule and a process for making notations on the outcomes rubric.
___ Develop a schedule with your Mentor Teacher for regular sharing/feedback discussions. Let your UW Faculty/Supervisor know what the schedule is.
___ In consultation with your Mentor Teacher, plan for all required edTPA lessons and videotaping.

Midway through the Semester
___ Document practice with, or completion of, outcomes (weekly) on the rubric.
___ Complete the edTPA and debrief with your UW Supervisor and Mentor Teacher. Add notes from this debriefing to your outcomes rubric.
___ Photograph selected lessons and activities that you create (e.g., bulletin boards, student projects, field trips, school-wide activities). [optional]
___ Review the job search and licensure process.
___ Complete the midterm evaluation and midterm growth plan with your Mentor Teacher no later than week 8.
___ Make sure your Mentor Teacher has completed the midterm evaluation and midterm growth plan and has submitted this evaluation in the LiveText assessment and data system.
___ Complete professional portfolio draft and share the draft with the UW Faculty/Supervisor.
___ Schedule mock interview with the principal and the interview team as required for your final evaluation. Consult with your UW Faculty/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 UW Supervisor.
___ Complete all assignments found 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 Faculty/Supervisor if required for your final evaluation.
___ Review the professional portfolio with the UW Faculty/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.
PARTNER SCHOOL FACILITATOR ROLES AND RESPONSIBILITIES

Each Partner School site has a person designated as the Partner School Facilitator. These persons are employed on behalf of the UW College of Education with primary responsibility to serve as a liaison between the CoE Partner School 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 WTEP in these ways:

- Convene meetings (as appropriate) of the Partner School steering team, sub-groups of the Partner School sites, administration, and others to ensure broad communication.
- 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 as requested by Partner School faculty.
- 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 Partner School 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 Wyoming Teacher Education Program including the unique aspects of the elementary and secondary education programs.
- Provide support for logistics of all Partner School site activities.
**UW FACULTY/SUPERVISOR ROLES AND RESPONSIBILITIES DURING STUDENT TEACHING**

The UW Faculty/Supervisor has the responsibility of coordination between the WTEP 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. In the Partner School settings, the UW Faculty/Supervisor collaborates with the Partner School Facilitator to assure communication across all personnel involved in the mentoring partnership. Additionally, UW faculty supervisors will:

- Clarify university expectations for the roles of the Student Teacher, Mentor Teacher, principal, and UW Faculty/Supervisor as appropriate.
- Support the Student Teacher in completion of edTPA.
- Visit the Mentor Teacher and Student Teacher a minimum of two times for placements in non-Partner School sites. Visits to Partner School site placements will reflect the MOU agreement in 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 College of Education.
- Assist the Student Teacher in improving skills in any area(s) identified (e.g., planning, classroom management, professional behaviors, schedule conflicts, etc.).
- Answer questions or make referrals in a timely fashion.
- Visit as soon as possible if an emergency arises.
- Review the midterm evaluation, midterm growth plan, final evaluation, and exit interview when received.
- Evaluate the professional portfolio (if required).
- Assign the final grade for the completion of EDEL 4500.

**WTEP Visitation Record (Sample)**

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 _____________________  UW Faculty/Supervisor _____________________________
Mentor Teacher Initials _______  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 WTEP 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:

<table>
<thead>
<tr>
<th>Test Name and Number</th>
<th>Required Passing Score</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education: Multiple Subjects (5001)</td>
<td></td>
<td>$170</td>
</tr>
<tr>
<td>Subtest: Reading &amp; Language Arts (5002)</td>
<td>157</td>
<td>Cost incurred only on re-test</td>
</tr>
<tr>
<td>Subtest: Mathematics (5003)</td>
<td>157</td>
<td>Cost incurred only on re-test</td>
</tr>
<tr>
<td>Subtest: Social Studies (5004)</td>
<td>155</td>
<td>Cost incurred only on re-test</td>
</tr>
<tr>
<td>Subtest: Science (5005)</td>
<td>159</td>
<td>Cost incurred only on re-test</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Test Name and Number</th>
<th>Required Passing Score</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies: Content Knowledge (5081)</td>
<td>158</td>
<td>$120</td>
</tr>
</tbody>
</table>

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

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

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

Where do I take the test?
In Wyoming, tests will be administered in Casper, Cheyenne, and Laramie.

What happens if I don't pass?
You have one year from the date of your application for initial licensure to present a passing score to obtain a Standard WY Teaching Certificate. You may receive (from the PTSB) a one year authorization to work as a teacher based on your teacher preparation program institutional recommendation and/or other current state certificate during that one year period.

Where do I get additional information? University Testing Center (utc@uwyo.edu), PTSB (800-675-6893), or www.ets.org/praxis
Obtaining Teacher Licensure in Wyoming and Other States

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

For licensure in Wyoming (through the Professional Teaching Standards Board) for B.A., B.S., and Graduate Certificate licensure students:
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:
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.
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 graduate has assembled every component required by the PTSB, the student is responsible for sending the document to the PTSB, along with the appropriate fee(s).

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

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

The University of Wyoming’s ACES (Advising, Career, and Exploratory Studies) Center is available to support you in developing through its website: http://www.uwyo.edu/aces/career-services/index.html by telephone at (307) 766-2398 or by email at aces@uwyo.edu.

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

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

You should also plan to work with your Mentor Teacher, UW Faculty Supervisor and the Partnership District 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: 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.”


Individual school districts also provide information about job openings on their websites.
STUDENT TEACHING EVALUATION FORMS/OUTCOMES
MIDTERM EVALUATION RUBRIC and MIDTERM GROWTH
PLAN for Elementary Education

At the halfway point of student teaching, the mentor teacher will complete the midterm
assessment for the student teacher. The guiding presupposition of this midterm is that ALL
student teachers can continue to demonstrate growth throughout the entirety of student
teaching. This rubric lists the outcomes that the student teacher must fulfill to successfully
complete the student teaching semester. Each outcome has a description of behaviors
indicating the levels of performance. This midterm is now a two-point rubric, meaning that the
student is either demonstrating the behaviors or not; it is also accompanied by a link to a form
that the mentor teacher will use, in collaboration with the student teacher, to set growth goals
and to make plans to accomplish those goals.

Experienced mentors will notice that this midterm is different than previous midterms, and
different than the final assessment. The purpose of the midterm is to determine where students
are experiencing success, and where they might be struggling. To create the two levels of
performance, we combined the basic, proficient, and advanced levels into one “Basic and
Beyond” level, and we kept the “Unsatisfactory” level. Since we are only at the midpoint of the
semester, students may only be at the basic level, but that is appropriate for this time. If,
however, the student is “Unsatisfactory” in a category, this is a necessary distinction that the
mentor teacher need to make, and an area of growth that we need to identify for the student
teacher. By doing the midterm in this fashion, we can see where the student teacher is
unsatisfactory, and where he or she is basic and beyond, and move more explicitly and
concisely to help that student. In addition, we will ask mentor teachers to work with their student
teacher to establish growth goals and plans for those goals.

There are three steps to this midterm.
1) In LiveText, the mentor teacher will complete the rubric using either “Unsatisfactory” or
   “Basic and Beyond” as the two levels. If the student is meeting the “Basic and Beyond”
descriptor as written, the mentor teacher will click on the box for “Basic and Beyond.” If, on
the other hand, the student is not meeting the outcome as written, please assess the
student as “Unsatisfactory.” Any assessment of “Unsatisfactory” should be accompanied by
comments to explain the existing issues. If the student teacher has not yet had the
opportunity to perform on a specific category, the mentor teacher should choose “N/A.”
2) Within this rubric on LiveText, mentor teachers will be provided with a link to use to set
growth goals. For this section, in collaboration with the student teacher, the mentor teacher
should choose 3-5 specific categories that will serve as growth goals. If the student had an
Unsatisfactory in any area(s), that category, or those categories, should be included here.
3) Once the growth goal categories are selected, mentor and student teachers will
collaboratively write a plan for addressing those goals during the remainder of student
teaching. This collaboratively drawn plan will be made available to the university supervisor,
who will use it for the remaining part of the semester to inform observations and assistance.

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

Thank you for taking the time to work with a student teacher this semester. We know how much
time and effort you put into it, and how valuable it is to the profession. We hope that this new
midterm will help all of us communicate clearly to help the student teachers continue to grow
and achieve, and become the teachers we know and hope they will be.
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: 1, i, ii, iii, iv, v, vi, vii, viii, ix, and x; ii,i; ii,ii | CoEd Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 |

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Level of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unsatisfactory</strong></td>
<td><strong>Basic and Beyond</strong></td>
</tr>
</tbody>
</table>

**A. Professional behavior and ethical conduct**

The student teacher

* Does not comply with school policies
* Excessive absences
* Inappropriate dress
* Frequent tardies
* Misses required meetings

At a minimum, the student teacher

* Incomplete knowledge of school policies
* Does not seek information pertaining to policies
* Displays appropriate behavior
* Attendance as minimally required
* Spends no time outside school hours

The student teacher may perform at a much higher level, including displaying the following:

* Complies with school policies
* Attends required meetings
* Appropriate behavior
* Dresses appropriately
* Accepts constructive criticism
* Spends extra time with students i.e. tutoring, extra curricular activities
* Implements new procedures
* Seeks opportunities to grow professionally (i.e., attends available professional development opportunities)

**B. Effective work with diverse learners**

The student teacher

* Uses only on-level materials with no allowance for individual needs
* Relies only on the on-level teacher guide

At a minimum, the student teacher

* Makes only minimal adaptations for diverse learners
* Is aware of need for and adapts materials for diverse learners.
* Rarely uses additional resources

The student teacher may perform at a much higher level, including displaying the following:

* Consistently and appropriately addresses needs of individual learners
* Consistently finds and uses alternative resources to work with all students
* Knows and utilizes fine distinctions in needs of diverse learners

**C. Positive & effective classroom climate**

The student teacher

* Does not address physical aspects of classroom, i.e. seating, lighting, temperature, bulletin boards, etc.
* Inadequate planning, goal-setting, and ability to establish realistically high expectations for the learners
* Ineffective use of materials, transitions, and positive attitude
* Poor directions and procedures results in frequent learner time off task
* Inappropriate responses to behavior result in frequent disruptions
* Uses sarcasm, negative

At a minimum, the student teacher

* Adjusts physical room environment only when Mentor Teacher asks
* Begins to demonstrate thoughtful planning, ability to set goals and achieve them, and convey realistically high expectations for the learners
* Inconsistent effective use of materials, transitions, and positive attitude
* Inconsistent use of effective directions and procedures results in sporadic learner time off task
* Beginning to respond appropriately to behavior, reducing disruptions
* Uses limited sarcasm and uses positive rewards and reinforcements inconsistently

The student teacher may perform at a much higher level, including displaying the following:

* Demonstrates understanding of correlation between physical environment and student learning
* Consistently demonstrates thoughtful planning, ability to set and achieve goals, and conveys realistically high expectations for all learners
* Consistently demonstrates appropriate use of materials, effective transition strategies and positive attitude. Non-instructional duties, such as attendance, lunch count, etc., are attended to while learners become engaged with academic tasks
* Directions and procedures are consistently clear and concise, resulting and concentrated learner time on task
* Consistently demonstrates ability to respond appropriately to a variety of learner behaviors, resulting if few class disruptions
* Consistently uses positive reinforcements and rewards for all learners
* Actively seeks creative ways to promote learning and self-discipline
* Independently plans and implements comprehensive lessons for most
<table>
<thead>
<tr>
<th><strong>D. Learning theories and instructional strategies</strong></th>
<th><strong>E. Effective instructional planning and assessment</strong></th>
<th><strong>F. Positive interpersonal relationships</strong></th>
</tr>
</thead>
</table>
| The student teacher  
*Plans using only published teacher guides  
*Uses only whole class lecture and assessment  
*Uses assessment only for grading purposes | The student teacher  
*Uses only prepared teacher-guide plans  
*Lesson plans are incomplete and/or untimely  
*Assessment for grading purpose only  
*No apparent connection between planning and assessment | The student teacher  
*Lacks communication skills  
*Shows negative or no response to constructive criticism  
*Unprofessional activities, i.e. gossip inside or outside of classroom is evident |
| At a minimum, the student teacher  
*Some creative planning and teaching  
*Consistently depends on mentor for ideas  
*Needs constant guidance for preparation and implementation of lessons and instructional strategies | At a minimum, the student teacher  
*Plans for the short term  
*Plans are ready on time  
*Reflects on effectiveness of the lesson  
*Plans reflect some standards, benchmarks, assessment, correctives, and enrichment  
*Has basic knowledge of planning | At a minimum, the student teacher  
*Demonstrates some change of behavior according to suggestions  
*Works on recommended attitude changes  
*Communication skills with K-12 learners and/or colleagues needs improvement |
| The student teacher may perform at a much higher level, including displaying the following:  
*Frequently uses creative planning and teaching  
*Standards, benchmarks, assessments, and enrichment for learning are reflected in planning  
*Encourages critical thinking  
*Responds to suggestions and shows continual growth  
*Appropriate use of assessment and materials  
*Shows independence in using multiple teaching strategies  
*Works as a facilitator for learning  
*Consistently uses creative planning and teaching  
*Independently implements a variety of theories and strategies  
*Creates assessment documents which reflect learning  
*Works as a facilitator for learning beyond expectations | The student teacher may perform at a much higher level, including displaying the following:  
*Plans reflect standards, benchmarks, assessments, correctives, and enrichment  
*Independently plans and creates assessments for the benefit of the learners  
*Reflects on the lesson and implements changes based on reflection  
*Independent preparation requires little input from mentor and more cooperative teaching for benefit of learner  
*Open communication promotes creative planning  
*Short term plans are consistently tied to long term goals  
*Uses supplemental materials to make instruction motivational  
*Skillfully manages time for correctives and enrichment's | The student teacher may perform at a much higher level, including displaying the following:  
*Actively seeks out positive interaction with K-12 learners and colleagues  
*Conducts him/herself professionally  
*Communicates effectively with K-12 learners and colleagues  
*Learns from and acts upon constructive criticism  
*Shares knowledge and skills with colleagues  
*Practices self-evaluation and reflection and adjustments are positive improvements |
| G. Sensitivity to school, community, and global cultures | The student teacher *Displays no awareness of cultural diversity with respect to culture, school or community through educational input | At a minimum, the student teacher *Identifies needs of some students due to cultural differences *School, community and global cultures are seldom addressed *Shows awareness of cultural differences but is reluctant to intervene in problematic interactions, i.e. bullies, harassment, etc. The student teacher may perform at a much higher level, including displaying the following: *Incorporates multi-cultural information into lessons *Demonstrates awareness of diversity of learner's social, emotional and physical needs *Respects confidentiality *Addresses awareness of school, community, and global cultures *Shows awareness of cultural differences and takes appropriate actions *Models sensitivity to cultural differences *Seeks to increase base of knowledge with respect to school, community and global cultures |
| H. Self-reflection (journals and dialogue) | The student teacher *Journals sporadically, less than once a week *Does not reflect on growth or methods of improvement *Uses journal as a negative release of feelings rather than a tool for learning *Does not reflect on teaching | At a minimum, the student teacher *Journals only once a week *Shows little effort to improve through self-reflection *Journal only represents a listing of what occurred with no self-reflection *Has little or no dialogue with mentor related to improvement of teaching The student teacher may perform at a much higher level, including displaying the following: *Journals two or three times a week *Uses journal entries and dialogue with mentor for self-reflection and evaluation *Effort made to use reflective information to improve as an educator *Adjusts lessons to reflect growth that was reflected in journal *Independent critical analysis of lesson for strengths and weakness through self-reflection and journaling *Shares reflections and coordinates with mentor for most effective input into improvement of lessons and teaching |
| I. Consideration of legal and safety rules and emergency situations | The student teacher *Displays no knowledge of legal and/or safety rules *Relies on mentor to deal with emergency situations | At a minimum, the student teacher *Has a copy of legal and safety rules but inappropriately implements them *Has a copy of school board policies *Has a copy of all drills *Has a copy of playground/school rules for individual school *Participates when dealing with emergency situations *Dependent on mentor The student teacher may perform at a much higher level, including displaying the following: *Demonstrates and implements correct safety and legal rules *Seeks information when necessary *Can identify an emergency situation as defined by school policy *Attends policy meetings offered by the school district *Seeks further knowledge of learner's health, family or community |
| J. Appropriate use of human and physical resources | The student teacher *Seeks no outside human and physical resources, which would enhance learning | At a minimum, the student teacher *Plans include use of outside resources at the suggestion of mentor *Poor or no follow through which would actively involve resources *Includes use of outside resources in lesson plans and instructions only at the suggestion of mentor The student teacher may perform at a much higher level, including displaying the following: *Includes use of outside resources in lesson planning, i.e. speakers, other professionals, etc. *Researches and involves community human and physical resources when appropriate *Implements human and physical recourses effectively *Involves students in project research and development using human and physical resources |
## K. Adequate knowledge in teaching field and an ability to gather additional content as needed

<table>
<thead>
<tr>
<th>The student teacher</th>
<th>At a minimum, the student teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Makes content errors</em></td>
<td><em>Draws on basic content knowledge</em></td>
</tr>
<tr>
<td><em>Does not correct content errors of students or self</em></td>
<td><em>Has problem transferring knowledge to students</em></td>
</tr>
<tr>
<td><em>Does not activate knowledge or is unaware of interdisciplinary approaches to planning for appropriate learning</em></td>
<td><em>Demonstrates little incentive to gather additional and/or supplemental content material</em></td>
</tr>
<tr>
<td></td>
<td><em>Draws on interdisciplinary planning</em></td>
</tr>
</tbody>
</table>

The student teacher may perform at a much higher level, including displaying the following:

*Demonstrates strong content knowledge
*Activates content knowledge to aid learners in making connections to their lives
*Makes connection between content and other disciplines
*Gathers additional content as needed
*Takes initiative consistently to select content that goes beyond traditional text
*Challenges students to think critically as they explore ways to connect content to other disciplines

## L. Appropriate application of knowledge of human growth and development

<table>
<thead>
<tr>
<th>The student teacher</th>
<th>At a minimum, the student teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Uses inappropriate age-level activities and/or assignments</em></td>
<td><em>Uses appropriate age-level activities and/or assignments</em></td>
</tr>
<tr>
<td><em>Does not plan activities and/or assignments for diverse learners</em></td>
<td><em>Plans activities and assignments for diverse learners in consultation with mentor</em></td>
</tr>
</tbody>
</table>

The student teacher may perform at a much higher level, including displaying the following:

*Uses age appropriate planning and teaching to accommodate diverse age/interest levels
*Involves students in planning and implementing ideas appropriate to needs

## M. Effective oral and written communication skills

<table>
<thead>
<tr>
<th>The student teacher</th>
<th>At a minimum, the student teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Uses language that contains grammatical and/or spelling errors, illegible and/or inappropriate to grade level</em></td>
<td><em>Written language is generally correct and appropriate to grade level</em></td>
</tr>
<tr>
<td><em>Speech is inaudible and/or contains grammatical errors</em></td>
<td><em>Occasional errors are not corrected</em></td>
</tr>
<tr>
<td><em>Incorporates little classroom discussion and questioning techniques</em></td>
<td><em>Speech is clear and generally grammatically correct</em></td>
</tr>
</tbody>
</table>

The student teacher may perform at a much higher level, including displaying the following:

*Clear, grammatically correct written and oral language
*Uses high level questioning techniques during class discussions
*Uses multiple written and oral strategies to challenge students and stimulate their language developments
*Guides students to form high level questions

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

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Level of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsatisfactory</td>
<td>Basic and Beyond</td>
</tr>
</tbody>
</table>

### A. Working effectively in a variety of ways with parents

<table>
<thead>
<tr>
<th>The student teacher</th>
<th>At a minimum, the student teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Makes no effort to involve or to be involved with parents</em></td>
<td><em>Makes minimal parent contact</em></td>
</tr>
<tr>
<td><em>Has no empathy with parental concerns</em></td>
<td><em>Needs guidance and suggestions from mentor</em></td>
</tr>
<tr>
<td></td>
<td><em>Demonstrates limited ability to show empathy to parental concerns</em></td>
</tr>
</tbody>
</table>

The student teacher may perform at a much higher level, including displaying the following:

*Teams with teacher for guided experience when working with parents, i.e. parent contacts and conferences
*Responds to parental concerns professionally and with sensitivity
| B. Assisting with evaluation reports, e.g., report cards | *Independently handles positive parent contacts  
*Seeks guidance from mentors with difficult problems  
*Conveys sincere caring and willingness to listen to parents and engages in open communication |
|----------------------------------------------------------------------|
| The student teacher  
*Depends entirely on mentor for evaluation input  
*Does no recording |
| At a minimum, the student teacher  
*Does required recording, not always in a timely manner  
*Does limited assessment of instructional goals |
| The student teacher may perform at a much higher level, including displaying the following:  
*Assesses instructional goals consistently  
*Gathers assessment data and records with minimal guidance from mentor  
*Scores and records papers and written work correctly in a timely manner  
*Assists with evaluations, report cards, etc.  
*Gathers data and records about learner's progress in multiple ways |

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

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Level of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>
| Demonstrates knowledge of the school improvement plan and demonstrates competence in collaborating in school improvement activities | The student teacher  
*Shows lack of knowledge of school improvement process/plan  
*Does not become involved with school improvement activities | At a minimum, the student teacher  
*Seeks information concerning school improvement process/plan  
*Minimal involvement, if any, with school improvement activities |
|          | The student teacher may perform at a much higher level, including displaying the following:  
*Demonstrates knowledge of school improvement process/plan  
*Demonstrates collaborating in school improvement activities  
*Volunteer time for project related to school improvement  
*Becomes actively involved and volunteers for extra time and involvement |

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

<table>
<thead>
<tr>
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<th>Level of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unsatisfactory</td>
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<tr>
<td></td>
<td>The student teacher</td>
</tr>
<tr>
<td></td>
<td>At a minimum, the student teacher</td>
</tr>
<tr>
<td></td>
<td>The student teacher may perform at a much higher level, including displaying the following:</td>
</tr>
</tbody>
</table>

PTSB Standards: I.x; II.ii  
CoEd Standards: 7 and 8
<table>
<thead>
<tr>
<th>A. Participates in the professional life of school and/or district</th>
<th>The student teacher *Avoids becoming involved in school/district programs, projects or events *Does not participate in meetings etc. or participates inappropriately</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>At a minimum, the student teacher *Participates when specifically asked with appropriate level of participation *Demonstrates little or no desire to participate in outside programs or expand knowledge</td>
</tr>
<tr>
<td></td>
<td>The student teacher may perform at a much higher level, including displaying the following: *Participates in meetings such as grade level/dept., school-wide faculty and interdisciplinary team *Contributes as necessary and appropriate *Identifies and visits at least two programs at varying grade levels that either directly or indirectly affect the school culture, e.g. specialty teachers, academic programs other than own, etc. *Seeks opportunities to make major contributions to activities outside of own classroom or creates enrichment activities to be shared with peers and faculty *Uses outside class time to participate in additional programs</td>
</tr>
<tr>
<td>B. Demonstrates competence in continuing development as a professional educator</td>
<td>The student teacher *Is not open to new ideas or programs *Does not accept constructive criticism or suggestions for development as a professional educator</td>
</tr>
<tr>
<td></td>
<td>At a minimum, the student teacher *Is open to new ideas but takes no initiative to develop or become better prepared as a professional *Attends only required functions</td>
</tr>
<tr>
<td></td>
<td>The student teacher may perform at a much higher level, including displaying the following: *Is open to suggestions *Seeks guidance to continue developing as a professional educator *Attends in-service workshops, conferences etc. that will provide additional development as an educator *Reflects on areas to develop as a professional *Actively seeks outside activities that will help growth *Demonstrates leadership qualities by offering to share information in professional settings *Interacts and participates during in-services</td>
</tr>
</tbody>
</table>
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 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.
- All evaluations will be submitted through LiveText.

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

Outcome #1: Consistently applies important aspects of teaching developed during previous professional education courses including, but not limited to the following (A – M)

PTSB Standards: I.i, I.ii, I.iii, I.iv, I.v, I.vi, I.vii, I.viii, I.ix, and I.x; II.i; II.ii
CoEd Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Level of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Professional behavior and ethical conduct</td>
<td>Unsatisfactory (U)</td>
</tr>
<tr>
<td>*Does not comply with school policies</td>
<td>*Incomplete knowledge of school policies</td>
</tr>
<tr>
<td>*Excessive absences</td>
<td>*Does not seek information pertaining to policies</td>
</tr>
<tr>
<td>*Inappropriate dress</td>
<td>*Displays appropriate behavior</td>
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<tr>
<td>*Frequent tardies</td>
<td>*Attendance as minimally required</td>
</tr>
<tr>
<td>*Misses required meetings</td>
<td>*Spends no time outside school hours</td>
</tr>
<tr>
<td>B. Effective work with diverse learners</td>
<td>*Uses only on-level materials with no allowance for individual needs</td>
</tr>
<tr>
<td>*Relies only on the on-level teacher guide</td>
<td>*Is aware of need for and adapts materials for diverse learners</td>
</tr>
<tr>
<td>*Rarely uses additional resources</td>
<td>*Meets all expectations at the proficient level</td>
</tr>
<tr>
<td>Outcome</td>
<td>Level of Performance</td>
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<td>-------------------------------</td>
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<tr>
<td>C.  Positive &amp; effective</td>
<td></td>
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<tr>
<td>classroom climate</td>
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<tr>
<td>Outcome</td>
<td>Level of Performance</td>
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<tr>
<td><strong>D. Learning theories and instructional strategies</strong></td>
<td><em>Unsatisfactory (U)</em>:&lt;br&gt;plans using only published teacher guides&lt;br&gt;Uses only whole class lecture and assessment&lt;br&gt;Uses assessment only for grading purposes</td>
</tr>
<tr>
<td><strong>E. Effective instructional planning and assessment</strong></td>
<td><em>Uses only prepared teacher-guide plans&lt;br&gt;Lesson plans are incomplete and/or untimely&lt;br&gt;Assessment for grading purpose only&lt;br&gt;No apparent connection between planning and assessment</em></td>
</tr>
<tr>
<td><strong>F. Positive interpersonal relationships</strong></td>
<td><em>Lacks communication skills&lt;br&gt;Shows negative or no response to constructive criticism&lt;br&gt;Unprofessional activities, i.e. gossip inside or outside of classroom is evident</em></td>
</tr>
<tr>
<td>Outcome</td>
<td>Level of Performance</td>
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</tr>
<tr>
<td><strong>G. Sensitivity</strong></td>
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<td><strong>to school,</strong></td>
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<tr>
<td><strong>community,</strong></td>
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<tr>
<td><strong>and global</strong></td>
<td></td>
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<tr>
<td><strong>cultures</strong></td>
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<tr>
<td><strong>H. Self-</strong></td>
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<tr>
<td><strong>reflection</strong></td>
<td></td>
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<tr>
<td><strong>(journals and</strong></td>
<td></td>
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<tr>
<td><strong>dialogue)</strong></td>
<td></td>
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<tr>
<td><strong>I. Considera-</strong></td>
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<tr>
<td><strong>tion of legal</strong></td>
<td></td>
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<tr>
<td><strong>and safety</strong></td>
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<td><strong>rules and</strong></td>
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<td><strong>emergency</strong></td>
<td></td>
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<tr>
<td><strong>situations</strong></td>
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<tr>
<td><strong>J. Appropriate</strong></td>
<td></td>
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<tr>
<td><strong>use of human</strong></td>
<td></td>
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<tr>
<td><strong>and physical</strong></td>
<td></td>
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<tr>
<td><strong>resources</strong></td>
<td></td>
</tr>
<tr>
<td>Outcome</td>
<td>Level of Performance</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>K. Adequate knowledge in teaching field and an ability to gather</td>
<td>Unsatisfactory (U)</td>
</tr>
<tr>
<td>additional content as needed</td>
<td>Basic (B)</td>
</tr>
<tr>
<td></td>
<td>Proficient (P)</td>
</tr>
<tr>
<td></td>
<td>Distinguished (D)</td>
</tr>
<tr>
<td>Makes content errors</td>
<td>Draws on basic content knowledge</td>
</tr>
<tr>
<td>Does not correct content errors of students or self</td>
<td>Has problem transferring knowledge to students</td>
</tr>
<tr>
<td>Does not activate knowledge or is unaware of interdisciplinary</td>
<td>Demonstrates little incentive to gather additional and/or supplemental content</td>
</tr>
<tr>
<td>approaches to planning for appropriate learning</td>
<td>material</td>
</tr>
<tr>
<td>Makes content errors</td>
<td>Draws on interdisciplinary planning</td>
</tr>
<tr>
<td>Makes content errors</td>
<td>Demonstrates strong content knowledge</td>
</tr>
<tr>
<td>Does not correct content errors of students or self</td>
<td>Activates content knowledge to aid learners in making connections to their lives</td>
</tr>
<tr>
<td>Makes content errors</td>
<td>Makes connection between content and other disciplines</td>
</tr>
<tr>
<td>Makes content errors</td>
<td>Gather additional content as needed</td>
</tr>
<tr>
<td>Makes content errors</td>
<td>Meets all expectations at the proficient level</td>
</tr>
<tr>
<td>Makes content errors</td>
<td>Takes initiative consistently to select content that goes beyond traditional text</td>
</tr>
<tr>
<td>Makes content errors</td>
<td>Challenges students to think critically as they explore ways to connect content to other disciplines</td>
</tr>
</tbody>
</table>

| L. Appropriate application of knowledge of human growth and development | Unsatisfactory (U)                                                                   |
|                                                                        | Basic (B)                                                                            |
|                                                                        | Proficient (P)                                                                       |
|                                                                        | Distinguished (D)                                                                    |
| Uses inappropriate age-level activities and/or assignments             | Uses appropriate age-level activities and/or assignments                              |
| Does not plan activities and/or assignments for diverse learners       | Plans activities and assignments for diverse learners in consultation with mentor     |
| Makes minimal parent contact                                          | Uses age appropriate planning and teaching to accommodate diverse age/interest levels |
| Has no empathy with parental concerns                                 |                                                                                      |
| Speech is inaudible and/or contains grammatical errors                |                                                                                      |
| Incorporates little classroom discussion and questioning techniques   |                                                                                      |
| Written language is generally correct and appropriate to grade level |                                                                                      |
| Occasional errors are not corrected                                   |                                                                                      |
| Speech is clear and generally grammatically correct                   |                                                                                      |
| Uses low level questions during class discussions                     |                                                                                      |
| Clear, grammatically correct written and oral language                |                                                                                      |
| Uses high level questioning techniques during class discussions       |                                                                                      |
| Meets all expectations at the proficient level                         |                                                                                      |
| Involves students in planning and implementing ideas appropriate to needs |

| M. Effective oral and written communication skills                     | Unsatisfactory (U)                                                                   |
|                                                                        | Basic (B)                                                                            |
|                                                                        | Proficient (P)                                                                       |
|                                                                        | Distinguished (D)                                                                    |
| Makes no effort to involve or to be involved with parents             | Makes minimal parent contact                                                        |
| Has no empathy with parental concerns                                 | Needs guidance and suggestions from mentor                                          |
| Demonstrates limited ability to show empathy to parental concerns     | Demonstrates limited ability to show empathy to parental concerns                   |
| Makes content errors                                                  | Teams with teacher for guided experience when working with parents, i.e. parent     |
| Makes content errors                                                  | contacts and conferences                                                             |
| Makes content errors                                                  | Responds to parental concerns professionally and with sensitivity                   |
| Makes content errors                                                  | Meets all expectations at the proficient level                                       |
| Makes content errors                                                  | Independently handles positive parent contacts                                      |
| Makes content errors                                                  | Seeks guidance from mentors with difficult problems                                  |
| Makes content errors                                                  | Conveys sincere caring and willingness to listen to parents and engages in open      |
| Makes content errors                                                  | communication                                                                      |

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

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<tbody>
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<td>A. Working effectively in a variety of ways with parents</td>
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<td></td>
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<td>communication</td>
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<td>B. Assisting with evaluation reports, e.g., report cards</td>
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<td>*Does no recording</td>
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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

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<tr>
<td>Demonstrates knowledge of the school improvement plan and demonstrates competence in collaborating in school improvement activities</td>
<td>*Shows lack of knowledge of school improvement process/plan</td>
</tr>
<tr>
<td></td>
<td>*Does not become involved with school improvement activities</td>
</tr>
</tbody>
</table>

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

PTSB Standards: I.ix, and I.x; II.1; II.2
CoEd Standards: 7, 9, and 10

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<td>Outcome</td>
<td><strong>Level of Performance</strong></td>
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<tr>
<td>---------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>B. Demonstrates competence in continuing development as a professional educator</td>
<td><em>Is not open to new ideas or programs</em>&lt;br&gt;<em>Does not accept constructive criticism or suggestions for development as a professional</em></td>
</tr>
</tbody>
</table>
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

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