UW College of Education
WTEP Residency Handbook

ELEMENTARY EDUCATION

Developing Competent and Democratic Professionals

Revised: Fall 2016
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SPRING 2017 UW RESIDENCY DATES

From January 2-20, we will have 2 faculty members in Elementary 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 Cody Perry (cperry12@uwyo.edu).

ELEMENTARY AND SECONDARY EDUCATION MAJORS:
Starting Date: UW residency students are required to begin their residency semester when their mentor teacher reports to school in January after the winter break. For 2017, this is may be January 2nd, 3rd, or 4th, 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 22, 2017 (Wednesday)
Final Evaluation due: April 26, 2017 (Wednesday)
Last Day of Student Teaching: April 28, 2017 (Friday)

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

K-12 ART EDUCATION MAJORS:
Starting Date: UW residency students are required to begin their residency semester when their mentor teacher reports to school in January after the winter break. For 2017, this is may be January 2nd, 3rd, or 4th, 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 30, 2017 (Monday)
First Final Evaluation due: February 27, 2017 (Monday)
Beginning of new placement around February 27, 2017 (Monday)
Second Midterm due: March 27, 2017 (Monday)
Second Final due: April 26, 2017 (Wednesday)
Last Day of Student Teaching: April 28, 2017 (Friday)

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

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UW – Laramie Commencement: May 13, 2017 (Saturday)
UW – Casper Commencement: May 11, 2017 (Thursday)

The last day of residency may be adjusted depending on a residency student’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. Residency students are to adhere to the District Calendar, so are only to take District breaks and vacation days. Residency students 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 ______________________________
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 Hutchison 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 Beck 307.766.2066 debbeck@uwyo.edu
Associate Dean, Undergraduate
Leslie S. Rush 307.766.2230 lrush@uwyo.edu
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Elementary/Early Childhood Department
Scott Chamberlin, Head 307.766.6366 scott@uwyo.edu
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Alexis Ontiveroz, Office Associate 307.766.6366 aontive2@uwyo.edu
Secondary Education Department
Kate Muir Welsh, Head 307.766.3275 kmuir@uwyo.edu
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UW College of Education web address: http://www.uwyo.edu/education/
MENTOR TEACHER ROLES AND RESPONSIBILITIES DURING RESIDENCY

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 residency students.
- Assisting the residency students in planning and preparing lessons, teaching, and assessing student learning.
- Providing time and support for residency students 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 residency students (typically mid-late in the fall semester).
- Accepting primary responsibility for classroom supervision and evaluation of the daily performance of residency students by
  - Completing the midterm evaluation and narrative statement, and discussing this with residency students with a focus on growth and improvement for the second half of the semester. It is expected that residency students 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 and narrative statement (or letter of recommendation).
  - Completing the exit interview.
- Helping the residency students gain an appreciation for the values and expectations of the schools and the communities they serve.
- Informing parents of the UW Residency program.
- Providing continuous coaching (including praise and constructive criticism) that supports the professional growth of the residency students through the entire residency experience.
- Contacting the UW Faculty/Supervisor with any questions or concerns at any time during the semester.

Documenting Outcomes:

- Make notations on the residency student’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 (in accordance with dates specified at the beginning of this handbook). Please see the calendar on page 3 of this Handbook. The forms for midterm and final evaluation include the same criteria for evaluation.
- 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.
All evaluation forms are available for review at: http://www.uwyo.edu/ted/residency/forms.html, and will be completed in the LiveText assessment and data system.

Recommendations
The narrative statement portion of the final evaluation takes the form of a letter of recommendation for the residency student. The narrative should include:

- Brief description of the context of the setting in which mentor worked with the residency student.
- Description of the specific classroom responsibilities that the residency student had and commentary on how well he/she met those responsibilities.
- Description of any extra duties in which the residency student was involved.
- Description of the residency student’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 residency students, UW faculty, and/or Partner District Facilitators.

IF DIFFICULTIES ARISE
If difficulties arise during the residency semester:

- Discuss the problem(s) immediately with mentor teacher/residency student if appropriate. Always contact UW Faculty/Supervisor, as well. In a Partner School setting, mentor teachers/residency students 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 residency student, 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 residency students are strongly encouraged to share any and all concerns regarding the Residency 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 residency student may not successfully complete the residency 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 residency will be a co-teaching experience with both mentor teacher and resident sharing responsibility for planning, instruction, and students’ learning. Residency students will collaborate closely with their mentor teachers to plan the residency semester based on levels of preparedness and the unique contexts of mentor teachers’ students and classroom. It is expected each residency student, 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 residency student 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 residency student takes the lead instructional role. **We strongly encourage the mentor teachers to explore all opportunities for team teaching and collaborative pedagogies during the Residency semester.**

**RESIDENCY TEAM**

The residency student, mentor teacher, Partner School Facilitator (where present), and UW Faculty/Supervisor comprise an educational team for this culminating field experience. Residency students 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, residency students will demonstrate for the other members of the educational team that the outcomes listed in evaluation rubrics have been met.

**REFLECTIONS SURVEY**

An additional accreditation criterion for the UW CoEd is documenting a systematic process for monitoring the effectiveness of mentor teachers. The Reflections Survey is intended for three purposes:

1. provide an opportunity for faculty self-reflection in their roles related to residency student mentoring and supervision;
2. provide needs assessment data regarding topics/issues that will inform the preparation of mentor teachers; and
3. provide a data source for documenting UW CoEd participation in monitoring effectiveness of the mentoring provided by faculty during the residency semester.

At the end of a residency semester, the mentor teacher will complete the Reflections Survey. It is anticipated that this reflection will serve to support improvements in mentoring for faculty and encourage mutual reflection about areas for WTEP program improvement related to the respective mentoring roles and responsibilities. Mentor teachers will complete the survey by marking the criteria that best describe the specific mentoring experience. Residency students will complete a parallel survey for their assigned mentor teacher(s). Mentors and residency students will complete this survey electronically in the LiveText assessment and data system. Instructions will be e-mailed. Completed surveys will be provided to the UW Associate Dean for Undergraduate Programs for compilation, sharing of compiled data, and archiving. These rubrics are **not** intended for use as evaluation data for mentor teachers. Data will be shared in aggregated forms only.

**RESIDENCY EXPERIENCES**

Experiences will vary according to the subject matter, mentor teacher expertise, and contextual constraints. This list includes experiences for which most residency students 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 residency student 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, residency students 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), residency students will need to schedule closely, and communicate well, with mentor teachers to make these arrangements. Ultimately, it is the responsibility of the residency student to be aware of and meet all evaluation criteria and deadlines. Residency is a full-time job and residency students 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 Residency Student Arrives
___ Participate in the required regional mentor teacher/residency student meeting with your residency student.
___ Arrange a suitable work space for the residency student.
___ Read the relevant sections of the WTEP and Residency Handbooks.
___ Review the outcomes rubric/residency 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 Residency Semester
___ Have a conversation with the residency student to ensure that both of you understand evaluation processes, requirements, responsibilities, and deadlines as documented in the WTEP Handbook.
___ Discuss the outcomes rubric/residency evaluation forms (included in this handbook).
___ Prepare questions for the UW Faculty/Supervisor visit.
___ Develop a tentative semester plan with the residency student, 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 residency student any unique needs/situations of children in this class.

Midway through the Semester
___ Continue to review the outcomes with the residency student 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 residency student.
___ Inquire as to progress on edTPA and other required assignments.
___ Help the residency student schedule a mock interview.
___ Complete the midterm evaluation with the residency student 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 residency students 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 residency student.
___ Complete the final evaluation with the residency student (record and submit in LiveText system).

Final Week of Residency
___ Verify that all loaned teaching materials have been returned.
___ Verify that all keys have been returned.
___ Collect student grades and/or evaluations.
___ Complete the Reflections Survey form in LiveText assessment and data system. Instructions will be e-mailed.
RESIDENCY STUDENT ROLES AND RESPONSIBILITIES DURING RESIDENCY

RESIDENCY STUDENT RESPONSIBILITIES

- Review the WTEP and Residency Handbooks.
- Attend the mandatory Residency Student/Mentor Teacher meeting prior to the beginning of the semester (Methods instructor(s) will know and communicate these dates specific to students’ residency assignments).
- Be aware of UW College of Education, Department, and Office of Teacher Education 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://ptsb.state.wy.us/LinkClick.aspx?fileticket=0-7WRTF-4ek%3d&tabid=234
- 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 your CoEd Department Head or the Associate Dean for Undergraduate Programs.
- 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.

RESIDENCY SYLLABI AND ASSIGNMENTS

Syllabi for all EDEL 4500 Residency in Teaching courses will be provided in all Methods classes. Requirements may vary by course section and/or placement site. Residency students 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.
• The letter of reference from your mentor teacher(s) that is part of your final evaluation of residency.
• 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 residency semester.
• Lesson plan developed and taught by you during residency (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 residency.

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 residency 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

The Belief Matrix includes statements of a variety of individual beliefs. When complete, the residency student 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)

<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>
<tr>
<td></td>
<td>• Is/should assessment in my classroom connected to the School Improvement Plan?</td>
<td></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>
EMPLOYMENT STATUS DURING RESIDENCY

“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 RESIDENCY

This policy statement is intended to maximize focus on the educational aspects of the residency 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/residency student during the residency semester. Candidates, school administrators, mentor teachers, clinical faculty, UW Supervisors, UW faculty, and staff in the Office of Teacher Education 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/residency student
- 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 Dean, Undergraduate Programs (Leslie S. Rush-lrush@uwyo.edu). The request must include: (a) the anticipated term of the requested extension, (b) statement of who will assume supervision of the residency student and how often that supervision will occur, (c) the residency student 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 residency because residency students 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 residency student is asked to substitute in this situation.

COACHING, OTHER EMPLOYMENT
The residency student is expected to devote total focus and responsibility to teaching during the residency semester. This means other college classes, jobs, as well as extracurricular activities that interfere with successful completion of residency, 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 residency student 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 residency student is working. A designated faculty supervisor must be in the vicinity at all times. Overall, we expect the residency students to be prepared to participate in such school activities as a **volunteer**. No residency student 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 residency students as they prepare to enter the teaching profession. **Districts, teachers, and/or residency students 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
- Residency students are expected to report when the public school session begins after winter break. It is the residency candidate’s responsibility to arrive based on the district’s schedule. **Residency students 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, residency students are expected to participate in those activities with their mentor teachers. (See the calendar on page 3)**
- Residency students observe the school district calendar, not the UW calendar.
- Daily attendance - on time - is expected during residency 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 Residency 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).
- Residency students are allowed up to four sick/personal days during residency. 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.
RESIDENCY TIMELINE AND CHECKLIST
FOR RESIDENCY STUDENTS

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 Residency Handbook and relevant sections of the WTEP Handbook.
___ Register for EDEL 4500 with the instructions provided by the OTE. Candidates at UW/CC will register through the UW office in that region.

Note: Post-Baccalaureate Elementary Education students register for EDEL 4500 for 11 credits and EDCI 5990 for 4 credits.

Early in the Residency 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 (see these sections of the WTEP Handbook: The Job Search and Wyoming Teacher Licensure - www.uwyo.edu/ted/wtep-info/handbook.html).
___ 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 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 Office of Teacher Education.

End of the Semester
___ Submit edTPA on or before the deadline dictated by your methods instructor.
___ Complete all assignments found in the Residency syllabi for your content area.
___ Complete professional portfolio.
___ Complete mock interview.
___ Complete exit interview with the mentor teacher and/or UW Faculty/Supervisor as required for your final evaluation.
___ Review the professional portfolio with the UW Faculty/Supervisor.
Read and review the Final Residency Evaluation.

Final Week of Residency

- Return borrowed teaching materials, teachers’ guides, library/media materials, etc.
- Return keys or other property.
- Complete the Reflections Survey form in LiveText data system.
- 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 Office of Teacher Education 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 residency students to provide first level mediation and communicate with appropriate CoEd faculty and district administration on all matters.
- Arrange for regular meetings/seminars with residency students 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 RESIDENCY

The UW Faculty/Supervisor has the responsibility of coordination between the WTEP and the placement school in all matters that involve the UW residency student and the assigned mentor teacher. She/he is responsible to the CoEd for the overall success of the residency experience and for assignment of course credit upon successful completion of the residency by the residency student. 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 residency student, mentor teacher, principal, and UW Faculty/Supervisor as appropriate.
- Support the residency student in completion of edTPA.
- Visit the mentor teacher and residency student 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 residency student and/or the mentor (sample included below).
- Review lessons and lesson plans as requested.
- Maintain communication throughout the semester between the residency student, the mentor teacher, and the College of Education.
- Assist the residency student 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.

WTEP Visitation Record (Sample)

<table>
<thead>
<tr>
<th>Residency Student</th>
<th>Time Observed: from _______ to _______</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>Subject/Topic</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 Residency Student 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 Residency Student to date seem to be:

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

V. Post-observation conference notes:

VI. Estimate of Residency Student progress to date:
   - ___ Standard Progress
   - ___ Less than Standard
   - ___ Needs to work toward immediate improvement

Date _____________________ UW Faculty/Supervisor _____________________________
Mentor Teacher Initials _______ Residency Student 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/](http://ptsb.state.wy.us/).

**Must all WTEP residency students 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>$150</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>$115</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](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](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

As you complete your residency 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 Post-baccalaureate 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 Office of Teacher Education by fax, mail, or hand. The OTE is located in Room 100, McWhinnie Hall. The address is Office of Teacher Education, 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 Office of Teacher Education, 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 OTE 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 Office of Teacher Education forward the Institutional Recommendation on to the PTSB? If I include an envelope with postage affixed addressed to PTSB can the Office of Teacher Education 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 Office of Teacher Education:

- 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 Office of Teacher Education 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 Office of Teacher Education 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 Office of Teacher Education 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 Center for Advising and Career Services office is available to support you in developing your resume, and in obtaining job search assistance and advice. You can contact the Center for Advising and Career Services through its website: http://www.uwyo.edu/cacs/index.html or by telephone at (307) 766-2398 or by email at uwcacs@uwyo.edu.

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

The Center for Advising and Career Services 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 Center for Advising and Career Services 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.
RESIDENCY EVALUATION FORMS/OUTCOMES RUBRIC for Elementary Education

Space for notes has been removed from this version of the rubric for residency. Residency students 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 residency student must meet to successfully complete the Residency semester. Each outcome has a description of behaviors indicating levels of performance. Some outcomes have multiple subparts.

- The mentor teacher and residency student 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 faculty or supervisor visits.
- The residency student 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 Residency Evaluation.
- Both midterm and final evaluations will be submitted on LiveText.

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

<table>
<thead>
<tr>
<th>Outcome #1: Consistently applies important aspects of teaching developed during previous professional education courses including, but not limited to the following (A – M)</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
</tr>
<tr>
<td>CoEd Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Level of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsatisfactory (U)</td>
<td>Basic (B)</td>
</tr>
<tr>
<td>Professional behavior and ethical conduct</td>
<td>*Does not comply with school policies</td>
</tr>
<tr>
<td></td>
<td>*Excessive absences</td>
</tr>
<tr>
<td></td>
<td>*Inappropriate dress</td>
</tr>
<tr>
<td></td>
<td>*Frequent tardies</td>
</tr>
<tr>
<td></td>
<td>*Misses required meetings</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effective work with diverse learners</th>
</tr>
</thead>
<tbody>
<tr>
<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>
</tr>
<tr>
<td>Makes only minimal adaptations for diverse learners</td>
</tr>
<tr>
<td>Is aware of need for and adapts materials for diverse learners</td>
</tr>
<tr>
<td>Rarely uses additional resources</td>
</tr>
<tr>
<td>Consistently and appropriately addresses needs of individual learners</td>
</tr>
<tr>
<td>Consistently finds and uses alternative resources to work with all students</td>
</tr>
<tr>
<td>Meets all expectations at the proficient level</td>
</tr>
<tr>
<td>Knows and utilizes fine distinctions in needs of diverse learners</td>
</tr>
<tr>
<td>Outcome</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>C. Positive &amp; effective classroom climate</td>
</tr>
<tr>
<td>Outcome</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td><strong>D. Learning theories and instructional strategies</strong></td>
</tr>
<tr>
<td><em>Plans using only published teacher guides</em></td>
</tr>
<tr>
<td><em>Uses only whole class lecture and assessment</em></td>
</tr>
<tr>
<td><em>Uses assessment only for grading purposes</em></td>
</tr>
<tr>
<td><strong>E. Effective instructional planning and assessment</strong></td>
</tr>
<tr>
<td><em>Uses only prepared teacher-guide plans</em></td>
</tr>
<tr>
<td><em>Lesson plans are incomplete and/or untimely</em></td>
</tr>
<tr>
<td><em>Assessment for grading purpose only</em></td>
</tr>
<tr>
<td><em>No apparent connection between planning and assessment</em></td>
</tr>
<tr>
<td><strong>F. Positive interpersonal relationships</strong></td>
</tr>
<tr>
<td><em>Shows negative or no response to constructive criticism</em></td>
</tr>
<tr>
<td><em>Unprofessional activities, i.e. gossip inside or outside of classroom is evident</em></td>
</tr>
<tr>
<td><em>Communication skills with K-12 learners and/or colleagues needs improvement</em></td>
</tr>
<tr>
<td><em>Learns from and acts upon constructive criticism</em></td>
</tr>
<tr>
<td>Outcome</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td><strong>G. Sensitivity to school, community, and global cultures</strong></td>
</tr>
<tr>
<td><em>Displays no awareness of cultural diversity with respect to culture, school or community through educational input</em></td>
</tr>
<tr>
<td><em>School, community and global cultures are seldom addressed</em></td>
</tr>
<tr>
<td><em>Respects confidentiality</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>H. Self-reflection (journals and dialogue)</strong></th>
<th><strong>Unsatisfactory (U)</strong></th>
<th><strong>Basic (B)</strong></th>
<th><strong>Proficient (P)</strong></th>
<th><strong>Distinguished (D)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Journals sporadically, less than once a week</em></td>
<td><em>Journals only once a week</em></td>
<td><em>Journals two or three times a week</em></td>
<td><em>Meets all criteria for proficient</em></td>
<td></td>
</tr>
<tr>
<td><em>Does not reflect on growth or methods of improvement</em></td>
<td><em>Shows little effort to improve through self-reflection</em></td>
<td><em>Uses journal entries and dialogue with mentor for self-reflection and evaluation</em></td>
<td><em>Independent critical analysis of lesson for strengths and weakness through self-reflection and journaling</em></td>
<td></td>
</tr>
<tr>
<td><em>Uses journal as a negative release of feelings rather than a tool for learning</em></td>
<td><em>Journal only represents a listing of what occurred with no self-reflection</em></td>
<td><em>Effort made to use reflective information to improve as an educator</em></td>
<td><em>Shares reflections and coordinates with mentor for most effective input into improvement of lessons and teaching</em></td>
<td></td>
</tr>
<tr>
<td><em>Does not reflect on teaching</em></td>
<td><em>Has little or no dialogue with mentor related to improvement of teaching</em></td>
<td><em>Adjusts lessons to reflect growth that was reflected in journal</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>I. Consideration of legal and safety rules and emergency situations</strong></th>
<th><strong>Unsatisfactory (U)</strong></th>
<th><strong>Basic (B)</strong></th>
<th><strong>Proficient (P)</strong></th>
<th><strong>Distinguished (D)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Displays no knowledge of legal and/or safety rules</em></td>
<td><em>Has a copy of legal and safety rules but inappropriately implements them</em></td>
<td><em>Demonstrates and implements correct safety and legal rules</em></td>
<td><em>Meets all expectations at the proficient level</em></td>
<td></td>
</tr>
<tr>
<td><em>Relies on mentor to deal with emergency situations</em></td>
<td><em>Has a copy of school board policies</em></td>
<td><em>Seeks information when necessary</em></td>
<td><em>Attends policy meetings offered by the school district</em></td>
<td></td>
</tr>
<tr>
<td><em>Has a copy of all drills</em></td>
<td><em>Has a copy of playground/school rules for individual school</em></td>
<td><em>Can identify an emergency situation as defined by school policy</em></td>
<td><em>Seeks further knowledge of learner’s health, family or community</em></td>
<td></td>
</tr>
<tr>
<td><em>Participates when dealing with emergency situations</em></td>
<td><em>Dependent on mentor</em></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>J. Appropriate use of human and physical resources</strong></th>
<th><strong>Unsatisfactory (U)</strong></th>
<th><strong>Basic (B)</strong></th>
<th><strong>Proficient (P)</strong></th>
<th><strong>Distinguished (D)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Seeks no outside human and physical resources, which would enhance learning</em></td>
<td><em>Plans include use of outside resources at the suggestion of mentor</em></td>
<td><em>Includes use of outside resources in lesson planning, i.e. speakers, other professionals, etc.</em></td>
<td><em>Meets all expectations at the proficient level</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Poor or no follow through which would actively involve resources</em></td>
<td><em>Researches and involves community human and physical resources effectively</em></td>
<td><em>Implements human and physical resources effectively</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Includes use of outside resources in lesson plans and instructions only at the suggestion of mentor</em></td>
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<td><em>Involves students in project research and development using human and physical resources</em></td>
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<td>Outcome</td>
<td>Level of Performance</td>
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<td>K. Adequate knowledge in teaching field and an ability to gather</td>
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<td>additional content as needed</td>
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<tr>
<td><strong>Unsatisfactory (U)</strong></td>
<td>Makes content errors *Does not correct content errors of students or self *Does not activate knowledge or is unaware of interdisciplinary approaches to planning for appropriate learning</td>
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<tr>
<td><strong>Basic (B)</strong></td>
<td>Draws on basic content knowledge *Has problem transferring knowledge to students *Demonstrates little incentive to gather additional and/or supplemental content material *Draws on interdisciplinary planning</td>
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<tr>
<td><strong>Proficient (P)</strong></td>
<td>Demonstrates strong content knowledge *Activates content knowledge to aid learners in making connections to their lives *Makes connection between content and other disciplines *Gather additional content as needed</td>
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<tr>
<td><strong>Distinguished (D)</strong></td>
<td>Meets all expectations at the proficient level *Takes initiative consistently to select content that goes beyond traditional text *Challenges students to think critically as they explore ways to connect content to other disciplines</td>
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<td>L. Appropriate application of knowledge of human growth and development</td>
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<td><strong>Unsatisfactory (U)</strong></td>
<td>Uses inappropriate age-level activities and/or assignments *Does not plan activities and/or assignments for diverse learners</td>
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<tr>
<td><strong>Basic (B)</strong></td>
<td>Uses appropriate age-level activities and/or assignments *Plans activities and assignments for diverse learners in consultation with mentor</td>
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<tr>
<td><strong>Proficient (P)</strong></td>
<td>Uses age appropriate planning and teaching to accommodate diverse age/interest levels</td>
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<tr>
<td><strong>Distinguished (D)</strong></td>
<td>Meets all expectations at the proficient level *Involves students in planning and implementing ideas appropriate to needs</td>
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<td>M. Effective oral and written communication skills</td>
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<tr>
<td><strong>Unsatisfactory (U)</strong></td>
<td>Uses language that contains grammatical and/or spelling errors, illegible and/or inappropriate to grade level *Speech is inaudible and/or contains grammatical errors *Incorporates little classroom discussion and questioning techniques</td>
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<tr>
<td><strong>Basic (B)</strong></td>
<td>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</td>
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<tr>
<td><strong>Proficient (P)</strong></td>
<td>Clear, grammatically correct written and oral language *Uses high level questioning techniques during class discussions</td>
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<tr>
<td><strong>Distinguished (D)</strong></td>
<td>Meets all expectations at the proficient level *Uses multiple written and oral strategies to challenge students and stimulate their language developments *Guides students to form high level questions</td>
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Outcome #2: Demonstrates competence in aspects of teaching that were not previously developed, including the following (A-B).

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

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Level of Performance</th>
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<tbody>
<tr>
<td>A. Working effectively in a variety of ways with parents</td>
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<tr>
<td><strong>Unsatisfactory (U)</strong></td>
<td>Makes no effort to involve or to be involved with parents *Has no empathy with parental concerns</td>
</tr>
<tr>
<td><strong>Basic (B)</strong></td>
<td>Makes minimal parent contact *Needs guidance and suggestions from mentor *Demonstrates limited ability to show empathy to parental concerns</td>
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<tr>
<td><strong>Proficient (P)</strong></td>
<td>Teams with teacher for guided experience when working with parents, i.e. parent contacts and conferences</td>
</tr>
<tr>
<td><strong>Distinguished (D)</strong></td>
<td>Meets all expectations at the proficient level *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</td>
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<tr>
<td>Outcome</td>
<td>Level of Performance</td>
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<td></td>
<td>Unsatisfactory (U)</td>
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<td>B. Assisting with evaluation reports, e.g., report cards</td>
<td>Depends entirely on mentor for evaluation input</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>
<th>Outcome</th>
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<td>Unsatisfactory (U)</td>
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<td></td>
<td>Shows lack of knowledge of school improvement process/plan</td>
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<td>Does not become involved with school improvement activities</td>
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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

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<tr>
<th>Outcome</th>
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<td></td>
<td>Unsatisfactory (U)</td>
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<tr>
<td></td>
<td>Avoids becoming involved in school/district programs, projects or events</td>
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<td>Does not participate in meetings etc. or participates inappropriately</td>
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<td>Outcome</td>
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<td></td>
<td>Unsatisfactory (U)</td>
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<tr>
<td>B. Demonstrates competence in continuing development as a professional educator</td>
<td>*Is not open to new ideas or programs</td>
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<td>*Does not accept constructive criticism or suggestions for development as a professional</td>
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<td>*Attends only required functions</td>
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<td></td>
<td>Basic (B)</td>
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<td></td>
<td>*Is open to new ideas but takes no initiative to develop or become better prepared as a professional</td>
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<tr>
<td></td>
<td>*Attends only required functions</td>
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<tr>
<td></td>
<td>Proficient (P)</td>
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<td>*Is open to suggestions</td>
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<td></td>
<td>*Seeks guidance to continue developing as a professional</td>
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<td>*Attends in-service workshops, conferences etc. that will provide additional development as an educator</td>
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<td>Distinguished (D)</td>
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<td>*Meets all expectations for proficient</td>
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<td>*Reflects on areas to develop as a professional</td>
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<td>*Actively seeks outside activities that will help growth</td>
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<td>*Demonstrates leadership qualities by offering to share information in professional settings</td>
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<td>*Interacts and participates during in-services</td>
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Exit Interview Form—Elementary Education

Residency Student’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
Midterm & Final Residency Evaluation—Elementary Education

Residency Student’s Name__________________________________________

College of Education
Office of Teacher Education
Dept. 3374
1000 E. University Ave.
Laramie, WY  82071
(307) 766-2230

Teaching Area____________________________________________________

Please mark one: MIDTERM_______
FINAL ________

Respond to each outcome with the appropriate designation, based on the rubric notations and your observation of this residency student. Comment on partial completion of outcomes to accurately represent the residency student’s progress.

U (unsatisfactory) Residency student is lacking in required skills, does not respond to nor improve with guidance.

B (basic) Residency student is lacking in required skills but responds positively to guidance and suggestions from mentor.

P (proficient) Residency student demonstrates little or no need for extra guidance; shows initiative in planning and assessing student performance.

D (distinguished) Residency student needs no special guidance, demonstrates the ability to independently and productively teach on his/her own.

Outcome #1: Consistently applies important aspects of teaching, including:

A. Professional behavior and ethical conduct. _____
B. Effective work with diverse learners. _____
C. Positive & effective classroom climate. _____
D. Learning theories and instructional strategies. _____
E. Effective instructional planning and assessment. _____
F. Positive interpersonal relationships. _____
G. Sensitivity to school, community, and global cultures. _____
H. Self-reflection (journals and dialogue). _____
I. Consideration of legal and safety rules and emergency situations. _____
J. Appropriate use of human and physical resources. _____
K. Adequate knowledge in teaching field and an ability to gather additional content as needed. _____
L. Appropriate application of knowledge of human growth and development. _____
M. Effective oral and written communication skills. _____
Outcome #1 COMMENTS:

Outcome #2: Demonstrates competence in aspects of teaching that were not previously developed, including:

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

B. Assisting with evaluation reports, e.g., report cards. _____

Outcome #2 COMMENTS:

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

Outcome #3 COMMENTS:

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

A. Participates in the professional life of the school and/or district. _____

B. Demonstrates competence in continuing development as a professional educator. _____

Outcome #4 COMMENTS:
Narrative Statement: Please write a narrative statement describing this person’s competence as a pre-professional teacher based on your observations and professional judgment to date. Attach an additional (or separate) page if necessary.

Location of Residency Semester: School ________________________________
City, State ________________________________

PLEASE OBTAIN ALL SIGNATURES BEFORE FORWARDING THIS EVALUATION TO THE UW FACULTY/ SUPERVISOR.

Completed by: ________________________________ Date ________________
Signature of Mentor Teacher

______________________________ Date ________________
Signature of Residency Student

Received by: ________________________________ Date ________________
Signature of UW Faculty/Supervisor

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