UW College of Education
WTEP Residency Handbook

SECONDARY EDUCATION and K-12 ART

Developing Competent
and
Democratic Professionals

Revised: Fall 2015
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SPRING 2016 UW RESIDENCY DATES

Please note that UW faculty are not required to be on campus until Monday, January 25th. From January 4-22, we will have three faculty members in Secondary Education “on-call” who can be contacted in case of serious concerns. The three “on-call” Secondary Education faculty members are Dr. Mark Helmsing (mhelsin@uwyo.edu), Dr. Jason Katzmann (katzma1@uwyo.edu) and Dr. Todd Reynolds (treynol6@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 2016, this is typically Monday, January 4, 2016.

My start date: __________________________

Midterm Evaluation due: February 24, 2016 (Wednesday)
Final Evaluation due: April 27, 2016 (Wednesday)
Last Day of Student Teaching: April 29, 2016 (Friday)

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 2016, this is typically Monday, January 4, 2016.

My start date: __________________________

First Midterm Evaluation due: February 1, 2016 (Monday)
First Final Evaluation due: February 29, 2016 (Monday)

Beginning of new placement around February 29, 2016 (Monday)

Second Midterm due: March 28, 2016 (Monday)
Second Final due: April 27, 2016 (Wednesday)
Last Day of Student Teaching: April 29, 2016 (Friday)

UW – Laramie Graduation: May 14, 2016 (Saturday)
UW – Casper Graduation: May 12, 2016 (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 count as an unusual circumstance.
KEY CONTACT INFORMATION

UW Faculty 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 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
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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 the following:

- Reviewing the *WTEP Handbook*, available at: [http://www.uwyo.edu/ted/wtep-info/handbook.html](http://www.uwyo.edu/ted/wtep-info/handbook.html)
- 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).
- 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 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.
- Midterm evaluations for K-12 art majors are conducted midway through the first 8-week experience and midway through the second 8-week experience. Final evaluations are conducted at the end of each 8-week Residency experience.
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 waiting to discuss 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 preservice residency.

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.
___ 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 rubric for midterm and final evaluations.
___ 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 rubric for midterm and final evaluations 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. Instructions 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 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 instructors 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](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 EDSE 4500 (and EDEL 4500, which is also taken by Art Education majors).
- 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 their 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 EDSE 4500 Residency in Teaching courses will be provided in all Methods II classes. Two copies will be provided, and residents are responsible for providing one copy to their mentor teacher. Requirements will vary by content area. Residency students/residency students may be required to complete some or all of the following assignments. See specific content area EDSE 4500 syllabi for detailed requirements.

• edTPA
• Reflective Journal
• Professional Portfolio
• Video Reflection
• Belief Matrix (see below)

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.
<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 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 relicensure requirements and potential changes in licensure requirements?</td>
</tr>
</tbody>
</table>

*Developed by S. Morrison, K. Von Krosigk, & B. Berube (12/2000)
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 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. If a candidate is working in two 8-week Residency experiences, the maximum number of days allowed in any 8-week experience is five. Requests for substituting in content areas or preparation levels different from the residency assignment will not be approved (e.g., Secondary Social Studies residency student substituting in Modern Languages).

In rare cases, a residency student 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 candidates 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 Mentor Teacher and 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 EDSE 4500 with the instructions provided by the OTE.

Candidates at UW/CC will register through the UW office in that region.

Note: 1) Secondary Post-Baccalaureate students (except K-12 Art) register for 11 credits of EDSE 4500 and 4 credits of EDCI 5990.
2) Post-Baccalaureate K-12 ART students register for EDSE 4500 for 6 credits, EDEL 4500 for 5 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.
___ K-12 Art candidates: midterm occurs in the 4th week of the semester of the first experience, final evaluation is completed during week 7. The second experience follows the same time frame.
___ 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 licensure 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.
___ 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 assessment and 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 CoEd 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:

- 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 and final evaluation when received.
- Evaluate the professional portfolio (if required).
- Assign the final grade for the completion of EDSE 4500 (or EDEL 4500 for art education only).

WTEP Visitation Record (Sample)

Residency Student ________________________________      Time Observed: from _______ to _______

School ____________________________   Subject/Topic ____________________   Grade(s) ______

I. Type of Contact:
   ___ Orientation Conference        ___ Midterm/Final Evaluation Conference
   ___ Informal Conference           ___ 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 Resident Teacher progress to date:
   ___ Standard Progress   ___ Less than Standard   ___ Needs to work toward immediate improvement

Date _____________________
UW Faculty/Supervisor ________________________________
Mentor Teacher Initials ______   Residency Student Initials ______

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**PRAXIS II INFORMATION**

**Effective July 2014:** Praxis testing requirements for a WY Standard Certificate (initial licensure to teach) have been revised by the Wyoming Professional Teaching Standards Board. Rules and regulations governing add-on endorsements to the Standard Certificate 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?**

<table>
<thead>
<tr>
<th>Elementary Education</th>
<th>Required Passing Score</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<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>
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</table>

<table>
<thead>
<tr>
<th>Secondary Social Studies</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>

Science Education majors are strongly encouraged to take the Praxis II examination for their content areas and to take the Middle School Science Test. See information on the Secondary Education website: [www.uwyo.edu/seced](http://www.uwyo.edu/seced).

**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.

**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” (IR) and send it to the Office of Teacher Education (OTE) 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 Licensure/Licensure website.
3. Complete the form as requested and send a copy of the Standard Licensure/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 Licensure/Licensure Office 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](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.
SECONDARY RESIDENCY EVALUATION RUBRICS

Midterm and final residency evaluation rubrics can be found for content areas as shown below.

1. Agriculture, K-12 Art Social Studies, and Technical Education............25
2. English ........................................................................................................36
3. Mathematics..................................................................................................46
4. Science..........................................................................................................58
5. Modern Languages.........................................................................................71
RESIDENCY EVALUATION FORMS: Social Studies, Agriculture, Technical Education and K-12 Art

Rubric for Outcomes Documentation:
The rubric lists the outcomes that the residency student must fulfill to successfully complete the student teaching semester. Each outcome has a description of behaviors indicating the levels of performance. Please use this rubric to document observations. It will be submitted with the final evaluation form.

We understand there should be growth over the semester. It is anticipated that the midterm evaluation will identify areas in which the student can show growth. Therefore, at the midterm evaluation point, it is normal to have both B’s (basic) and P’s (proficient).

➢ The mentor teacher and the residency student use the blank spaces for notations throughout the semester to document work on the required outcomes.
➢ Notations from both rubrics are to be used to complete the midterm and the final evaluations.
➢ The rubric is to be available to the UW Faculty/Supervisor when that individual visits the school and sent to the UW Faculty/Supervisor at the end of the semester.
➢ 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 Residency.
➢ Both midterm and final evaluations will be submitted on LiveText.

You can download the rubric from this website. The squares are expandable on the word document. Please save the rubric to a disk or computer hard drive so that you can add notes throughout the semester. Rubric: http://www.uwyo.edu/ted/residency/rubrics.html

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>Level of Performance</th>
<th>Unsatisfactory (U)</th>
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</thead>
<tbody>
<tr>
<td><strong>1. Knows and models professional ethics and behavior</strong> (CoEd 3.4, 5.3)</td>
<td>* does not comply with school policies re: absences, dress, tardies, meetings, etc. * demonstrates prejudice toward individuals or groups * takes an authoritarian stance with individual and classroom interactions</td>
<td>* incomplete knowledge of school policies * displays minimally appropriate professional behavior * does not demonstrate equitable treatment of all students * does not actively cultivate sense of democratic classroom community</td>
<td>* complies with school policies * attends required meetings * displays appropriate behaviors * accepts constructive criticism * demonstrates respect for each student * cultivates sense of democratic classroom community</td>
<td>* meets all proficient level expectations * classroom demonstrates democratic ideals * students are actively engaged in critical inquiry and practices related to social justice</td>
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| **Notations** |
| **Midterm:** |
| **Final:** |

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<tr>
<th><strong>Level of Performance</strong></th>
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<tbody>
<tr>
<td><strong>2. Effective work with diverse learners</strong> (CoEd 3.3, 5.1, 5.4, 7.3, 8.3)</td>
<td>* makes no adjustments for individual needs of diverse learners in terms of materials, planning, instruction, management, and assessments</td>
<td>* makes some adjustments for individual needs of diverse learners in terms of materials, planning, instruction, management, and assessments</td>
<td>* makes appropriate adjustments for individual needs of diverse learners in terms of materials, planning, instruction, behavior management, and assessments</td>
<td>* meets all proficient level expectations * collaborates with school and community personnel in order to accommodate diverse learners in terms of materials, planning, instruction, management, and assessment</td>
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| **Notations** |
| **Midterm:** |
| **Final:** |

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<tbody>
<tr>
<td><strong>3. Positive and effective classroom management</strong> (CoEd 3.4, 5.1, 7.3)</td>
<td>Environment: * does not address physical aspects of classroom (i.e. seating, lighting, temperature, bulletin boards, etc.) Teaching: * inadequate planning, goal setting, and ability to establish realistically high expectations for learners</td>
<td>Environment: * adjusts physical room environment only when mentor teacher asks Teaching: * sporadically demonstrates thoughtful planning, ability to set goals and achieve them, and conveys realistically high expectations for the learners</td>
<td>Environment: * 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</td>
<td>* meets all proficient level expectations Environment: * takes initiative to see that the classroom provides a nurturing and safe learning environment for all students Teaching: * independently plans and implements comprehensive lessons for most</td>
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</tbody>
</table>

| **Notations** |
| **Midterm:** |
| **Final:** |
* ineffective use of materials, transitions, and positive attitude
* poor directions/procedures resulting in frequent learner time off task

**Behavior:**
* inappropriate responses to behavior that result in frequent interruptions
* uses sarcasm, negative reinforcement, and rewards inappropriately

* inconsistent effective use of materials, transitions, and positive attitude

**Teaching:**
* consistently demonstrates appropriate use of materials, effective transitions strategies and positive attitude
* non-instructional duties (attendance, lunch count, etc.) are attended to while learners become engaged with academic tasks
* directions and procedures are consistently clear and concise, resulting and concentrating learner time on task

**Behavior:**
* consistently demonstrates ability to respond appropriately to a variety of learner behaviors resulting in few class disruptions
* consistently uses positive reinforcements and rewards for all learners

effective learner time on task
* learner motivation and monitoring are built into plans as well as regular classroom expectations

**Behavior:**
* actively employs creative ways to promote learning and self discipline

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**Notations**

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<tr>
<th>Midterm:</th>
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<td>Final:</td>
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**Level of Performance**

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</thead>
</table>
| **4. Content-Specific Pedagogy** (CoEd 1.6) | *does not create opportunities and experiences for students to connect to the discipline in a meaningful way*  
* plans using only published teacher guides*  
* uses only whole class lecture and assessment*  
* uses assessment only for grading purposes* |  
* creates minimal opportunities/experiences for students to connect to the discipline in a meaningful way*  
* consistently depends on mentor teacher for ideas*  
* needs frequent guidance for preparation and implementation of lessons and instructional strategies*  
* has problems transferring knowledge to students* |  
* creates frequent opportunities/experiences for students to connect to the discipline in a meaningful way*  
* standards, benchmarks, assessments, and enrichment for learning and reflected in lesson plans*  
* encourages critical thinking*  
* responds to suggestions from mentor teacher and shows ongoing growth*  
* appropriate use of assessment and materials*  
* shows independence in using multiple teaching strategies*  
* works as a facilitator for learning*  
* brings understanding* |  
* meets all proficient level expectations*  
* creates consistent opportunities/ experiences for students to connect to the discipline in a meaningful way*  
* independently implements a variety of theories and strategies*  
* creates assessment documents which reflect learning*  
* works as a facilitator for learning beyond expectations* |
### Level of Performance

<table>
<thead>
<tr>
<th><strong>Unsatisfactory (U)</strong></th>
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<th><strong>Proficient (P)</strong></th>
<th><strong>Distinguished (D)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Adequate content knowledge in teaching field and an ability to gather additional content and/or resources as needed (CoEd 1.4, 1.6)</td>
<td>* consistently makes content errors * does not correct content errors of students or self</td>
<td>* draws on basic content knowledge only * demonstrates little incentive to gather additional and/or supplemental content material</td>
<td>* demonstrates strong content knowledge * makes connections between content and other disciplines and within the discipline * gathers additional content as needed</td>
</tr>
</tbody>
</table>

### Level of Performance

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>6. Alignment of instructional strategies and assessment with standards and the needs of the learner (CoEd 1.6, 4.1, 4.2, 7.1, 7.2, 7.3)</td>
<td>* uses only prepared teacher guide plans * lesson plans are incomplete and/or untimely * assessment for grading purposes only * no apparent connection between planning and standards, benchmarks, and assessments</td>
<td>* plans for the short term only * plans are ready on time * unable to reflect on the reason for classroom events and solutions for improvement * plans reflect some standards, benchmarks, and assessments</td>
<td>* plans reflect standards, benchmarks, and assessments * reflects on lesson and implements changes based on reflections * independent preparation requires little input from mentor * cooperative teaching for benefit of learner occurs as needed * open communication that promotes creative planning * assessment informs instruction and planning * chooses appropriate supplementary materials</td>
</tr>
</tbody>
</table>

### Notations

Midterm: 

Final: 

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7. Sensitivity to school, community, and world cultural diversity (CoEd 3.4, 5.1, 5.2)

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>* displays no awareness of cultural diversity with respect to culture, school or community through educational input</td>
<td>* has a copy of legal rights and safety rules but inappropriately implements them or doesn’t understand them</td>
<td>* acts upon legal rights and responsibilities and follows safety rules</td>
<td>* meets all proficient level expectations</td>
<td></td>
</tr>
<tr>
<td>* identifies needs of some students due to cultural differences * school, community, cultures are seldom addressed * shows awareness of cultural differences but is reluctant to intervene in problematic interactions (i.e., bullies, harassment, etc.)</td>
<td>* has a basic respect of most legal rights and safety rules but needs occasional reminders * participates when dealing with emergency situations, but dependent on mentor</td>
<td>* demonstrates respect for legal rights of others * seeks information when necessary * can identify an emergency situation as defined by school policy and acts appropriately</td>
<td>* seeks to increase own base of knowledge with respect to school, community, world cultures</td>
<td></td>
</tr>
<tr>
<td>* provides multiculturalism, informs lessons and supports * demonstrates awareness of diversity or learners’ social, emotional, physical needs * respects confidentiality * addresses awareness of school, community, and world cultures * shows awareness of cultural differences in the classroom and takes appropriate actions as needed</td>
<td>* respects confidentiality</td>
<td>* seeks to increase own base of knowledge with respect to school, community, world cultures</td>
<td>* seeks to increase own base of knowledge with respect to school, community, world cultures</td>
<td></td>
</tr>
</tbody>
</table>

Notations

Midterm: 

Final: 

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8. Consideration of legal rights and responsibilities and safety rules and emergency situations (CoEd 10.2)

<table>
<thead>
<tr>
<th>Level of Performance</th>
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</tr>
</thead>
<tbody>
<tr>
<td>* displays no knowledge of legal rights and/or safety rules</td>
<td>* has a copy of legal rights and safety rules but inappropriately implements them or doesn’t understand them</td>
<td>* acts upon legal rights and responsibilities and follows safety rules</td>
<td>* meets all proficient level expectations</td>
<td></td>
</tr>
<tr>
<td>* relies on mentor to deal with emergency situations</td>
<td>* has a basic respect of most legal rights and safety rules but needs occasional reminders</td>
<td>* demonstrates respect for legal rights of others</td>
<td>* seeks to increase own base of knowledge with respect to school, community, world cultures</td>
<td></td>
</tr>
<tr>
<td>* participates when dealing with emergency situations, but dependent on mentor</td>
<td>* respects confidentiality</td>
<td>* seeks information when necessary</td>
<td>* can identify an emergency situation as defined by school policy and acts appropriately</td>
<td></td>
</tr>
<tr>
<td>* researches/uses outside physical resources in lesson planning and teaching (i.e., videos, library)</td>
<td>* seeks information when necessary</td>
<td>* can identify an emergency situation as defined by school policy and acts appropriately</td>
<td>* seeks to increase own base of knowledge with respect to school, community, world cultures</td>
<td></td>
</tr>
</tbody>
</table>

Notations

Midterm: 

Final: 

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9. Appropriate use of school and community resources (CoEd 7.4, 9.2)

<table>
<thead>
<tr>
<th>Level of Performance</th>
<th>Unsatisfactory (U)</th>
<th>Basic (B)</th>
<th>Proficient (P)</th>
<th>Distinguished (D)</th>
</tr>
</thead>
<tbody>
<tr>
<td>* seeks no outside human or physical resources which would enhance learning</td>
<td>* poor or no follow through in actively involving outside resources</td>
<td>* includes use of outside human resources in lesson planning (i.e. other teachers, technology specialists, librarians, etc.)</td>
<td>* meets all proficient level expectations</td>
<td></td>
</tr>
<tr>
<td>* researches/uses outside physical resources in lesson planning and teaching (i.e., videos, library)</td>
<td>* involves students in project research and development using human and physical resources</td>
<td>* implements the use of human and physical resources effectively</td>
<td>* involves students in project research and development using human and physical resources</td>
<td></td>
</tr>
</tbody>
</table>

Notations

Midterm: 

Final: 

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29
<table>
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<tr>
<th>Midterm:</th>
<th>Final:</th>
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### Level of Performance

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<th>Final:</th>
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### 10. Appropriate application of knowledge of human growth and development (CoEd 4.2)

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<thead>
<tr>
<th>Unsatisfactory (U)</th>
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<th>Proficient (P)</th>
<th>Distinguished (D)</th>
</tr>
</thead>
<tbody>
<tr>
<td>* uses developmentally inappropriate activities and/or assignments * does not plan appropriate activities and/or assignments for diverse learners</td>
<td>* uses developmentally appropriate activities and/or assignments * plans activities and assignments for diverse learners only in consultation with mentor</td>
<td>* uses developmentally appropriate planning and teaching to accommodate diverse learners</td>
<td>* meets all proficient level expectations * involves students in planning and implementing ideas appropriate to the needs of the learners * provides rich opportunities for students to gain deep understandings</td>
</tr>
</tbody>
</table>

### Notations

**Midterm:**

**Final:**

### 11. Effective oral and written communication skills of the residency student (CoEd 6.2, 6.4)

<table>
<thead>
<tr>
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<th>Basic (B)</th>
<th>Proficient (P)</th>
<th>Distinguished (D)</th>
</tr>
</thead>
<tbody>
<tr>
<td>* uses language that contains grammatical and/or spelling errors, illegible and/or inappropriate for the class level * speech is inaudible and/or contains grammatical errors * incorporates little classroom discussion and questioning techniques</td>
<td>* written language is generally correct and appropriate to class level * occasional errors are not corrected or corrected only when asked * speech is clear and generally grammatically correct * uses low level questions during class discussions</td>
<td>* clear, grammatically correct written language spelled correctly, informally and formally * clear, grammatically correct use of oral language * uses high level questioning techniques during class discussions</td>
<td>* meets all expectations at the proficient level * uses multiple written and oral strategies to challenge students and stimulate their language development * guides students to form high level questions</td>
</tr>
</tbody>
</table>

### Notations

**Midterm:**

**Final:**

### 12. Appropriate use of technology (CoEd 6.5)

<table>
<thead>
<tr>
<th>Unsatisfactory (U)</th>
<th>Basic (B)</th>
<th>Proficient (P)</th>
<th>Distinguished (D)</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Unable to select and implement appropriate technology in planning, instruction, and assessment</td>
<td>* Occasionally selects and implements appropriate technology in planning, instruction, and assessment</td>
<td>* Frequently selects and implements a variety of technology in planning, instruction, and assessment</td>
<td>* Meets all proficient criteria * Encourages students to experiment with appropriate technology</td>
</tr>
</tbody>
</table>

### Notations

**Midterm:**

**Final:**
### Level of Performance

<table>
<thead>
<tr>
<th>Level of Performance</th>
<th>Unsatisfactory (U)</th>
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<th>Proficient (P)</th>
<th>Distinguished (D)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>13. Works effectively in a variety of ways with parents/guardian; Assists with evaluations and reports (e.g., report cards)</strong> (CoEd 8.3)</td>
<td>* does not contact parents or guardians</td>
<td>* needs guidance and suggestions from mentor on how to talk with parents/guardians</td>
<td>* teams with mentor for guided experience when working with parents (i.e., conferences, telephone calls)</td>
<td>* meets all proficient level expectations</td>
</tr>
<tr>
<td></td>
<td>* displays a lack of empathy for parental concerns</td>
<td>* makes minimal parent/guardian contact</td>
<td>* responds to parental concerns professionally and with sensitivity in consultation with mentor</td>
<td>* independently handles positive parent contacts</td>
</tr>
<tr>
<td></td>
<td>* depends entirely on mentor for evaluation input</td>
<td>* demonstrates limited ability to emphasize parental concerns</td>
<td>* assesses instructional goals consistently</td>
<td>* seeks guidance from mentor with difficult parent problems</td>
</tr>
<tr>
<td></td>
<td>* does not record student progress</td>
<td>* scores and records papers and written work, not always in a timely manner</td>
<td>* gathers assessment data and with minimal guidance from mentor</td>
<td>* conveys sincere caring and willingness to listen to parents/guardians and engages in open communication</td>
</tr>
<tr>
<td></td>
<td>* avoids becoming involved in school or district programs, project, or events</td>
<td>* does limited assessment of instructional goals</td>
<td>* scores and records student work accurately and in a timely manner</td>
<td>* understands timely scores and records as a way to involve parents in student achievement</td>
</tr>
<tr>
<td></td>
<td>* does not participate in meetings, etc. or participates inappropriately</td>
<td>* shows lack of knowledge of school improvement plan</td>
<td>* assesses instructional goals consistently</td>
<td>* communicates with parents/guardians regarding student progress</td>
</tr>
<tr>
<td></td>
<td>* avoids becoming involved in school improvement activities</td>
<td>* minimal involvement, if any, with school improvement activities</td>
<td>* gathers assessment data and with minimal guidance from mentor</td>
<td>* demonstrates skill in assessing student progress</td>
</tr>
<tr>
<td></td>
<td>* does not become involved with school improvement activities</td>
<td>* participates when specifically asked with an appropriate level of participation</td>
<td>* scores and records student work accurately and in a timely manner</td>
<td>* participates in professional development activities</td>
</tr>
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</table>

### Notations

**Midterm:**

**Final:**

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### Level of Performance

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<thead>
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</thead>
<tbody>
<tr>
<td><strong>14. Participates in the professional life of the school and/or district; Demonstrates knowledge of the school improvement plan and demonstrates competence in collaborating in school improvement activities</strong> (CoEd 10.1)</td>
<td>* avoids becoming involved in school or district programs, project, or events</td>
<td>* participates when specifically asked with an appropriate level of participation</td>
<td>* participates in meetings such as department, school-wide faculty meetings, interdisciplinary team meetings and contributes as necessary and appropriate</td>
<td>* meets all proficient level expectations</td>
</tr>
<tr>
<td></td>
<td>* does not participate in meetings, etc. or participates inappropriately</td>
<td>* demonstrates little or no desire to participate in outside programs or expansion of knowledge</td>
<td>* seeks information concerning school improvement plan</td>
<td>* uses outside class time to participate in additional programs and/or professional development</td>
</tr>
<tr>
<td></td>
<td>* avoids becoming involved in school improvement activities</td>
<td>* shows lack of knowledge of school improvement plan</td>
<td>* minimal involvement, if any, with school improvement activities</td>
<td>* facilitates participation in school improvement activities as appropriate</td>
</tr>
<tr>
<td></td>
<td>* does not become involved with school improvement activities</td>
<td>* minimal involvement, if any, with school improvement activities</td>
<td>* minimal involvement, if any, with school improvement activities</td>
<td>* volunteer for at least one extra-curricular school activity (e.g., chaperone, club meeting, score-keeping, etc.)</td>
</tr>
<tr>
<td></td>
<td>* avoids becoming involved in school or district programs, project, or events</td>
<td>* minimal involvement, if any, with school improvement activities</td>
<td>* minimal involvement, if any, with school improvement activities</td>
<td>* demonstrates knowledge of school improvement plan</td>
</tr>
</tbody>
</table>

### Notations

**Midterm:**

**Final:**

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<thead>
<tr>
<th></th>
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</tr>
</thead>
</table>
| 15. Demonstrates competence in continuing as a professional educator by using self-assessment, self-reflection, and/or inquiry techniques (CoEd 5.5, 9.1) | * does not appear open to new ideas or programs  
* does not accept constructive criticism or suggestions for development as a professional educator  
* does not reflect on growth or methods of improvement  
* does not reflect on teaching  
* does not adjust lessons based on feedback | * does not take initiative to develop or become better prepared as a professional  
* attends only required meetings  
* shows little effort to improve through self reflections  
* has little or no dialogue with mentor related to improvement of teaching  
* some adjustment of lessons based on feedback | * is open to suggestions for professional development  
* seeks guidance of ways to continue developing as a professional educator  
* attends in-service workshops, conferences, trainings, etc. that will provide additional development as an educator  
* dialogues with mentor for self reflection and evaluation  
* effort made to use reflective information to improve as an educator  
* adjusts lessons to show growth that is based on reflection of feedback | * meets all proficient level expectations  
* actively seeks professional development  
* demonstrates leadership qualities by offering to share information from attending a meeting/workshop in professional settings  
* independent critical analysis of lesson for strengths and weaknesses through self reflection and feedback  
* shares reflections and coordinates with mentor for most effective input into improvement of lessons and teaching |

Notations

Midterm: 

Final: 

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32
Residency Midterm & Final Evaluation—Social Studies, Agriculture, Technical Education and K-12 Art

Secondary Education Dept. 3374
1000 E. University Ave. Teaching Area
Laramie, WY 82071 ______________________________________
(307) 766-3275

Residency Student’s Name ________________________________________________

Please mark one:
MIDTERM ________
FINAL ________

Mental Teacher, please respond to each of the competencies with the appropriate rating, based on the rubric notations and your observations of this residency student. Comment on partial completion of outcomes to accurately represent the residency student’s progress.

1. Professional behavior and ethical conduct
2. Effective work with diverse learners
3. Positive and effective classroom climate
4. Content-specific pedagogy with standards and learner’s need
5. Adequate content knowledge in teaching field and ability to gather additional content and/or resources as needed
6. Alignment of instructional practices and assessment
7. Sensitivity to school, community, global cultures
8. Consideration of legal and safety rules and emergency situations
9. Appropriate use of school and community resources
10. Appropriate application of knowledge of human growth and development
11. Effective oral and written communication skills
12. Appropriate use of technology
13. Working effectively in a variety of ways with parents
14. Participating in the professional life of school and/or district
15. Demonstrates competence in continuing development as a professional educator, and self-assessment and inquiry
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: 
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
ENGLISH
RESIDENCY EVALUATION FORMS: English

Rubric for Outcomes Documentation:
The rubric lists the outcomes that the residency student must fulfill to successfully complete the residency semester. Each outcome has a description of behaviors indicating the levels of performance. Please use this rubric to document observations.

We understand there should be growth over the semester. It is anticipated that the midterm evaluation will identify areas in which the residency student can show growth. Therefore, at the midterm evaluation point, it is normal to have both B’s (basic) and P’s (proficient).

- The mentor teacher and the residency student use the blank spaces for notations throughout the semester to document work on the required outcomes.
- Notations from both rubrics are to be used to complete the midterm and the final evaluations.
- The rubric is to be available to the UW Faculty/Supervisor when that individual visits the school and submitted via LiveText at the midterm and at the end of the semester.
- The residency student must complete all outcomes with a P (proficient) or D (distinguished) rating and no more than three B (basic) ratings for items 1-15.

You can download the rubric from this website. The squares are expandable on the word document. Please save the rubric to a disk or computer hard drive so that you can add notes throughout the semester. Rubric:  http://www.uwyo.edu/ted/residency/rubrics.html

Residency Semester Evaluation Rubric
English Education Majors
EDSE 4500, Spring Semester

The College of Education at the University of Wyoming uses a four-level rubric as a means of providing concrete feedback to candidates. Alignment among NCATE/NCTE rubric levels and those used by the College of Education are as follows: Distinguished aligns with Target; an overall ranking of Proficient aligns with Acceptable; Unsatisfactory aligns with Unacceptable. This rubric is used for both mid-term and final evaluations. The mid-term evaluation, carried out at the halfway point of the residency semester, should give residency students feedback on their performance; this feedback should be used by residency students to improve their performance. In order to be successful on the final evaluation using this rubric, residency students must receive at least an overall Proficient level, which is defined as follows: no scores of Unsatisfactory; Basic scores may be received on only the following categories: 10 and 11. All other categories must receive at least a score of Proficient.

<table>
<thead>
<tr>
<th></th>
<th>Unsatisfactory (U)</th>
<th>Basic (B)</th>
<th>Proficient (P)</th>
<th>Distinguished (D)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism and reflective practice</td>
<td>Candidate seldom complies with school policies, attends required meetings, displays appropriate behaviors, accepts constructive criticism, demonstrates respect for each student, and cultivates a democratic</td>
<td>Candidate occasionally complies with school policies, attends required meetings, displays appropriate behaviors, accepts constructive criticism, demonstrates respect for each student, and cultivates a democratic</td>
<td>Candidate frequently complies with school policies, attends required meetings, displays appropriate behaviors, accepts constructive criticism, demonstrates respect for each student, and cultivates a democratic</td>
<td>Candidate consistently complies with school policies, attends required meetings, displays appropriate behaviors, accepts constructive criticism, demonstrates respect for each student, and cultivates a democratic</td>
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</tbody>
</table>
### Classroom Community

<table>
<thead>
<tr>
<th>Midterm:</th>
<th>Final:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate seldom participates in appropriate school improvement activities. Candidate seldom demonstrates reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates.</td>
<td>Candidate frequently participates in appropriate school improvement activities. Candidate frequently demonstrates reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates.</td>
</tr>
</tbody>
</table>

#### Notations

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<thead>
<tr>
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### 2. Cultural Diversity and Work with Diverse Learners

**COE 3.3, 5.1, 5.4, 7.3**  
**NCTE Standard 2.2, 4.4**

<table>
<thead>
<tr>
<th>Midterm:</th>
<th>Final:</th>
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</thead>
<tbody>
<tr>
<td>Candidate shows no ability to create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability. Candidate shows no evidence for using ELA for helping their students to become familiar with their own and others' cultures.</td>
<td>Candidate shows limited ability to create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability. Candidate occasionally uses ELA to help their students become familiar with their own and others' cultures.</td>
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#### Notations

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<thead>
<tr>
<th>Midterm:</th>
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</table>

### 3. Classroom Community

**COE 3.4, 5.1, 7.3**  
**NCTE Standard 2.1, 4.2**

<table>
<thead>
<tr>
<th>Midterm:</th>
<th>Final:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate shows no evidence of ability to create an inclusive and supportive literate classroom</td>
<td>Candidate demonstrates limited ability to create an inclusive and supportive literate classroom</td>
</tr>
<tr>
<td>Candidate shows no evidence of ability to examine and select resources for instruction such as textbooks, other print materials, videos, films, recordings, and software, appropriate for supporting the teaching of ELA. Candidate seems unaware of major sources of research and theory related to English language arts, and so fails to use them to support teaching decisions. Candidate demonstrates inadequate planning, goal setting, and ability to establish realistically high expectations for learners. Candidate seldom uses practices designed to assist students in developing habits of critical thinking and judgment.</td>
<td></td>
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</tr>
<tr>
<td>Candidate shows some ability to examine and select resources for instruction such as textbooks, other print materials, videos, films, recordings, and software, appropriate for supporting the teaching of ELA. Candidate occasionally uses major sources of research and theory related to English language arts to support teaching decisions. Candidate sporadically demonstrates thoughtful planning, ability to set goals and achieve them, and realistically high expectations for learners. Candidate occasionally uses practices designed to assist students in developing habits of critical thinking and judgment.</td>
<td></td>
</tr>
<tr>
<td>Candidate frequently examines and selects resources for instruction such as textbooks, other print materials, videos, films, recordings, and software, appropriate for supporting the teaching of ELA. Candidate frequently uses major sources of research and theory related to English language arts to support teaching decisions, consistently demonstrates thoughtful planning, ability to set and achieve goals, conveys realistically high expectations for all learners. Candidate frequently uses practices designed to assist students in developing habits of critical thinking and judgment.</td>
<td></td>
</tr>
<tr>
<td>Candidate selects or creates instructional materials that are consistent with what is known about student learning in ELA. Candidate reflects on teaching performances in light of research on, and theories of, how students compose and respond to text and makes adjustments in teaching as appropriate. Candidate independently plans and implements comprehensive lessons; learner motivation and monitoring are built into plans. Candidate designs and implements instruction and assessment that assist students in developing habits of critical thinking.</td>
<td></td>
</tr>
<tr>
<td>6. Response and reading instruction</td>
<td>Candidate demonstrates poor ability to engage students in making meaning of texts through personal response. Candidate demonstrates poor ability to assist students to select appropriate reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts.</td>
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<tr>
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<th>Final:</th>
<th>Midterm:</th>
<th>Final:</th>
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<tr>
<th>7. Interdisciplinarity and integration</th>
<th>Candidate shows a lack of understanding of how the ELA curriculum, teachers, students, and education in general are influenced by culture, social</th>
<th>Candidate shows some ability to assist students in making meaningful connections between the ELA curriculum and developments in culture, society, and education.</th>
<th>Candidate frequently assists students in making meaningful connections between the ELA curriculum and developments in culture, society, and education.</th>
<th>Candidate consistently assists students in making meaningful and creative connections between the ELA curriculum and developments in culture, society, and education.</th>
</tr>
</thead>
</table>

<p>| Notations | Midterm: | Final: | Midterm: | Final: |</p>
<table>
<thead>
<tr>
<th></th>
<th>Candidate demonstrates little evidence of promoting the arts and humanities in the learning of their students.</th>
<th>Candidate shows some ability to engage students in activities that demonstrate the role of arts and humanities in learning.</th>
<th>Candidate frequently engages students in activities that demonstrate the role of arts and humanities in learning.</th>
<th>Candidate plans and carries out frequent and extended learning experiences that integrate arts and humanities into daily learning.</th>
</tr>
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**Notations**

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### 8. Print and nonprint media and technology

**COE 6.5**

**NCTE Standard 3.6.1, 3.6.2, 3.6.3, 4.6**

Candidate exhibits a lack of understanding of media’s influence on constructions of a text’s meaning, shows no ability to construct meaning from media and nonprint texts, and demonstrates limited knowledge of how to incorporate technology and print/nonprint media into instruction. Candidate shows limited ability to enable students to respond critically to different media and communications technologies.

| Candidate shows little understanding of media’s influence on constructions of a text’s meaning, shows little ability to construct meaning from media and nonprint texts, and to assist students in learning these processes; seldom incorporates technology and print/nonprint media into their own work and instruction. Candidate seldom engages students in critical analysis of different media and communications technologies. | Candidate understands how media can influence constructions of a text’s meaning, shows an ability to construct meaning from media and nonprint texts, and to assist students in learning these processes. Candidate frequently incorporates technology and print/nonprint media into instruction and frequently engages students in critical analysis of different media and communications technologies. | Candidate understands media’s influence on people’s actions and communication, and that knowledge is reflected in candidate’s instruction, by teaching students to construct meaning from media and nonprint texts; helping students compose and respond to film, video, graphic, photographic, audio and multimedia texts; using current technology to enhance students’ learning; and engaging students in critical analysis of different media and communications technologies. |

**Notations**

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### 9. Assessment

**COE 1.6, 4.1, 4.2, 7.1, 7.2, 7.3**

**NCTE Standard 4.10**

Candidate fails to use both formal and informal assessment activities and instruments to evaluate student work. Candidate fails to employ a variety of means to interpret and report assessment methods and results to students.

| Candidate shows limited ability to integrate assessment into instruction by using formal and informal assessment activities and instruments to evaluate processes and products. Candidate seldom creates | Candidate frequently integrates assessment into instruction by using a variety of formal and informal assessment activities and instruments to evaluate processes and products. Candidate frequently creates | Candidate consistently integrates assessment into instruction by using assessment strategies that allow all students to understand what they know and can do; interpreting the individual and group results of |

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**Midterm:**

**Final:**
administrators, parents, and others. opportunities to interpret and report assessment methods and results to students, parents, administrators, and other audiences. regular opportunities to use a variety of ways to interpret and report assessment methods and results to students, parents, administrators, and other audiences. assessments and using this interpretation to inform instruction; assisting all students in becoming monitors of their own work and growth in speaking, listening, writing, reading, enacting, and viewing; and explaining to students, parents, and others concerned with education how students are assessed.

Notations

| Midterm: | | | |
| Final: | | | |

### 10. Legal rights and responsibilities, safety rules, and emergency situations

**COE 10.2**

| Midterm: | | | |
| Final: | | | |

Candidate displays no knowledge of legal rights and/or safety rules; candidate would be forced to rely on mentor to handle emergency situations.

Candidate has a copy of legal rights and safety rules but inappropriately implements them or doesn’t understand them. Candidate has a basic respect of most legal rights and safety rules but needs occasional reminders. Candidate could participate in an emergency situation, but would still be dependent on mentor.

Candidate acts upon legal rights and responsibilities and follows safety rules, demonstrates respect for legal rights of others, seeks information when necessary, can identify an emergency situation as defined by school policy, and knows enough to act appropriately and independently.

Candidate acts upon legal rights and responsibilities and follows safety rules, demonstrates respect for legal rights of others, seeks information when necessary, can identify an emergency situation as defined by school policy, and knows enough to act appropriately and independently. Candidate attends policy meetings offered by the school district.

### 11. Use of school and community resources

**COE 7.4, 9.2**

Candidate seldom or never includes use of outside human resources (i.e. other teachers, technology specialists, librarians, etc.) and physical resources (i.e. videos, library books, internet uses, etc.) in lesson planning.

Candidate occasionally includes use of outside human resources (i.e. other teachers, technology specialists, librarians, etc.) and physical resources (i.e. videos, library books, internet uses, etc.) in lesson planning.

Candidate consistently includes use of outside human resources (i.e. other teachers, technology specialists, librarians, etc.) and physical resources (i.e. videos, library books, internet uses, etc.) in lesson planning and implements the use

Candidate includes use of outside human resources (i.e. other teachers, technology specialists, librarians, etc.) and physical resources (i.e. videos, library books, internet uses, etc.) in lesson planning, implements the use...
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<table>
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<tr>
<th>12. Working with parents/guardians</th>
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</thead>
<tbody>
<tr>
<td><strong>COE 8.3</strong></td>
</tr>
<tr>
<td>Candidate does not contact parents or guardians, displays a lack of empathy for parental concerns.</td>
</tr>
<tr>
<td>Candidate needs guidance and suggestions from mentor on how to talk with parents, makes minimal parent/guardian contact, and demonstrates limited ability to empathize with parental concerns.</td>
</tr>
<tr>
<td>Candidate teams with mentor for guided experience when working with parents, and responds to parental concerns professionally and with sensitivity.</td>
</tr>
<tr>
<td>Candidate independently handles positive parent contacts, conveys sincere caring and willingness to listen to parents/guardians and engages in open communication.</td>
</tr>
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<tbody>
<tr>
<td><strong>COE 4.2</strong></td>
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<td>Candidate uses developmentally inappropriate activities and/or assignments for diverse learners.</td>
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<td>Candidate independently uses developmentally appropriate planning and teaching to accommodate diverse learners’ cognitive and interest levels.</td>
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<tr>
<th>14. Oral and written communication skills</th>
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<tbody>
<tr>
<td><strong>COE 6.2, 6.4</strong></td>
</tr>
<tr>
<td>Candidate consistently uses language that is unclear, nonstandard, illegible and/or inappropriate for the class level. Candidate’s speech</td>
</tr>
<tr>
<td>Candidate’s use of language is inconsistent, with occasional lapses into language that is unclear, nonstandard, illegible and/or inappropriate for the class level.</td>
</tr>
<tr>
<td>Candidate consistently uses clear, grammatically standard written and oral language, both informally and formally.</td>
</tr>
<tr>
<td>Candidate consistently uses clear, grammatically standard written and oral language, both informally and formally. In addition, candidate uses multiple written and oral strategies to</td>
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is inaudible and/or nonstandard.

challenge students and stimulate their language development

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Residency Semester Evaluation Reporting Form
English Education Majors
EDSE 4500, Spring Semester

Resident’s Name ____________________________________________________________

Location of Residency: School: ____________________________________________
City, State: ________________________________________________________________

_____ Mid-Term Evaluation  _____ Final Evaluation

The College of Education at the University of Wyoming uses a four-level rubric as a means of providing concrete feedback to candidates. Alignment among NCATE/NCTE rubric levels and those used by the College of Education are as follows: Distinguished aligns with Target; an overall ranking of Proficient aligns with Acceptable; Unsatisfactory aligns with Unacceptable. This rubric is used for both mid-term and final evaluations. The mid-term evaluation, carried out at the halfway point of the residency semester, should give candidates feedback on their performance; this feedback should be used by candidates to improve their performance. In order to successfully pass this assessment, candidates must receive at least an overall Proficient level, which is defined as follows: no scores of Unsatisfactory; Basic scores may be received on only the following categories: 10 and 11. All other categories must receive at least a score of Proficient.

Use the Residency Semester Evaluation Rubric to evaluate the candidate’s work. Write in the appropriate score (D: Distinguished; P: Proficient; B: Basic; U: Unacceptable) for each outcome below.

1. Professionalism and reflective practice (COE 3.4, 5.3, 5.5, 9.1, 10.1.; NCTE Standard 2.3) _____
2. Cultural diversity and work with diverse learners (COE 3.3, 5.1, 5.4, 7.3; NCTE Standard 4.4) _____
3. Classroom community (COE 3.4, 5.1, 7.3; NCTE Standard 2.1, 4.2) _____
4. ELA pedagogy, research, and theory (COE 1.1, 1.2, 1.3, 1.4, 1.5, 1.6; NCTE Standard 4.1, 3.7.1, 2.4) _____
5. Discussion and language use (COE 1.1, 1.2, 1.3, 1.4, 1.5, 1.6; NCTE Standard 4.5, 4.7) _____
6. Response and reading instruction (COE 1.1, 1.2, 1.3, 1.4, 1.5, 1.6; NCTE Standard 4.8, 4.9) _____
7. Interdisciplinarity and integration (COE 1.1, 1.2, 1.3, 1.4, 1.5, 1.6; NCTE Standard 2.5, 2.6) _____
8. Print and nonprint media and technology (COE 6.5; NCTE Standard 3.6.1, 3.6.2, 3.6.3, 4.6) _____
9. Assessment (COE 1.6, 4.1, 4.2, 7.1, 7.2, 7.3; NCTE Standard 4.10) _____
10. Legal rights and responsibilities, safety rules, and emergency situations (COE 10.2) _____
11. Use of school and community resources (COE 7.4, 9.2) _____
12. Working with parents/guardians (COE 8.3) _____
13. Knowledge of human growth and development (COE 4.2) _____
14. Oral and written communication skills (COE 6.2, 6.4) _____
Narrative Statement: The mentor teacher should also attach a narrative statement describing this person’s competence as a beginning teacher in a comprehensive manner, at this time in the student teaching experience.

PLEASE OBTAIN ALL SIGNATURES BEFORE FORWARDING THIS EVALUATION TO THE U.W. SUPERVISOR.

Completed by: ____________________________ Date __________________
Signature of Mentor Teacher

_________________________________________ Date __________________
Signature of Residency Student

Received by: ____________________________ Date __________________
Signature of UW Supervisor
MATHEMATICS
RESIDENCY EVALUATION FORMS: Mathematics

Rubric for Outcomes Documentation:
The rubric lists the outcomes that the residency student must fulfill to successfully complete the student teaching semester. Each outcome has a description of behaviors indicating the levels of performance. Please use this rubric to document observations.

We understand there should be growth over the semester. It is anticipated that the midterm evaluation will identify areas in which the residency student can show growth. Therefore, at the midterm evaluation point, it is normal to have both B’s (basic) and P’s (proficient).

➢ The mentor teacher and the residency student use the blank spaces for notations throughout the semester to document work on the required outcomes.

➢ Notations from both rubrics are to be used to complete the midterm and the final evaluations.

➢ The rubric is to be available to the UW Faculty/Supervisor when that individual visits the school and submitted via LiveText at the midterm and at the end of the semester.

➢ The residency student must complete all outcomes with a P (proficient) or D (distinguished) rating and no more than three B (basic) ratings for items 1-15.

You can download the rubric from this website. The squares are expandable on the word document. Please save the rubric to a disk or computer hard drive so that you can add notes throughout the semester. Rubric: http://www.uwyo.edu/ted/residency/rubrics.html
<table>
<thead>
<tr>
<th>Level of Performance</th>
<th>Unsatisfactory (U)</th>
<th>Basic (B)</th>
<th>Proficient (P)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Knows and models professional ethics and behavior (CoEd 3.4, 5.3)</td>
<td>* does not comply with school policies re: absences, dress, tardies, meetings, etc. * demonstrates prejudice toward individuals or groups * takes an authoritarian stance with individual and classroom interactions</td>
<td>* incomplete knowledge of school policies * displays minimally appropriate professional behavior * does not demonstrate equitable treatment of all students * does not actively cultivate sense of democratic classroom community</td>
<td>* complies with school policies * attends required meetings * displays appropriate behaviors * accepts constructive criticism * demonstrates respect for each student * cultivates sense of democratic classroom community</td>
<td>* meets all proficient level expectations * classroom demonstrates democratic ideals * students are actively engaged in critical inquiry and practices related to social justice</td>
</tr>
</tbody>
</table>

Notations

Midterm: 

Final: 

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<tr>
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<tbody>
<tr>
<td>2. Effective work with diverse learners (CoEd 3.3, 5.1, 5.4, 7.3, 8.3)</td>
<td>* makes no adjustments for individual needs of diverse learners in terms of materials, planning, instruction, management, and assessments</td>
<td>* makes some adjustments for individual needs of diverse learners in terms of materials, planning, instruction, management, and assessments</td>
<td>* makes appropriate adjustments for individual needs of diverse learners in terms of materials, planning, instruction, behavior management, and assessments</td>
<td>* meets all proficient level expectations * collaborates with school and community personnel in order to accommodate diverse learners in terms of materials, planning, instruction, management, and assessment</td>
</tr>
</tbody>
</table>

Notations

Midterm: 

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<tr>
<td>3. Positive and effective classroom management (CoEd 3.4, 5.1, 7.3)</td>
<td>Environment: * does not address physical aspects of classroom (i.e. seating, lighting, temperature, bulletin boards, etc.) Teaching: * inadequate planning, goal setting, and ability to establish realistically high expectations for learners * ineffective use of materials, transitions, and positive attitude * poor directions/procedures resulting in frequent learner time off task Behavior:</td>
<td>Environment: * adjusts physical room environment only when mentor teacher asks Teaching: * sporadically demonstrates 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 Behavior: * beginning to respond appropriately to</td>
<td>Environment: * 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 Teaching: * consistently demonstrates appropriate use of materials, effective transitions strategies and positive attitude Behavior: * beginning to respond appropriately to</td>
<td>* meets all proficient level expectations Environment: * takes initiative to see that the classroom provides a nurturing and safe learning environment for all students Teaching: * independently plans and implements comprehensive lessons for most effective learner time on task * learner motivation and monitoring are built into plans as well as regular classroom expectations</td>
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<tr>
<td>4. Content-Specific Pedagogy (CoEd 1.6)</td>
<td>* does not create opportunities and experiences for students to connect to the discipline in a meaningful way * plans using only published teacher guides * uses only whole class lecture and assessment * uses assessment only for grading purposes</td>
<td>* creates minimal opportunities/experiences for students to connect to the discipline in a meaningful way * consistently depends on mentor teacher for ideas * needs frequent guidance for preparation and implementation of lessons and instructional strategies * has problems transferring knowledge to students</td>
<td>* creates frequent opportunities/experiences for students to connect to the discipline in a meaningful way * standards, benchmarks, assessments, and enrichment for learning and reflected in lesson plans * encourages critical thinking * responds to suggestions from mentor teacher and shows ongoing growth * appropriate use of assessment and materials * shows independence in using multiple teaching strategies * works as a facilitator for learning * brings understanding of content knowledge discipline to team collaboration</td>
<td>* meets all proficient level expectations * creates consistent opportunities/experiences for students to connect to the discipline in a meaningful way * independently implements a variety of theories and strategies * creates assessment documents which reflect learning * works as a facilitator for learning beyond expectations</td>
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<tr>
<td><strong>5. Adequate content knowledge in teaching field and an ability to gather additional content and/or resources as needed</strong> <em>(CoEd 1.4, 1.6)</em></td>
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<tr>
<td>* consistently makes content errors</td>
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<td>* does not correct content errors of students or self</td>
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<tr>
<td>* draws on basic content knowledge only</td>
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<tr>
<td>* demonstrates little incentive to gather additional and/or supplemental content material</td>
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<tr>
<td>* demonstrates strong content knowledge</td>
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<tr>
<td>* makes connections between content and other disciplines and within the discipline</td>
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<tr>
<td>* gathers additional content as needed</td>
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<tr>
<td>* meets all proficient level expectations</td>
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<tr>
<td>* takes initiative consistently to select content that goes beyond traditional texts</td>
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<td>* challenges students to think critically as they explore ways to connect content to other disciplines</td>
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<tr>
<td><strong>6. Alignment of instructional strategies and assessment with standards and the needs of the learner</strong> <em>(CoEd 1.6, 4.1, 4.2, 7.1, 7.2, 7.3)</em></td>
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<tr>
<td>* uses only prepared teacher guide plans</td>
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<td>* lesson plans are incomplete and/or untimely</td>
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<td>* assessment for grading purposes only</td>
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<td>* no apparent connection between planning and standards, benchmarks, and assessments</td>
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<td>* plans for the short term only</td>
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<td>* plans are ready on time</td>
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<td>* unable to reflect on the reason for classroom events and solutions for improvement</td>
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<td>* plans reflect some standards, benchmarks, and assessments</td>
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<tr>
<td>* plans reflect standards, benchmarks, and assessments</td>
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<td>* reflects on lesson and implements changes based on reflections</td>
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<td>* independent preparation requires little input from mentor</td>
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<td>* cooperative teaching for benefit of learner occurs as needed</td>
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<td>* open communication that promotes creative planning</td>
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<td>* assessment informs instruction and planning</td>
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<tr>
<td>* chooses appropriate supplementary materials</td>
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<td>* meets all proficient level expectations</td>
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<td>* short term plans are consistently tied to long term goals</td>
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<td>* embeds supplemental materials to accomplish meaningful instruction</td>
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<td>* skillfully manages time for correctives and enrichments</td>
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<td>* assessment, planning and instruction are seamless</td>
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<tr>
<td><strong>7. Sensitivity to school, community, and world cultural diversity</strong> <em>(CoEd 3.4, 5.1, 5.2)</em></td>
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<tr>
<td>* displays no awareness of cultural diversity with respect to culture, school or community through educational input</td>
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<tr>
<td>* identifies needs of some students due to cultural differences</td>
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<tr>
<td>* school, community, cultures are seldom addressed</td>
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<td>* shows awareness of cultural differences but is reluctant to intervene in problematic interactions (i.e.,</td>
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<td>* provides multiculturalism, informs lessons and supports</td>
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<td>* demonstrates awareness of diversity or learners’ social, emotional, physical needs</td>
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<td>* respects confidentiality</td>
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<td>* meets all proficient level expectations</td>
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<td>* models sensitivity to cultural differences</td>
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<tr>
<td>* seeks to increase own base of knowledge with respect to school, community, world cultures</td>
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<tr>
<td><strong>8. Consideration of legal rights and responsibilities and safety rules and emergency situations (CoEd 10.2)</strong></td>
<td>* displays no knowledge of legal rights and/or safety rules</td>
<td>* has a copy of legal rights and safety rules but inappropriately implements them or doesn’t understand them</td>
<td>* acts upon legal rights and responsibilities and follows safety rules * demonstrates respect for legal rights of others * seeks information when necessary * can identify an emergency situation as defined by school policy and acts appropriately</td>
<td>* meets all proficient level expectations * attends policy meetings offered by the school district * seeks further knowledge of learner’s health, family, or community</td>
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<tr>
<td><strong>9. Appropriate use of school and community resources (CoEd 7.4, 9.2)</strong></td>
<td>* seeks no outside human or physical resources which would enhance learning</td>
<td>* poor or no follow through in actively involving outside resources</td>
<td>* includes use of outside human resources in lesson planning (i.e. other teachers, technology specialists, librarians, etc.) * researches/uses outside physical resources in lesson planning and teaching (i.e., videos, library books, internet uses, etc.)</td>
<td>* meets all proficient level expectations * implements the use of human and physical resources effectively * involves students in project research and development using human and physical resources</td>
</tr>
</tbody>
</table>

**Notations**

**Midterm:**

**Final:**

*bullies, harassment, etc.*

* addresses awareness of school, community, and world cultures

* shows awareness of cultural differences in the classroom and takes appropriate actions as needed*
### 10. Appropriate application of knowledge of human growth and development (CoEd 4.2)

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<tr>
<td></td>
<td>* uses developmentally inappropriate activities and/or assignments</td>
<td>* uses developmentally appropriate activities and/or assignments</td>
<td>* uses developmentally appropriate planning and teaching to accommodate diverse learners</td>
<td>* meets all proficient level expectations</td>
</tr>
<tr>
<td></td>
<td>* does not plan appropriate activities and/or assignments</td>
<td>* plans appropriate activities and assignments for diverse learners only in consultation with mentor</td>
<td>* uses developmentally appropriate planning and teaching to accommodate the cognitive and interest level of the learners</td>
<td>* involves students in planning and implementing ideas appropriate to the needs of the learners</td>
</tr>
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<td></td>
<td>* does not plan appropriate activities and/or assignments for diverse learners</td>
<td>* uses developmentally appropriate activities and/or assignments</td>
<td>* plans appropriate activities and assignments for diverse learners only in consultation with mentor</td>
<td>* provides rich opportunities for students to gain deep understandings</td>
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#### Notations

- **Midterm:**
- **Final:**

### 11. Effective oral and written communication skills of the residency student (CoEd 6.2, 6.4)

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<tr>
<td></td>
<td>* uses language that contains grammatical and/or spelling errors, illegible and/or inappropriate for the class level</td>
<td>* written language is generally correct and appropriate to class level</td>
<td>* clear, grammatically correct written language spelled correctly, informally and formally</td>
<td>* meets all expectations at the proficient level</td>
</tr>
<tr>
<td></td>
<td>* speech is inaudible and/or contains grammatical errors</td>
<td>* occasional errors are not corrected or corrected only when asked</td>
<td>* clear, grammatically correct use of oral language</td>
<td>* uses multiple written and oral strategies to challenge students and stimulate their language development</td>
</tr>
<tr>
<td></td>
<td>* incorporates little classroom discussion and questioning techniques</td>
<td>* speech is clear and generally grammatically correct</td>
<td>* uses high level questioning techniques during class discussions</td>
<td>* guides students to form high level questions</td>
</tr>
</tbody>
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#### Notations

- **Midterm:**
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### 12. Appropriate use of technology (CoEd 6.5)

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<tbody>
<tr>
<td></td>
<td>* Unable to select and implement appropriate technology in planning, instruction, and assessment</td>
<td>* Occasionally selects and implements appropriate technology in planning, instruction, and assessment</td>
<td>* Frequently selects and implements a variety of technology in planning, instruction, and assessment</td>
<td>* Meets all proficient criteria</td>
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<td></td>
<td>* Encourages students to experiment with appropriate technology</td>
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#### Notations

- **Midterm:**
- **Final:**

### 13. Works effectively in a variety of ways with parents/guardian; Assists with evaluations and

<table>
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<th>Proficient (P)</th>
<th>Distinguished (D)</th>
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<tr>
<td></td>
<td>* does not contact parents or guardians</td>
<td>* Needs guidance and suggestions from mentor on how to talk with parents/guardians</td>
<td>* teams with mentor for guided experience when working with parents (i.e. conferences, telephone calls)</td>
<td>* meets all proficient level expectations</td>
</tr>
<tr>
<td></td>
<td>* displays a lack of empathy for parental concerns</td>
<td>* makes minimal parent/guardian contact</td>
<td>* responds to parental concerns</td>
<td>* independently handles positive parent contacts</td>
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<tr>
<td></td>
<td>* depends entirely on mentor for evaluation input</td>
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<td>* seeks guidance from mentor with difficult parent problems</td>
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</table>

#### Notations

- **Midterm:**
- **Final:**
| reports (e.g., report cards) (CoEd 8.3) | * does not record student progress | * demonstrates limited ability to empathize with parental concerns | * scores and records papers and written work, not always in a timely manner | * does limited assessment of instructional goals | professionally and with sensitivity in consultation with mentor | * assesses instructional goals consistently | * gathers assessment data and with minimal guidance from mentor | * scores and records student work accurately and in a timely manner | * assists with evaluations, report cards, etc. | * conveys sincere caring and willingness to listen to parents/guardians and engages in open communication | * understands timely scores and records as a way to involve parents in student achievement |

**Notations**

| Midterm: | | | | | | | | | | | |

| Final: | | | | | | | | | | | |

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<td>14. Participates in the professional life of the school and/or district; Demonstrates knowledge of the school improvement plan and demonstrates competence in collaborating in school improvement activities (CoEd 10.1)</td>
<td>* avoids becoming involved in school or district programs, project, or events</td>
<td>* participates when specifically asked with an appropriate level of participation</td>
<td>* participates in meetings such as department, schoolwide faculty meetings, interdisciplinary team meetings and contributes as necessary and appropriate</td>
<td>* meets all proficient level expectations</td>
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* does not participate in meetings, etc. or participates inappropriately
* shows lack of knowledge of school improvement plan
* does not become involved with school improvement activities
* avoids becoming involved in school or district programs, project, or events
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**Notations**

| Midterm: | | | | | | | | | | | |

| Final: | | | | | | | | | | | |
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<tr>
<td>15. Demonstrates competence in continuing as a professional educator by using self-assessment, self-reflection, and/or inquiry techniques (CoEd 5.5, 9.1)</td>
<td>* does not appear open to new ideas or programs * does not accept constructive criticism or suggestions for development as a professional educator * does not reflect on growth or methods of improvement * does not reflect on teaching * does not adjust lessons based on feedback</td>
<td>* does not take initiative to develop or become better prepared as a professional * shows little effort to improve through self reflections * has little or no dialogue with mentor related to improvement of teaching * some adjustment of lessons based on feedback</td>
<td>* is open to suggestions for professional development * seeks guidance of ways to continue developing as a professional educator * attends in-service workshops, conferences, trainings, etc. that will provide additional development as an educator * dialogues with mentor for self reflection and evaluation * effort made to use reflective information to improve as an educator * adjusts lessons to show growth that is based on reflection of feedback</td>
<td>* meets all proficient level expectations * actively seeks professional development * demonstrates leadership qualities by offering to share information from attending a meeting/workshop in professional settings * independent critical analysis of lesson for strengths and weaknesses through self reflection and feedback * shares reflections and coordinates with mentor for most effective input into improvement of lessons and teaching</td>
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### Notations

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### Mathematics Addendum for Residency Rubric

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<tr>
<th>Standard</th>
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<th>Basic</th>
<th>Un satisfactory</th>
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<tbody>
<tr>
<td>16. Communicates mathematical thinking both orally and in writing</td>
<td>Mathematical language is used to express ideas precisely. Ideas are enhanced because of the care taken to use mathematical language. Organization is elegant.</td>
<td>Mathematical language is used in explaining ideas but precision is not as detailed. Ideas can be explained mathematically. Organization is acceptable.</td>
<td>Imprecision in use of mathematical language hampers candidate explanations. Mathematical ideas become clouded by language use. Organization can confound the idea.</td>
<td>Poor use of mathematical language and organization obscures key ideas.</td>
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### Notations

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| 17. Analyses and evaluates the mathematical thinking and strategies of others | In problem solving situations, candidate can explore the thinking of students with a variety of solution strategies and identify | Candidate normally evaluates others mathematical thinking but does not fully explore the strategies of students to | Candidate occasionally evaluates the thinking of students but does not use the information as part of lesson planning or as part of | Candidate uses assessment as a grading tool and only checks for a single strategy. Expects others to solve |
the usefulness and appropriateness of a strategy for learning more mathematics. Evaluation and teaching mutually interact for planning. ascertain understandings and conceptions. These evaluations inform the teaching. teaching. Purely used as an evaluation tool for grading. problems as they are shown. Multiple problem solving strategies are not in evidence.

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| 18. Mathematical Problem Solving is used to build conceptual understanding | Candidate demonstrates ability to expertly lead classes in mathematical problem solving. Focus is on in-depth conceptual understandings. Students are expected to develop and test generalizations. | Candidate demonstrates ability to lead classes in mathematical problem solving. Conceptual understanding is part of the focus with guided practice of generalization development and testing as a class. | Candidate demonstrates ability to lead classes in mathematical problem solving with “teaching as telling” as a main feature. Generalizations and testing are provided to students. | Candidate teaches examples from text. Problem solving is a by-product of text exercises without depth in exploration of concepts. View of problem solving is procedural. |

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</table>
Residency Midterm & Final Evaluation -- Mathematics

Dept. 3374
1000 E. University Ave. Residency Student’s Name_________________________
Laramie, WY 82071 Teaching Area__________________________________________
(307) 766-3275

Please mark one:
MIDTERM _______  FINAL _______

Mentor Teacher, please respond to each of the competencies with the appropriate rating, based on the rubric notations and your observations of this residency student. Comment on partial completion of outcomes to accurately represent the residency student’s progress.

_____________________________________________________

1. Professional behavior and ethical conduct
2. Effective work with diverse learners
3. Positive and effective classroom climate
4. Content-specific pedagogy with standards and learner’s need
5. Adequate content knowledge in teaching field and ability to gather additional content and/or resources as needed
6. Alignment of instructional practices and assessment
7. Sensitivity to school, community, global cultures
8. Consideration of legal and safety rules and emergency situations
9. Appropriate use of school and community resources
10. Appropriate application of knowledge of human growth and development
11. Effective oral and written communication skills
12. Appropriate use of technology
13. Working effectively in a variety of ways with parents
14. Participating in the professional life of school and/or district
15. Demonstrates competence in continuing development as a professional educator, and self-assessment and inquiry techniques
16. Communicates mathematical thinking both orally and in writing
17. Analyses and evaluates the mathematical thinking and strategies of others
18. Mathematical Problem Solving is used to build conceptual understanding
Narrative Statement: Please write a narrative statement describing this person’s competence as a preprofessional teacher based on your observations and professional judgment to date. Attach an additional (or separate) page if necessary.

Location of Residency:  
School: _________________________________  
City, State: ________________________________

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

Complete by: _______________________________  Date: _______________________________
Signature of Mentor Teacher  
_____________________________  Date: _______________________________
Signature of Residency Student

Received by: _______________________________  Date: _______________________________
Signature of UW Faculty/Supervisor
SCIENCE
RESIDENCY EVALUATION FORMS: Science

*Rubric for Outcomes Documentation:*

The rubric lists the outcomes that the residency student must fulfill to successfully complete the residency semester. Each outcome has a description of behaviors indicating the levels of performance. Please use this rubric to document observations.

We understand there should be growth over the semester. It is anticipated that the midterm evaluation will identify areas in which the student can show growth. Therefore, at the midterm evaluation point, it is normal to have both B’s (basic) and P’s (proficient).

- The mentor teacher and the residency student use the blank spaces for notations throughout the semester to document work on the required outcomes.

- Notations from both rubrics are to be used to complete the midterm and the final evaluations.

- The rubric is to be available to the UW Faculty/Supervisor when that individual visits the school and submitted via LiveText at the midterm and at the end of the semester.

- The residency student must complete all outcomes with a P (proficient) or D (distinguished) rating and no more than three B (basic) ratings for items 1-15 and a proficient or distinguished rating on each item of 16-19 for successful completion of the Residency.

*You can download the rubric from this website. The squares are expandable on the word document. Please save the rubric to a disk or computer hard drive so that you can add notes throughout the semester. Rubric: [http://www.uwyo.edu/ted/residency/rubrics.html](http://www.uwyo.edu/ted/residency/rubrics.html)*
### Level of Performance

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<tr>
<td><strong>1. Knows and models professional ethics and behavior</strong> (CoEd 3.4, 5.3)</td>
<td>* does not comply with school policies re: absences, dress, tardies, meetings, etc. * demonstrates prejudice toward individuals or groups * takes an authoritarian stance with individual and classroom interactions</td>
<td>* incomplete knowledge of school policies * displays minimally appropriate professional behavior * does not demonstrate equitable treatment of all students * does not actively cultivate sense of democratic classroom community</td>
<td>* complies with school policies * attends required meetings * displays appropriate behaviors * accepts constructive criticism * demonstrates respect for each student * cultivates sense of democratic classroom community</td>
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### Notations

Midterm: 

Final: 

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<td><strong>2. Effective work with diverse learners</strong> (CoEd 3.3, 5.1, 5.4, 7.3, 8.3)</td>
<td>* makes no adjustments for individual needs of diverse learners in terms of materials, planning, instruction, management, and assessments</td>
<td>* makes some adjustments for individual needs of diverse learners in terms of materials, planning, instruction, management, and assessments</td>
<td>* makes appropriate adjustments for individual needs of diverse learners in terms of materials, planning, instruction, behavior management, and assessments</td>
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### Notations

Midterm: 

Final: 

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<td><strong>3. Positive and effective classroom management</strong> (CoEd 3.4, 5.1, 7.3)</td>
<td>Environment: * does not address physical aspects of classroom (i.e. seating, lighting, temperature, bulletin boards, etc.) Teaching: * inadequate planning, goal setting, and ability to establish realistically high expectations for learners * ineffective use of materials, transitions, and positive attitude * poor directions/procedures</td>
<td>Environment: * adjusts physical room environment only when mentor teacher asks Teaching: * sporadically demonstrates 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 Behavior:</td>
<td>Environment: * 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 Teaching: * consistently demonstrates appropriate use of</td>
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[60]
resulting in frequent learner time off task

**Behavior:**
* inappropriate responses to behavior that result in frequent interruptions
* uses sarcasm, negative reinforcement, and rewards inappropriately

* beginning to respond appropriately to behavior, reducing disruptions
* uses limited sarcasm and uses positive rewards and reinforcements inconsistently

**Behavior:**
* consistently demonstrates ability to respond appropriately to a variety of learner behaviors resulting in few class disruptions
* consistently uses positive reinforcements and rewards for all learners

**Behavior:**
* actively employs creative ways to promote learning and self discipline

### Level of Performance

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<td><em>does not create opportunities and experiences for students to connect to the discipline in a meaningful way</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>
<td><em>creates minimal opportunities/experiences for students to connect to the discipline in a meaningful way</em>&lt;br&gt;* consistently depends on mentor teacher for ideas*&lt;br&gt;* needs frequent guidance for preparation and implementation of lessons and instructional strategies*&lt;br&gt;* has problems transferring knowledge to students*</td>
<td><em>creates frequent opportunities/experiences for students to connect to the discipline in a meaningful way</em>&lt;br&gt;* standards, benchmarks, assessments, and enrichment for learning and reflected in lesson plans*&lt;br&gt;* encourages critical thinking*&lt;br&gt;* responds to suggestions from mentor teacher and shows ongoing growth*&lt;br&gt;* appropriate use of assessment and materials*&lt;br&gt;* shows independence in using multiple teaching strategies*&lt;br&gt;* works as a facilitator for learning*&lt;br&gt;* brings understanding of content knowledge discipline to team collaboration*</td>
<td><em>meets all proficient level expectations</em>&lt;br&gt;* creates consistent opportunities/experiences for students to connect to the discipline in a meaningful way*&lt;br&gt;* independently implements a variety of theories and strategies*&lt;br&gt;* creates assessment documents which reflect learning*&lt;br&gt;* works as a facilitator for learning beyond expectations*</td>
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| 5. Adequate content knowledge in teaching field and an ability to gather additional content and/or resources as needed (CoEd 1.4, 1.6) | * consistently makes content errors  
* does not correct content errors of students or self | * draws on basic content knowledge only  
* demonstrates little incentive to gather additional and/or supplemental content material | * demonstrates strong content knowledge  
* makes connections between content and other disciplines and within the discipline  
* gathers additional content as needed | * meets all proficient level expectations  
* takes initiative consistently to select content that goes beyond traditional texts  
* challenges students to think critically as they explore ways to connect content to other disciplines |

### Final:

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| 6. Alignment of instructional strategies and assessment with standards and the needs of the learner (CoEd 1.6, 4.1, 4.2, 7.1, 7.2, 7.3) | * uses only prepared teacher guide plans  
* lesson plans are incomplete and/or untimely  
* assessment for grading purposes only  
* no apparent connection between planning and standards, benchmarks, and assessments | * plans for the short term only  
* plans are ready on time  
* unable to reflect on the reason for classroom events and solutions for improvement  
* plans reflect some standards, benchmarks, and assessments | * plans reflect standards, benchmarks, and assessments  
* reflects on lesson and implements changes based on reflections  
* independent preparation requires little input from mentor  
* cooperative teaching for benefit of learner occurs as needed  
* open communication that promotes creative planning  
* assessment informs instruction and planning  
* chooses appropriate supplementary materials | * meets all proficient level expectations  
* short term plans are consistently tied to long term goals  
* embeds supplemental materials to accomplish meaningful instruction  
* skillfully manages time for correctives and enrichments  
* assessment, planning and instruction are seamless |

### Final:

| **Notations** |

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| 7. Sensitivity to school, community, and world cultural | * displays no awareness of cultural diversity with respect to culture, school or | * identifies needs of some students due to cultural differences | * provides multiculturalism, informs lessons and supports | * meets all proficient level expectations  
* models sensitivity to cultural differences |

### Final:

| **Notations** |
| diversity (CoEd 3.4, 5.1, 5.2) | community through educational input | * school, community, cultures are seldom addressed  
* shows awareness of cultural differences but is reluctant to intervene in problematic interactions (i.e., bullies, harassment, etc.)  
* demonstrates awareness of diversity or learners' social, emotional, physical needs  
* respects confidentiality  
* addresses awareness of school, community, and world cultures  
* shows awareness of cultural differences in the classroom and takes appropriate actions as needed  
* seeks to increase own base of knowledge with respect to school, community, world cultures |

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| 8. Consideration of legal rights and responsibilities and safety rules and emergency situations (CoEd 10.2) | * displays no knowledge of legal rights and/or safety rules  
* relies on mentor to deal with emergency situations | * has a copy of legal rights and safety rules but inappropriately implements them or doesn’t understand them  
* has a basic respect of most legal rights and safety rules but needs occasional reminders  
* participates when dealing with emergency situations, but dependent on mentor | * acts upon legal rights and responsibilities and follows safety rules  
* demonstrates respect for legal rights of others  
* seeks information when necessary  
* can identify an emergency situation as defined by school policy and acts appropriately | * meets all proficient level expectations  
* attends policy meetings offered by the school district  
* seeks further knowledge of learner's health, family, or community |

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| 9. Appropriate use of school and community resources (CoEd 7.4, 9.2) | * seeks no outside human or physical resources which would enhance learning  
* poor or no follow through in actively involving outside resources | * includes use of outside human resources in lesson planning (i.e. other teachers, technology specialists, librarians, etc.)  
* researches/uses outside physical resources in lesson planning and teaching (i.e., videos, library books, internet uses, etc.) | * meets all proficient level expectations  
* implements the use of human and physical resources effectively  
* involves students in project research and development using human and physical resources |

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<td><strong>10. Appropriate application of knowledge of human growth and development (CoEd 4.2)</strong></td>
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<td><strong>11. Effective oral and written communication skills of the residency student (CoEd 6.2, 6.4)</strong></td>
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<td><strong>12. Appropriate use of technology (CoEd 6.5)</strong></td>
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<td><strong>13. Works effectively in a</strong></td>
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64
**variety of ways with parents/guardian; Assists with evaluations and reports (e.g., report cards)** (CoEd 8.3)

- * displays a lack of empathy for parental concerns
- * depends entirely on mentor for evaluation input
- * does not record student progress

**mentor on how to talk with parents/guardians**
- * makes minimal parent/guardian contact
- * demonstrates limited ability to emphasize with parental concerns
- * scores and records papers and written work, not always in a timely manner
- * does limited assessment of instructional goals

**when working with parents (i.e. conferences, telephone calls)**
- * responds to parental concerns professionally and with sensitivity in consultation with mentor
- * assesses instructional goals consistently
- * gathers assessment data and with minimal guidance from mentor
- * scores and records student work accurately and in a timely manner
- * assists with evaluations, report cards, etc.

**Notations**

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| **14. Participates in the professional life of the school and/or district; Demonstrates knowledge of the school improvement plan and demonstrates competence in collaborating in school improvement activities** (CoEd 10.1) | * avoids becoming involved in school or district programs, project, or events
* does not participate in meetings, etc. or participates inappropriately
* shows lack of knowledge of school improvement plan
* does not become involved with school improvement activities | * participates when specifically asked with an appropriate level of participation
* demonstrates little or no desire to participate in outside programs or expansion of knowledge
* seeks information concerning school improvement plan
* minimal involvement, if any, with school improvement activities | * participates in meetings such as department, school-wide faculty meetings, interdisciplinary team meetings and contributes as necessary and appropriate
* demonstrates knowledge of school improvement plan
* minimal involvement, if any, with school improvement activities | * meets all proficient level expectations
* uses outside class time to participate in additional programs and/or professional development |

**Notations**

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<tr>
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<th>Final</th>
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</table>
### Level of Performance

<table>
<thead>
<tr>
<th>Level of Performance</th>
<th>Unsatisfactory (U)</th>
<th>Basic (B)</th>
<th>Proficient (P)</th>
<th>Distinguished (D)</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. Demonstrates competence in continuing as a professional educator by using self-assessment, self-reflection, and/or inquiry techniques (CoEd 5.5, 9.1)</td>
<td>* does not appear open to new ideas or programs * does not accept constructive criticism or suggestions for development as a professional educator * does not reflect on growth or methods of improvement * does not reflect on teaching * does not adjust lessons based on feedback</td>
<td>* does not take initiative to develop or become better prepared as a professional * attends only required meetings * shows little effort to improve through self reflections * has little or no dialogue with mentor related to improvement of teaching * some adjustment of lessons based on feedback</td>
<td>* is open to suggestions for professional development * seeks guidance of ways to continue developing as a professional educator * attends in-service workshops, conferences, trainings, etc. that will provide additional development as an educator * dialogues with mentor for self reflection and evaluation * effort made to use reflective information to improve as an educator * adjusts lessons to show growth that is based on reflection of feedback</td>
<td>* meets all proficient level expectations * actively seeks professional development * demonstrates leadership qualities by offering to share information from attending a meeting/workshop in professional settings * independent critical analysis of lesson for strengths and weaknesses through self reflection and feedback * shares reflections and coordinates with mentor for most effective input into improvement of lessons and teaching</td>
</tr>
</tbody>
</table>

### Notations

<table>
<thead>
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</table>

### Secondary Science Addendum

To receive a passing score for this section of the rubric, the student must receive a proficient or distinguished rating on each item 16 - 19.

<table>
<thead>
<tr>
<th>Level of Performance</th>
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</tr>
</thead>
<tbody>
<tr>
<td>16. Practices legal and ethical responsibilities of science teachers for the welfare of their students (NSTA 9a).</td>
<td>* does not responsibly follow legal and ethical precedents for the welfare of students in the science classroom</td>
<td>* generally follows the legal and ethical precedents for the welfare of students in the science classroom but does not take initiative to develop or become better prepared as a professional</td>
<td>* Always follows the legal and ethical precedents for the welfare of students in the science classroom</td>
<td>* meets the proficient level expectations * attends policy meetings offered by the school district * actively seeks professional development</td>
</tr>
</tbody>
</table>

### Notations

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<thead>
<tr>
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<tbody>
<tr>
<td>Level of Performance</td>
<td>Unsatisfactory (U)</td>
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<tr>
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</tr>
<tr>
<td><strong>17. Practices safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used in science instruction (NSTA 9b).</strong></td>
<td>* does not responsibly establish and follow procedures for the safe labeling, handling, storage and disposal of chemicals, and other materials OR *does not keep MSDS readily available or currently maintained</td>
</tr>
</tbody>
</table>

**Notations**

Midterm:  
Final:  

<table>
<thead>
<tr>
<th>Level of Performance</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>18. Follows emergency procedures, maintain safety equipment, and ensure safety procedures appropriate for the activities and abilities of students (NSTA 9c).</strong></td>
<td>* does not responsibly plan, practice or enforce safety procedures in all activities in the classroom OR *is unaware of actions to take during an emergency and to prevent or report an emergency OR *Fails to appropriately respond to hazardous situations once identified</td>
<td>* plans, practices and enforces safety procedures in all activities in the classroom AND * knows actions to take during an emergency and to prevent or report an emergency AND * appropriately responds to hazardous situations once identified</td>
<td>* consistently plans, practices and enforces safety procedures in all activities in the classroom AND * demonstrates in the classroom that safety is a priority in science AND * appropriately responds to hazardous situations once identified AND * takes actions to prevent hazards and communicates needs and potential problems to administrators</td>
<td>* meets all proficient level expectations * attends policy meetings offered by the school district * demonstrates leadership qualities by offering to share information from attending a meeting/workshop in professional settings</td>
</tr>
</tbody>
</table>

**Notations**
| Midterm: | | | |
| Final: | | | |

**Level of Performance**

<table>
<thead>
<tr>
<th>Un satisfactory (U)</th>
<th>Basic (B)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>19. Treats all living organisms used in the classroom or found in the field in a safe, humane and ethical manner and respects legal restrictions on their collection, keeping and use (NSTA 9d).</td>
<td>* does not responsibly attend to, obey or enforce rules for the safe, proper and ethical treatment of animals</td>
<td>* attends to, obeys and enforces rules for the safe, proper and ethical treatment of animals</td>
<td>* consistently Attends to, obeys and enforces rules for the safe, proper and ethical treatment of animals AND</td>
</tr>
</tbody>
</table>

**Notations**

| Midterm: | | | |
| Final: | | | |
Residency Midterm & Final Evaluation -- Science

Residency Student’s Name____________________

Teaching Area_______________________________

Please mark one:
MIDTERM _______
FINAL _______

Mentor Teacher, please respond to each of the competencies with the appropriate rating, based on the rubric notations and your observations of this residency student. Comment on partial completion of outcomes to accurately represent the residency student’s progress.

1. Professional behavior and ethical conduct
2. Effective work with diverse learners
3. Positive and effective classroom climate
4. Content-specific pedagogy with standards and learner’s need
5. Adequate content knowledge in teaching field and ability to gather additional content and/or resources as needed
6. Alignment of instructional practices and assessment
7. Sensitivity to school, community, global cultures
8. Consideration of legal and safety rules and emergency situations
9. Appropriate use of school and community resources
10. Appropriate application of knowledge of human growth and development
11. Effective oral and written communication skills
12. Appropriate use of technology
13. Working effectively in a variety of ways with parents
14. Participating in the professional life of school and/or district
15. Demonstrates competence in continuing development as a professional educator, and self-assessment and inquiry techniques
16. Practices legal and ethical responsibilities of science teachers for the welfare of their students
17. Practices safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used in science instruction
18. Follows emergency procedures, maintain safety equipment, and ensure safety procedures appropriate for the activities and abilities of students
19. Treats all living organisms used in the classroom or found in the field in a safe, humane and ethical manner and respects legal restrictions on their collection, keeping and use.

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

**Location of Residency:**

School: ____________________________________________

City, State: _______________________________________

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

Complete by: __________________________ Date: ________________
Signature of Mentor Teacher

Date: __________________________
Signature of Residency Student

Received by: __________________________ Date: ________________
Signature of UW Faculty/Supervisor
MODERN LANGUAGES
RESIDENCY EVALUATION FORMS: Modern Languages

Rubric for Outcomes Documentation:
The rubric lists the outcomes that the residency student must fulfill to successfully complete the residency semester. Each outcome has a description of behaviors indicating the levels of performance. Please use this rubric to document observations.

We understand there should be growth over the semester. It is anticipated that the midterm evaluation will identify areas in which the residency student can show growth. Therefore, at the midterm evaluation point, it is normal to have both B’s (basic) and P’s (proficient).

- The mentor teacher and the residency student use the blank spaces for notations throughout the semester to document work on the required outcomes.
- Notations from both rubrics are to be used to complete the midterm and the final evaluations.
- The rubric is to be available to the UW Faculty/Supervisor when that individual visits the school and submitted via LiveText at the end of the semester.
- The residency student must complete all outcomes with a P (proficient) or D (distinguished) rating and no more than three B (basic) ratings for items 1-15.

You can download the rubric from this website. The squares are expandable on the word document. Please save the rubric to a disk or computer hard drive so that you can add notes throughout the semester. Rubric: [http://www.uwyo.edu/ted/residency/rubrics.html](http://www.uwyo.edu/ted/residency/rubrics.html)

Residency Teaching Observation Summary Rubric
RUBRIC FOR: Modern Languages Residency students

<table>
<thead>
<tr>
<th>Level of Performance</th>
<th>Approaches Standard (B)</th>
<th>Meets Standard / Proficient (P)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Unsatisfactory (U)</td>
<td>Candidates recognize that K-12 students have different physical, cognitive, emotional, and social developmental characteristics of K-12 students. They implement a variety of instructional models and techniques to accommodate these differences.</td>
<td>Candidates describe the physical, cognitive, emotional, and social developmental characteristics of K-12 students. They implement a variety of instructional models and techniques to accommodate these differences.</td>
<td>Candidates plan for instruction according to the physical, cognitive, emotional, and social developmental needs of their K-12 students. They tailor instruction to meet the developmental needs of their students.</td>
</tr>
<tr>
<td>1. Theories of learner development and instruction (CoEd 3.3, 4.3, 5.1, 5.4, 7.3, 8.3; ACTFL 3.b)</td>
<td>*Shows no understanding of the different physical, cognitive, emotional, and social developmental characteristics of K-12 students. Is unaware of the many possible instructional models and techniques which may exist.</td>
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</table>

Notations

Midterm:
### 2. Target language input (CoEd 6.5; ACTFL 3.a)

<table>
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<tr>
<td>Unsatisfactory (U)</td>
<td>Candidates seldom use the target language during instruction and use the target language in ways that do not aid in the language learning process.</td>
<td>Candidates use the target language for specific parts of classroom lessons at all levels of instruction, but avoid spontaneous interaction with students in the target language. They use some strategies to help students understand oral and written input. Use technology to provide some input.</td>
<td>Candidates structure classes to maximize use of the target language at all levels of instruction. A key component of their classes is their spontaneous interaction with students in the target language. They assist students in developing a repertoire of strategies for understanding oral and written input. They use the target language to teach a variety of subject matter and cultural content. Use technology in a variety of ways to provide nuanced input.</td>
</tr>
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### 3. Adapting instruction to address students’ language levels, language backgrounds, and learning styles (ACTFL 3.b)

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<tr>
<td>Unsatisfactory (U)</td>
<td>Candidates do not take into account learner language levels and uses and only offer one type of instruction aimed at an ideal learner set.</td>
<td>Candidates recognize that their students have a wide range of language levels, language backgrounds, and learning styles. They attempt to address these differences by using a limited variety of instructional strategies.</td>
<td>Candidates consistently use information about their students’ language levels, language backgrounds, and learning styles to plan for and implement language instruction.</td>
</tr>
</tbody>
</table>

### Notations

<p>| Midterm: | Final: |</p>
<table>
<thead>
<tr>
<th>4. Integration of three modes of communication (ACTFL 4.b)</th>
<th>*Does not use any of the three modes of communication or uses them in a unclear manner.</th>
<th>Candidates understand the connection among the interpersonal, interpretive, and presentational modes of communication. They focus on one mode at a time in instruction and classroom activities.</th>
<th>Candidates design opportunities for their students to communicate by using the interpersonal, interpretive, and presentational modes in an integrated manner.</th>
<th>Candidates use the interpersonal-interpretive-presentational framework as the basis for planning and implementing classroom communication.</th>
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<tbody>
<tr>
<td>Notations</td>
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</table>

| 5. Language acquisition theories (ACTFL 3.a) | *Candidates appear unaware of language acquisition theories. They do not provide any connections between the instructional strategies they employ and language acquisition theories. | Candidates exhibit an awareness of the key concepts of language acquisition theories as they relate to K-12 learners at various developmental levels. They illustrate an ability to connect theory with practice. They show a growing awareness of the connection between student learning and the use of instructional strategies. | Candidates exhibit an understanding of language acquisition theories, including the use of target language input, negotiation of meaning, interaction, and a supportive learning environment. They draw on their knowledge of theories, as they apply to K-12 learners at various developmental levels, in designing teaching strategies that facilitate language acquisition. | Candidates exhibit ease and flexibility in applying language acquisition theories to instructional practice. They use a wide variety of strategies to meet the linguistic needs of their K-12 students at various developmental levels. Candidates exhibit originality in the planning, creation and implementation of instructional strategies that reflect language acquisition theories. |
| | | | | |
| Notations | | | | |
| Midterm: | | | | |
| Final: | | | | |

| 6. Evaluation, selection, creation, and adaptation of appropriate materials (ACTFL 4.c) | *Uses materials in an unformed and illogical manner. Shows no understanding of material use in realizing learning goals and objectives. | Candidates base their selection and design of materials on short-term instructional objectives more than on standards and/or curricular goals. | Candidates use their knowledge of standards and curricular goals to evaluate, select, and design materials, including visuals, realia, authentic printed and oral materials, and other resources obtained through technology. | Candidates base their selection and design of materials on the standards philosophy and their curricular goals. They creatively use a wealth of resources including visuals, realia, authentic printed and oral materials, and other resources obtained through technology. |
| | | | | |
| Level of Performance | Approaches Standard (B) | Meets Standard / Proficient (P) | Exceeds Standard (D) |
| Unsatisfactory (U) | | | | |
| Approaches Standard (B) | | | | |
| Meets Standard / Proficient (P) | | | | |
| Exceeds Standard (D) | | | | |

| Midterm: | | | | |
| Final: | | | | |
### Level of Performance

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<td><strong>Unsatisfactory (U)</strong></td>
<td><em>Candidates offer no linkages between culture and language in their instruction and do not investigate possible connections with these elements to other subject areas.</em></td>
<td><em>Candidates design opportunities for their students to explore the target language culture(s) by means of cultural products, practices, and perspectives. They refer to one or more of these areas in their teaching of culture. Link Cultural and linguistic elements to other subject areas.</em></td>
<td><em>Candidates use the products-practices perspectives framework as the basis for planning and implementing cultural instruction. Uses multiple perspectives as a base for investigating other subject areas.</em></td>
</tr>
<tr>
<td><strong>Approaches Standard (B)</strong></td>
<td><em>Candidates understand the anthropological view of culture in terms of products, practices, and perspectives. They refer to one or more of these areas in their teaching of culture. Link Cultural and linguistic elements to other subject areas.</em></td>
<td><em>Candidates design activities in which students will have opportunities to interact meaningfully with one another. The majority of activities and tasks are standards-based and have meaningful contexts that reflect curricular themes and students’ interests.</em></td>
<td><em>Candidates engage students in communicative and interesting activities and tasks on a regular basis. All classroom interaction reflects engaging contexts that are personalized to the interests of students and reflect curricular goals.</em></td>
</tr>
<tr>
<td><strong>Meets Standard / Proficient (P)</strong></td>
<td><em>Candidates use communicative activities as the basis for engaging students in meaningful classroom interaction. These activities and meaningful contexts are those that occur in instructional materials.</em></td>
<td><em>Candidates design goal areas and standards (both national and state) to their planning to the extent that their instructional materials do so. Utilize standards.</em></td>
<td><em>Candidates create unit/lesson plan objectives that address specific goal areas and standards (national and state). They design activities and/or.</em></td>
</tr>
<tr>
<td><strong>Exceeds Standard (D)</strong></td>
<td><em>Classroom interactions are primarily mechanical, stilted and lack a communicative focus.</em></td>
<td><em>Uses multiple perspectives as a base for investigating other subject areas.</em></td>
<td><em>Candidates use the products-practices perspectives framework as the basis for planning and implementing cultural instruction. Uses multiple perspectives as a base for investigating other subject areas.</em></td>
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### Notations

**Midterm:**

**Final:**

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### Level of Performance

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<tr>
<td><strong>Unsatisfactory (U)</strong></td>
<td><em>uses only prepared teacher guide plans</em> <em>lesson plans are incomplete and/or untimely</em> assessment for grading purposes only</td>
<td><em>Candidates apply goal areas and standards (both national and state) to their planning to the extent that their instructional materials do so. Utilize standards.</em></td>
<td><em>Candidates use the goal areas and standards of the Standards for Foreign Language Learning, as well as their state standards.</em></td>
</tr>
<tr>
<td><strong>Approaches Standard (B)</strong></td>
<td><em>Candidates apply goal areas and standards (both national and state) to their planning to the extent that their instructional materials do so. Utilize standards.</em></td>
<td><em>Candidates create unit/lesson plan objectives that address specific goal areas and standards (national and state). They design activities and/or.</em></td>
<td><em>Candidates use the goal areas and standards of the Standards for Foreign Language Learning, as well as their state standards.</em></td>
</tr>
<tr>
<td><strong>Meets Standard / Proficient (P)</strong></td>
<td><em>Candidates design activities in which students will have opportunities to interact meaningfully with one another. The majority of activities and tasks are standards-based and have meaningful contexts that reflect curricular themes and students’ interests.</em></td>
<td><em>Candidates engage students in communicative and interesting activities and tasks on a regular basis. All classroom interaction reflects engaging contexts that are personalized to the interests of students and reflect curricular goals.</em></td>
<td><em>Candidates design activities in which students will have opportunities to interact meaningfully with one another. The majority of activities and tasks are standards-based and have meaningful contexts that reflect curricular themes and students’ interests.</em></td>
</tr>
<tr>
<td><strong>Exceeds Standard (D)</strong></td>
<td><em>Candidates use the products-practices perspectives framework as the basis for planning and implementing cultural instruction. Uses multiple perspectives as a base for investigating other subject areas.</em></td>
<td><em>Candidates engage students in communicative and interesting activities and tasks on a regular basis. All classroom interaction reflects engaging contexts that are personalized to the interests of students and reflect curricular goals.</em></td>
<td><em>Candidates design activities in which students will have opportunities to interact meaningfully with one another. The majority of activities and tasks are standards-based and have meaningful contexts that reflect curricular themes and students’ interests.</em></td>
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</table>
* no apparent connection between planning and ACTFL and state standards, performance guidelines, and (integrated performance) assessments. Instruction lack connection with and use of standards.

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<tr>
<td><strong>10. Formative and summative assessment models (ACTFL 5.a)</strong></td>
<td>*Formative and summative assessments are not utilized, or utilized in an uninformed manner. Candidates recognize the purposes of formative and summative assessments as set forth in prepared testing materials.</td>
<td>Candidates design formative assessments to measure achievement within a unit of instruction and summative assessments to measure achievement at the end of a unit or chapter. Student communicative abilities figure into their assessment planning.</td>
<td>Candidates design a system of formative and summative assessments that measure overall development of proficiency and communicative abilities in an ongoing manner and at culminating points in the total program.</td>
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| Final: | | | |

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<tbody>
<tr>
<td><strong>11. Reflection and adjustment of instruction (CoEd 5.5, 9.1; ACTFL 5.b)</strong></td>
<td>*Candidates do not reflect on completed student work and make no attempt at improving their own instruction based on recorded student shortcomings. Candidates interpret assessments as correct/incorrect student responses even when reflecting upon holistic measures. Candidates use assessment results to conduct whole group remediation or review.</td>
<td>Candidates observe and analyze the results of student performances so as to discern both global success and underlying inaccuracies. Candidates use insights gained from assessing student performances to adapt, change, and reinforce instruction.</td>
<td>Candidates teach students to reflect upon their performances in both a global and analytical fashion. Candidates use assessment results as they work with students individually to help them identify the gaps in their knowledge and skills.</td>
</tr>
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| Final: | | | |</p>
<table>
<thead>
<tr>
<th>12. Interpreting and reporting progress to students and stakeholders (CoEd 8.3; ACTFL 5.c)</th>
<th>Unsatisfactory (U)</th>
<th>Approaches Standard (B)</th>
<th>Meets Standard / Proficient (P)</th>
<th>Exceeds Standard (D)</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Student progress is not reported clearly or in standard ways. No communication with stakeholders is offered.</td>
<td>Candidates report student progress in terms of grades, scores, and information on discrete aspects of language or cultural facts. Provide baseline information to stakeholders.</td>
<td>Candidates interpret and report accurately the progress students are making in terms of language proficiency and cultural knowledge. They use the performances to illustrate both what students can do and how they can advance. Candidates report assessment results accurately and clearly.</td>
<td>Candidates identify ways of involving students in understanding testing procedures and scoring mechanisms so that students gain confidence in self-assessment and in planning for personal growth. Candidates report assessment results in a way that is tailored to particular groups of stakeholders.</td>
<td></td>
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</tbody>
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**Notations**

Midterm:  
Final:  

<table>
<thead>
<tr>
<th>13. Demonstrates competence in continuing as a professional educator by using self-assessment, self-reflection, and/or inquiry techniques (CoEd 5.5, 9.1)</th>
<th>Unsatisfactory (U)</th>
<th>Approaches Standard (B)</th>
<th>Meets Standard / Proficient (P)</th>
<th>Exceeds Standard (D)</th>
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</table>
| * does not appear open to new ideas or programs  
* does not accept constructive criticism or suggestions for development as a professional  
* does not reflect on growth or methods of improvement  
* does not reflect on teaching  
* does not adjust lessons based on feedback | * does not take initiative to develop or become better prepared as a professional  
* attends only required meetings  
* shows little effort to improve through self reflections  
* has little or no dialogue with mentor related to improvement of teaching  
* some adjustment of lessons based on feedback | * is open to suggestions for professional development  
* seeks guidance of ways to continue developing as a professional educator  
* attends in-service workshops, conferences, trainings, etc. that will provide additional development as an educator  
* dialogues with mentor for self reflection and evaluation  
* effort made to use reflective information to improve as an educator  
* adjusts lessons to show growth that is based on reflection of feedback | * meets all proficient level expectations  
* actively seeks professional development  
* demonstrates leadership qualities by offering to share information from attending a meeting/workshop in professional settings  
* independent critical analysis of lesson for strengths and weaknesses through self reflection and feedback  
* shares reflections and coordinates with mentor for most effective input into improvement of lessons and teaching |

**Notations**

Midterm:  
Final:  

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Mentor Teacher, please respond to each of the competencies with the appropriate rating, based on the rubric notations and your observations of this residency student. Write in the appropriate score (D: Distinguished; P: Proficient; B: Basic; U: Unacceptable) for each outcome below.

1. Theories of learner development and instruction (CoEd 3.3, 4.3, 5.1, 5.4, 7.3, 8.3; ACTFL 3.3) _____
2. Target language input (CoEd 6.5; ACTFL 3.5) _____
3. Adapting instruction to address students’ language levels, language backgrounds and learning styles (ACTFL 3.3) _____
4. Integration of three modes of communication (ACTFL 4.3) _____
5. Language acquisition theories (ACTFL 3.3) _____
6. Evaluation, selection, creation, and adaptation of appropriate materials (ACTFL 4.3) _____
7. Integration of cultural products, practices, perspectives and offers connection to other subject areas (ACTFL 4.3) _____
8. Meaningful classroom interaction (ACTFL 3.3) _____
9. Integration of standards into planning and instruction (CoEd 1.6, 4.1, 4.2, 7.1, 7.2, 7.3; ACTFL 4.3, 4.5) _____
10. Formative and summative assessment models (ACTFL 5.3) _____
11. Reflection and adjustment of instruction (CoEd 5.5, 9.1; ACTFL 5.5) _____
12. Interpreting and reporting progress to students and stakeholders (CoEd 9.3; ACTFL 5.3) _____
13. Demonstrates competence in continuing as a professional educator by using self-assessment, self-reflection, and/or inquiry techniques (CoE 5.5, 9.1) _____
Narrative Statement: The mentor teacher should also attach a narrative statement describing this person’s competence as a beginning teacher in a comprehensive manner at this time in the residency experience.

Location of Residency:  
School: ____________________________________________
City, State: ________________________________________

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

Complete by: __________________________ Date: ________________
Signature of Mentor Teacher

________________________________________ Date: ________________
Signature of Residency Student

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