

Student Teacher Handbook

BA Elementary Education

2025-26



College of Education
School of
Teacher Education

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Welcome

This handbook, which also serves as the syllabus for EDEL 4500, provides critical information on a range of topics, from key contacts and dates to evaluation criteria. Please take time to carefully read all the information presented in this handbook. Much of the information has been updated to reflect changes in the program and to address frequently asked questions and updated policy changes.

Important Dates

Fall 2025 UW Elementary Student Teaching Dates

Starting Date: UW Student Teachers are required to begin their student teaching semester when their Mentor Teacher reports to school in August prior to the first day of school for students.

My start date: _____

Midterm Evaluation due:	October 10, 2025
Final Evaluation due:	December 3, 2025
Last Day of Student Teaching:	December 5, 2025

Due date for submission of edTPA: November 3, 2025

PLEASE NOTE: The last day of student teaching may be adjusted depending on a Student Teacher's start date for the semester and/or an unusual number of absences. Any deviations from this schedule must be reviewed and approved in advance by the Director of the School of Teacher Education.

Student Teachers are to adhere to the District Calendar for breaks and holidays, not the UW academic calendar.

- Student Teachers should not arrange for other vacation days (e.g., UW breaks or holidays)
- Student Teachers should not Request different/additional vacation days from Mentor Teachers except in cases of unusual circumstances, and then only with permission from their UW supervisor and Mentor Teacher. NOTE: A purchased ticket does not qualify as an unusual circumstance.

UW – Laramie Commencement: Commencement is typically the Saturday after finals week. Please reference <http://www.uwyo.edu/commencement/> for up-to-date information.

Spring 2026 UW Elementary Student Teaching Dates

Starting Date: UW Student Teachers are required to begin their student teaching semester when their Mentor Teacher reports to school in January after the winter break. Please find out when teachers are required to be in schools in your assigned district and write that date below.

My start date: _____

Midterm Evaluation due:	February 27, 2026
Final Evaluation due:	April 29, 2026
Last Day of Student Teaching:	May 1, 2026

Due date for submission of edTPA: March 30, 2026.

PLEASE NOTE: The last day of student teaching may be adjusted depending on a Student Teacher's start date for the semester and/or an unusual number of absences. Any deviations from this schedule must be reviewed and approved in advance by the Director of the School of Teacher Education.

Student Teachers are to adhere to the District Calendar for breaks and holidays, not the UW academic calendar.

- Student Teachers should not arrange for other vacation days (e.g., UW breaks or holidays)
- Student Teachers should not Request different/additional vacation days from Mentor Teachers except in cases of unusual circumstances, and then only with permission from their UW supervisor and Mentor Teacher. NOTE: A purchased ticket does not qualify as an unusual circumstance.

UW – Laramie Commencement: Commencement is typically on a Saturday before or after finals week depending on the term. Please reference <http://www.uwyo.edu/commencement/> for up-to-date information.

Key Contact Information

UW Faculty or Supervisor

Name _____
Telephone _____ e-mail _____

Mentor Teacher(s)

Name _____
Telephone _____ e-mail _____

Name _____
Telephone _____ e-mail _____

District Facilitator (if applicable)

Name _____
Telephone _____ e-mail _____

School Principal

Name _____
Telephone _____ Fax _____

Additional Contacts

Assistant Director for Student Teaching

Jason Katzmann 307.766.6353 jkatzma1@uwyo.edu

Assistant Dean for Student Success

Christi Thompson 307.766.3146 christi.thompson@uwyo.edu

College of Education Placement Coordinator

Sarah Rundall 307.766.2230 sarahla@uwyo.edu

College of Education Commencement Coordinator

Britany Kathan 307.766.3343 bkathan@uwyo.edu

Center for Adv. & Career Services 307.766.2398

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

Student Teachers

As a student teacher you will have many responsibilities and opportunities to learn and grow as a professional. You have dedicated years to learn and develop skills to be a successful teacher. This is the time for you to showcase your strengths, improve weaknesses, and learn and develop new skills. This section of the handbook will provide you with critical information to help you successfully complete your student teaching experience.

Student Teacher Responsibilities

Expectations for Student Teachers include:

- Reviewing the Student Teaching Handbook.
- Being aware of the required outcomes for successful completion of student teaching, including successful submission of edTPA portfolio for national scoring.
- Attending the mandatory Student Teacher/Mentor Teacher meeting prior to the beginning of the semester (Methods instructor(s) will know and communicate these dates specific to students' student teaching assignments).
- Being aware of UW College of Education, School of Teacher Education, and Teacher Preparation and Advising Office policies and deadlines.
- Being aware of school district policies and building expectations.
- Demonstrating professional behavior and dress when interacting in a public school setting (classroom, district office, with parents, teachers' lounge, etc.).
- Refraining from cell phone for calls or texting during class time or when on an assigned duty (e.g., bus, recess, lunch, etc.). Also, being 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.
- Developing a close association with the Mentor Teacher and taking advantage of their professional knowledge and experiences.
- Preparing and teaching assigned lessons with proficiency.
- Accompanying 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 their responsibility.
- Working with your Mentor Teacher to develop a classroom management plan congruent with their procedures and expectations.
- Recognizing and acknowledging the Mentor Teacher as the ultimate authority within the classroom.
- Respecting and following the order of organizational lines in case of problems: (1) Mentor Teacher, (2) UW Faculty/Supervisor, (3) district facilitator, if available (4) Director of the School of Teacher Education.
- Becoming familiar with the students in your classes and any special needs.
- Adapting to, rather than trying to change, the classroom culture supported by the Mentor Teacher.

- Being aware of and sensitive to the values and expectations of the school and the community it serves.
- Modeling appropriate communication skills by using standard English grammar and language.
- Engaging in frequent self-evaluation and accept constructive criticism and suggestions that support your professional and personal growth.
- Safeguarding the dignity of any student, parent, or colleague.
- Working 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.
- Maintaining confidentiality regarding pupils and other school personnel. This is a professional responsibility ... not a social interaction.
- Being in and early to school every day.
- Understanding that you are a guest in this school building, the district, and the community.
- Demonstrating behaviors in ALL settings that reflect your final transition to in-service teaching.

Professional expectations are explained more specifically in the *Professional Code of Conduct – Professional Conduct Guide* published by the Professional Teaching Standards Board: <http://wyomingptsb.com/wp-content/uploads/misc/PTSB-Code-of-Conduct.pdf>

Timeline and Checklist for Student Teachers

Before Leaving Campus

- ___ Check WyoWeb/Degree Works for your remaining graduation requirements.
- ___ Request a graduation check from the UW Office of the Registrar.
- ___ Submit intended graduation date to the Office of the Registrar in writing.
- ___ Review this Student Teaching Handbook.
- ___ Register for EDEL 4500 with the instructions provided by the College of Education Student Success Center. *Student teachers at UW-Casper will register through the UW office in that region.*

Early in the Student Teaching Semester

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

Midway through the Semester

- ___ Document practice with, or completion of, outcomes (weekly) on the rubric.
- ___ Complete the edTPA and debrief with your UW Supervisor and mentor teacher. Add notes from this debriefing to your outcomes rubric.
- ___ Photograph selected lessons and activities that you create (e.g., bulletin boards, student projects, field trips, school-wide activities). [optional]
- ___ Review the job search and licensure process.
- ___ Complete the midterm evaluation and midterm growth plan with your mentor teacher.
- ___ Schedule mock interview with the principal and the interview team.
- ___ Download licensure applications from the PTSB or other state's licensing agency.
- ___ Send your Institutional Recommendation (IR) request to the College of Education Student Success Center.

End of the Semester

- ___ Submit edTPA on or before the deadline dictated by your UW Supervisor.
- ___ Complete a professional portfolio.
- ___ Complete mock interview.
- ___ Read and review the Final Student Teaching Evaluation with your mentor teacher.

Final Week of Student Teaching

- ___ Return borrowed teaching materials, teachers' guides, library/media materials, etc.
- ___ Return keys or other property.
- ___ Leave grades and evaluations for students in your classroom(s) with your mentor teacher.

If Difficulties Arise

- Discuss the problem(s) **immediately** with the Mentor Teacher if appropriate.
Always contact UW Faculty/Supervisor.
- Mentor Teachers and Student Teachers are **strongly encouraged** to share any and all concerns regarding the student teaching experience **at the first sign of difficulty**. Experience tells us that waiting to discuss any concerns results in escalation of the problem. The call to the UW Faculty/Supervisor may come from the Student Teacher, the Mentor Teacher, or a District Facilitator.
- In the following districts Mentor Teachers/Student Teachers may contact the District Facilitator as the liaison with UW Faculty/Supervisor:
 - Denver Public Schools
 - Fremont Districts
 - Laramie #1
 - Natrona #1
 - Sheridan #2
 - Southwestern Region (Sweetwater #1 & #2, Carbon #1 & #2, Uinta)

Co-Teaching Model

The UW College of Education expects that student teaching will be a co-teaching experience with both Mentor Teacher and resident sharing responsibility for planning, instruction, and students' learning.

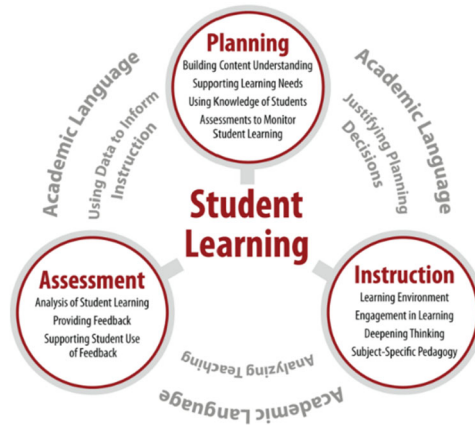
Student Teachers gradually assume increasing responsibilities in their assigned classroom(s), experiencing the excitement of teaching and learning as well as meeting the challenges of complex professional expectations. During this semester, Student Teachers will demonstrate for the other members of the educational team that the outcomes listed in evaluation rubrics have been met.

- Student Teachers will collaborate closely with their Mentor Teachers to plan the student teaching semester based on levels of preparedness and the unique contexts of Mentor Teachers' students and classroom.
- It is expected each Student Teacher, at various times and in various parts of the semester, may be expected to take a secondary role, the lead role, or team-teach with the Mentor Teacher, keeping in mind that, above all, the students in these classrooms are the focus of every effort.
- The Student Teacher should become more independent as the semester continues and will ultimately assume full teaching responsibility to assure that all outcomes are met.
- The Mentor Teacher coaches, provides opportunities for reflection, and provides consistent feedback throughout the entire semester, including those times when the Student Teacher takes the lead instructional role.

****We strongly encourage the Mentor Teachers to explore all opportunities for team teaching and collaborative pedagogies during the student teaching semester.**

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 student teachers plan and teach a learning segment of 3-5 connected lessons, videotape all or portions of this teaching, assess their students' work, provide feedback to support continued student progress, and reflect on the effectiveness of their teaching practices throughout. Trained evaluators then score these assessments.

Students will receive information about the edTPA from their Wyo-course shell, UW faculty, their supervisor, and the Director of the School of Teacher Education.

Potential Student Teaching Experiences

This list includes experiences for which you may be responsible. Experiences will vary according to the subject matter, Mentor Teacher expertise, and contextual constraints. This list includes experiences for which most Student Teachers will be responsible. Your participation in these experiences help to fulfill desired outcomes on the midterm and final evaluations. This list is provided as examples of experiences. Other reasonable and appropriate opportunities may be provided to fulfill and/or enhance the Student Teacher experience. The Mentor Teacher could ask the Student Teacher to:

- Participate with the Mentor Teacher in all assigned duties.
- Plan daily, weekly, and unit lessons.
- Discuss with the Mentor Teacher and employ a variety of teaching methods.
- Discuss individual student needs with the Mentor Teacher and other appropriate support personnel.
- Plan and guide class discussions.
- Use maps, charts, and other instructional media to support instruction.
- Prepare supplementary teaching materials for lessons as needed, e.g., videos, web links, activities.
- Locate available visual, reference, and other teaching materials.
- Use technology to support or extend student learning in the classroom.
- Participate in an IEP meeting.
- Attend faculty meetings.
- Participate in the resolution of disciplinary problems.

- Provide or assist in interventions for students who are having difficulties.
- Learn school policies: attendance, discipline, emergencies, accidents, signing in/out of the building, etc.
- Become familiar with cumulative records and federal privacy laws for children.
- Become familiar with school improvement goals.
- Become aware of the agencies in the school district and community that provide specialized services for students.
- Learn the referral process for students needing help in speech, special education, reading, math, etc.
- Construct, administer, grade, and provide feedback for various student assessments.
- Develop rubrics for the assessment of student projects.
- Grade student work in a timely manner and provide appropriate feedback.
- Keep records of homework and grades using digital options whenever possible.
- Analyze sets of assignments to make decisions about adjusting instruction.
- Discuss assessment results with students as a group, as individuals, and with parents.
- Write brief narrative reports of student progress.
- Assist with reporting grades.
- Participate in parent conferences.
- Help plan a field trip.
- Work with faculty and/or parent committees.
- Attend PTA/PTO meetings.
- Attend a school board meeting.
- Attend a professional organization meeting (WEA, IRA, NCTM, etc.).

We recommend that you keep a log of all your student teaching experiences or mark them on the rubric under the appropriate category.

Student teaching is a full-time job and Student Teachers will be expected to participate in before and after school activities that Mentor Teachers have as part of their regular duties (e.g., staff meetings, parent conferences, professional development workshops, school nights, etc.).

****During the semester, Student Teachers may visit other classrooms, programs, and schools and may need to interview teachers and administrators to meet the required outcomes. Since time away from the classroom must be carefully planned to ensure effective teaching and learning for the students in the classroom(s), Student Teachers will need to schedule closely, and communicate well, with Mentor Teachers to make these arrangements. *Ultimately, it is YOUR RESPONSIBILITY to be aware of and meet all evaluation criteria and deadlines.***

Possible Professional Portfolio Contents

Begin preparing for job interviews by developing a professional portfolio. Work with your mentor teacher, and if possible, your principal, to identify relevant materials for your portfolio. Contents could include the following:

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

Belief Matrix

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

To develop the matrix:

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

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

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

Policies and Procedures

Attendance

- Student teachers are expected to report to their assigned classrooms according to the calendar in this handbook and in conjunction with the district's academic calendar.

Student teachers should check with their mentor teachers well in advance to determine the start date for their assigned districts.

Student teachers are expected to participate in professional development activities with their mentor teachers. Please check with your mentor teacher about dates and if there are in-service or other professional activities planned before classes convene.

Student teachers are to adhere to the District Calendar for breaks and holidays, not the UW academic calendar.

- Student teachers should not arrange for other vacation days (e.g., UW breaks or holidays)
- Student teachers should not request different/additional vacation days from mentor teachers except in cases of unusual circumstances, and then only with permission from their UW supervisor and mentor teacher.
 - NOTE: A purchased ticket does not qualify as an unusual circumstance.
- Daily on-time attendance is expected during student teaching except during illness or an emergency. The UW Supervisor must be informed of all illnesses and emergencies in a timely fashion.
- University regulations govern student absences during the student teaching semester.
- **Student teachers are permitted to take up to four (4) sick/personal days during student teaching. Any days beyond that must be made up at the end of the 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 student teachers are the teacher of record for that classroom preparing for a substitute).
- Extended absences will be made up according to the time period set by the Mentor Teacher and the UW Faculty Supervisor.

Substituting, Coaching, and Other Employment During Student Teaching

These policy statements are intended to maximize focus on the educational aspects of the student teaching semester. Additionally, it clarifies the criteria and process for considering requests related to opportunities that result in monetary gain paid by a

district to a student teacher during the student teaching semester. Student teachers, school administrators, mentor teachers, clinical faculty, UW Supervisors, UW faculty, and staff in the College of Education Student Success Center are expected to abide by these policies.

Substituting

There may be occasions when a student teacher's mentor teacher will be absent, and the student teacher is asked to assume responsibility for the classroom as a paid substitute. Student teachers may be considered for substitute teaching under the following conditions:

- The student teacher has a valid Wyoming substitute permit.
- The mentor teacher recommends the student teachers for the substitute responsibility.
- The substitute assignment is in the student teacher's assigned classroom.
- Another faculty member (or building administrator) with close physical proximity to the student teachers' classroom assumes supervision of the student teacher.
- The student teacher receives pay according to the standard rate.

You are able to decline the substitute opportunity without penalty.

- ***The maximum number of days substituting does not exceed ten (10). Exceptional circumstances may warrant additional days but can only be granted through an additional approval process (see below).***

It is the responsibility of the student teacher to notify their 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 ten days under this additional policy:

- The building principal must submit a written request for approval (emails are acceptable) to the Director of the School of Teacher Education.
- The request must include:
 - a. the anticipated term of the requested extension;
 - b. statement of who will assume supervision of the student teacher and how often that supervision will occur;
 - c. acknowledgement that the student teacher 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 they return; and
- e. signature/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 Director of the School of Teacher Education will notify the principal, the student teacher, relevant district placement personnel, and the UW Faculty/Supervisor of the approval or denial of the request.

Coaching and Other Employment

The student teacher is expected to devote total focus and responsibility to teaching during the student teaching semester. This means other college classes, jobs, and extracurricular activities that interfere with successful completion of student teaching are discouraged. There may be occasions when student teachers 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:

- a. The experience should **DIRECTLY** relate to the student teaching assignment and level.
- b. 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.
- c. The experience may not involve a designated title and/or contract that would put a student teacher in conflict between working for the district and the student teaching expectations.
- d. The experience may not involve sole responsibility for the students with whom the student teacher is working. A designated faculty supervisor must be in the vicinity at all times.

Overall, we expect the student teachers to be prepared to participate in such school activities as volunteers. No student teacher may be engaged in any paid opportunities without a specific request from the district and written approval from the Director of the School of Teacher Education.

Employment Status During Student Teaching

“The Student Teacher, during his/her 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).

Failure to Follow these Policies and Procedures

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

Mentor Teachers Roles and Responsibilities

The College of Education deeply appreciates those classroom teachers who give of their time and expertise to nurture new teacher professionals. They provide a great service to the districts, the UW College of Education, the state of Wyoming, and the profession. This section provides critical information on their responsibilities and will help you have a successful mentor teacher experience.

Expectations for Mentor Teachers include:

- Reviewing the applicable online modules for mentor teachers. Additional details will be shared by email.
- Attending the preparation meeting with their Student Teacher (typically mid-late in the semester before student teaching).
- Serving as a role model and coach for Student Teachers.
- Assisting the Student Teachers in planning and preparing lessons, teaching, and assessing student learning.
- Debriefing and providing feedback on lesson plans, teaching, assessment, professionalism, and classroom management practices.
- Providing continuous coaching (including praise and constructive criticism) that supports the professional growth of the Student Teachers through the entire student teaching experience.
- Providing time and support for Student Teachers as they complete the edTPA (a teacher performance assessment – see below for additional info).
- Helping the Student Teachers gain an appreciation for the values and expectations of the schools and the communities they serve.
- Informing parents of the UW Student teaching program.
- Contacting the UW Faculty/Supervisor with any questions or concerns during the semester.
 - Create a documentation of efforts to address all student teacher difficulties along with mentor teacher attempts at remediation of these concerns.

Documenting Outcomes/Evaluations:

- Accepting primary responsibility for **classroom supervision** and **evaluation** of the daily performance of Student Teachers by
 - Making notations on the Student Teacher's rubric to document completion of outcomes.
 - Completing the midterm evaluation growth plan in collaboration with Student Teachers and implementing the growth during the second half of the semester.
 - Completing final evaluation and narrative statement.
- Evaluations are required at midterm and semester end. ***Please see the calendar at the beginning of this Handbook for due dates.***

- Mentor Teachers will submit all evaluation forms online. Information and directions will be e-mailed to all Mentor Teachers.
- The narrative statement portion of the final evaluation may take the form of a letter of recommendation for the Student Teacher.

The narrative should include:

- Brief description of the setting in which mentor worked with the Student Teacher.
- Description of the specific classroom responsibilities that the Student Teacher had and commentary on how well they met those responsibilities.
- Description of any extra duties in which the Student Teacher was involved.
- Description of the Student Teacher's involvement (type and extent) with parents and colleagues.

District Facilitator Roles and Responsibilities

Some of our placement districts have a person designated as the District Facilitator. These people are employed by the UW College of Education with their primary responsibility to serve as a liaison between the School of Teacher Education and district administration and faculty.

In general, these personnel support the Wyoming Teacher Education Program in these ways:

- Convene meetings (as appropriate) to ensure broad communication.
- Make classroom visits to complement UW faculty/supervisor visits.
- Act as the "point of contact" for mentor teachers and student teachers to provide first level mediation and communicate with appropriate UW Supervisor and district administration on all matters.
- Arrange for regular meetings/seminars with student teachers at that site as requested/needed.
- Collect assessment/evaluation data or other student teacher data as requested.
- Prepare newsletters and/or periodic updates that will be shared across the district and the CoEd regarding student teaching activities and accomplishments.
- Be knowledgeable of existing agreements between the district and the CoE 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 coordination of all district site activities.

Supervisor Roles and Responsibilities

The UW Supervisor has the responsibility of coordination between the School of Teacher Education and the placement school in all matters that involve the UW Student Teacher and the assigned Mentor Teacher. They are responsible to the College of Education for the overall success of the student teaching experience and for assignment of course credit upon successful completion of the student teaching by the student teacher. Some of our UW Supervisors are not faculty members at the university. Supervisors who are not faculty members are retired master teachers and administrators from districts across the state.

Additionally, UW Supervisors will:

- Clarify university expectations for the roles of the student teacher, mentor teacher, principal, and UW Supervisor as appropriate.
- Support the student teacher in completion of edTPA.
- Visit the mentor teacher and student teacher either in person or by electronic means to check in, conduct observations, or address concerns.
- Create a log of brief written summaries of these observations and conferences with the student teacher and/or the mentor.
- Review lessons and lesson plans as requested.
- Maintain communication throughout the semester between the student teacher, the mentor teacher, and the College of Education.
- Assist the student teacher in improving skills in any area(s) identified (e.g., planning, classroom management, professional behaviors, schedule conflicts, etc.).
- Answer questions or make referrals in a timely fashion.
- Visit as soon as possible if an emergency arises.
- Review the midterm evaluation and midterm growth plan, and final evaluation.
- Assign the final grade for the completion of EDEL 4500.

Getting a Job

Licensure Disclosure Information

You have entered a program that contains a licensure component.

This means that after finishing the degree program you may be required to take and pass an examination and then apply to a state licensing board for licensure before applying for jobs in Wyoming and across the United States.

We strongly recommend that you do apply for your Wyoming teaching license, even if you anticipate teaching in another state. Wyoming is part of the State Authorization Reciprocity Agreement (SARA) and is a compact state, this means that we have a reciprocity agreement with most U.S. areas. It is significantly easier to obtain another state's teaching license if you already have your Wyoming license. It will be your responsibility to seek out other states' licensing requirements if you plan to work there.

Please see the website at <https://www.uwyo.edu/stateauth> for any more information and contact your degree program or Compliance and Review Specialist, Erika Helgeson atehelgeso@uwyo.edu, for more information on state authorization and licensure.

Praxis II Information

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

Must all UW Student Teachers take a Praxis exam?

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

What exam do I take?

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

Test Name and Number	Required Passing Score
Elementary Education: Multiple Subjects (5001)	
Subtest: Reading & Language Arts (5002)	157
Subtest: Mathematics (5003)	157

Subtest: Social Studies (5004)	155
Subtest: Science (5005)	159

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

How do I prepare?

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

When should I take the test?

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

Where do I take the test?

In Wyoming, there are a variety of locations where you can take this exam. You do not have to take the test at a Wyoming testing site. If you are on the UW Laramie campus, you can take the test at the UW Testing Center. Go to the ETS website for more information.

How much does the exam cost?

The cost for the Praxis exam varies depending on if you take the multiple subjects exam (#5001) or if you take each Elementary subject subtest individually. Go to the ETS website for more information.

What happens if I don't pass?

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

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

Obtaining Teacher Certification in Wyoming and Other States

As you complete your residency/student teaching semester, you should start thinking about obtaining teacher certification.

For licensure in Wyoming (through the PTSB) for B.A. and Graduate Certificate licensure Students:

1. Go to the Professional Teaching Standards Board (PTSB) website: [Applications - Wyoming Professional Teaching Standards Board \(wyomingptsb.com\)](http://Applications-WyomingProfessionalTeachingStandardsBoard(wyomingptsb.com)) and download the application packet. Select either **License (Initial or Reinstatement) or Add Endorsement to an Existing License**.
2. Fill out Section I of the page labeled “Institutional Recommendation”
3. Complete a brief University of Wyoming College of Education application for an Institutional Recommendation (IR) here: https://bit.ly/UW_IR
4. At the bottom of the application page, you can drag and drop your IR.
5. If you have any trouble submitting your application, you can send your IR to the College of Education Student Success Center (CoESSC) at UW. You may email it to edquest@uwyo.edu, or mail it to the College of Education Student Success Center, Dept. 3374, 1000 E. University Ave., Laramie WY 82071.
6. The CoESSC checks your transcript to ensure the required courses have been completed. If the IR is for an endorsement program, the IR request must be approved by a faculty member in the appropriate department.
7. Upon department verification, the CoESSC then completes the Institutional Recommendation (IR) portion of the PTSB application packet and sends it to the PTSB as well as a copy to you.
8. Send the rest of your completed application and any other required documentation, fee(s), etc. as specified in the instructions to the Wyoming PTSB, wyoptsb@wyo.gov.

For licensure in other states:

1. Complete a brief UW College of Education application for an IR here: https://bit.ly/UW_IR.
2. Download the application for teacher licensure from the target state’s Board of Education or Certification/Licensure website.
3. Complete the form as requested and send a copy of the Standard Certification/Institutional Recommendation form to the College of Education Student Success Center, Dept 3374, 1000 E. University Avenue, Laramie, WY 82071.
4. If required for certification 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 or through WyoWeb under Student Records.

5. If any questions arise regarding the document for out-of-state licensure, you should contact that state's Certification/Licensure Office to clarify details.
6. Official transcripts from other colleges or universities you may have attended should be ordered directly from those institutions.

Licensure FAQ

Should I send the Institutional Recommendation to the College of Education Student Success Center (CoESSC) 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 CoESSC forward the Institutional Recommendation on to the PTSB? If I include an envelope with postage affixed addressed to PTSB can the CoESSC 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 certification in?

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

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

Is there a fee for completing the Institutional Recommendation?

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

When will my Institutional Recommendation be completed?

The CoESSC Office cannot complete your IR until your degree has been posted to your transcripts. The Registrar's Office has 30 days from the day final grades are due to award degrees.

Who should I contact with my question?

- If you have any questions regarding the Institutional Recommendation, please contact the CoESSC at edquest@uwyo.edu or (307) 766-2230.
- If you have questions about this document, please call the Professional Teaching Standards Board at 1-800-675-6893.
- If you have questions about obtaining transcripts or graduation posting, please call the Office of the Registrar at (307) 766-5272.

Resume and Job Postings

The University of Wyoming's ACES (Advising, Career, and Exploratory Studies) Center is available to support you in developing your resume.

- through its website: <http://www.uwyo.edu/aces/career-services/index.html>
- by telephone at (307) 766-2398
- by email at aces@uwyo.edu.

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

Wyoming Teacher Job Fair

The Advising Career Services Exploratory Studies (ACES) Center sponsors the UW Teacher Fair each Spring semester. This opportunity provides our student teachers access to hundreds of job opportunities with most of the Wyoming school districts, as well as districts and schools from other states. More information about the UW Teacher Fair can also be found on the ACES website.

You are provided with up to two professional development days to attend the Teacher Fair depending on their travel situation. In addition, students can use additional professional development days to attend job interviews. These days need to be pre-approved by their UW Supervisor.

You should plan to work with your mentor teacher and UW Supervisor to develop appropriate resumes and other job search materials. Opportunities, such as job preparation seminars or mock interviews with school district personnel, may be provided for you during residency. The CoESSC highly recommends that you participate if these events should they be offered in your district.

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.”

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

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

Evaluation

Midterm Evaluation Rubric and Growth Plan for Elementary Education

At the halfway point of student teaching, your mentor teacher should complete the midterm assessment with you. The purpose of the midterm is to determine where you are experiencing success, and where you might be having difficulties.

The guiding presupposition of this midterm is that ALL student teachers can continue to demonstrate growth throughout the entirety of their student teaching experience. This rubric lists the outcomes the student teacher must fulfill to complete the student teaching semester. Each outcome has a description of behaviors indicating the levels of performance.

MIDTERM RATINGS:

There are two levels of performance, 1) Unsatisfactory and 2) Basic/Beyond. The N/A option is available for skills/behaviors that have yet to be observed, e.g., participating in parent-teacher conferences.

At the midpoint of the semester, it is common for students to be at the Basic level in multiple outcomes.

If there is an “Unsatisfactory” in any category it is critical for you to mark this rating and identify the areas for growth. Marking any outcome as Unsatisfactory will trigger an email with the Director of the School of Teacher Education so that steps can be determined to support you as a student in working toward success with your mentor teacher. This may include remediating and/or intervening through a formal Student Success Plan.

There are three steps to this midterm:

- 1) The mentor teacher will complete the rubric using either “Unsatisfactory” or “Basic and Beyond” or “N/A.”
 - If the student is meeting the “Basic and Beyond” descriptor as written, the mentor teacher will click on the box for “Basic and Beyond.”
 - If the student is not meeting the outcome as written, please assess the student as “Unsatisfactory.” Any assessment of “Unsatisfactory” must be accompanied by comments to explain the existing issues.
 - If the student teacher has not yet had the opportunity to perform on a specific category, the mentor teacher should choose “N/A.”
- 2) Create Growth Goals. For this section, in collaboration with the mentor teacher, you will choose 3-5 specific categories that will serve as your growth goals.
 - If the student teacher has an Unsatisfactory in any area(s), that category, or those categories, should be included here.

- 3) Write a plan for addressing Growth Goals. Once the growth goal categories are selected, mentor and student teachers will collaboratively write a plan for addressing those goals during the remainder of student teaching.
 - This collaboratively drawn plan will be made available to the supervisor, who will use it for the remaining part of the semester to inform observations and assistance.

This process gives mentor and student teachers as well as supervisors more information about the student teacher's strengths and weaknesses. Additionally, it helps to create a plan for all student teachers during the second half of student teaching.

Midterm Evaluation Rubric for Elementary Education

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

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

Outcome #1: Consistently applies important aspects of teaching developed during previous professional education courses including, but not limited to the following (A – M)		
PTSB Standards: I.i, I.ii, I.iii, I.iv, I.v, I.vi, I.vii, I.viii, I.ix, and I.x; II.i; II.ii		
CoEd Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10		
Outcome	Level of Performance	
	Unsatisfactory	Basic and Beyond
A. Professional behavior and ethical conduct	<p>The student teacher</p> <ul style="list-style-type: none"> *Does not comply with school policies *Excessive absences *Inappropriate dress *Frequent tardies *Misses required meetings 	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> *Incomplete knowledge of school policies ???? *Does not seek information pertaining to policies *Displays appropriate behavior *Attendance as minimally required *Spends no time outside school hours <p>The student teacher may perform at a much higher level, including displaying the following:</p> <ul style="list-style-type: none"> *Complies with school policies *Attends required meetings *Appropriate behavior *Dresses appropriately *Accepts constructive criticism *Spends extra time with students i.e. tutoring, extra-curricular activities *Implements new procedures *Seeks opportunities to grow professionally (i.e., attends available professional development opportunities)

B. Effective work with diverse learners	<p>The student teacher</p> <ul style="list-style-type: none"> *Uses only on-level materials with no allowance for individual needs *Relies only on the on-level teacher guide 	<ul style="list-style-type: none"> *At a minimum, the student teacher *Makes only minimal adaptations for diverse learners *Is aware of need for and adapts materials for diverse learners. *Rarely uses additional resources <p>The student teacher may perform at a much higher level, including displaying the following:</p> <ul style="list-style-type: none"> *Consistently and appropriately addresses needs of individual learners *Consistently finds and uses alternative resources to work with all students *Knows and utilizes fine distinctions in needs of diverse learners
C. Positive & effective classroom climate	<p>The student teacher</p> <ul style="list-style-type: none"> *Does not address physical aspects of classroom, i.e., seating, lighting, temperature, bulletin boards, etc. *Inadequate planning, goal setting, and ability to establish realistically high expectations for the learners *Ineffective use of materials, transitions, and positive attitude *Poor directions and procedures result in frequent learner time off task *Inappropriate responses to behavior result in frequent disruptions *Uses sarcasm, negative reinforcement, 	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> *Adjusts physical room environment only when Mentor Teacher asks *Begins to demonstrate thoughtful planning, ability to set goals and achieve them, and convey realistically high expectations for the learners *Inconsistent effective use of materials, transitions, and positive attitude *Inconsistent use of effective directions and procedures results in sporadic learner time off task *Beginning to respond appropriately to behavior, reducing disruptions *Uses limited sarcasm and uses positive rewards and reinforcements inconsistently <p>The student teacher may perform at a much higher level, including displaying the following:</p> <ul style="list-style-type: none"> *Demonstrates understanding of correlation between physical environment and student learning *Consistently demonstrates thoughtful planning, ability to set and achieve goals, and conveys realistically high expectations for all learners *Consistently demonstrates appropriate use of materials, effective transition strategies and positive attitude. Non-instructional duties, such as attendance, lunch count, etc., are attended to while learners become engaged with academic tasks *Directions and procedures are consistently clear and concise, resulting and concentrated learner time on task *Consistently demonstrates ability to respond appropriately to a variety of learner behaviors, resulting if few class disruptions *Consistently uses positive reinforcements and rewards for all learners

	and rewards inappropriately	<ul style="list-style-type: none"> *Actively seeks creative ways to promote learning and self-discipline *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 staple
D. Learning theories and instructional strategies	<p>The student teacher</p> <ul style="list-style-type: none"> *Plans using only published teacher guides *Uses only whole class lecture and assessment *Uses assessment only for grading purposes 	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> *Some creative planning and teaching *Consistently depends on mentor for ideas *Needs constant guidance for preparation and implementation of lessons and instructional strategies <p>The student teacher may perform at a much higher level, including displaying the following:</p> <ul style="list-style-type: none"> *Frequently uses creative planning and teaching *Standards, benchmarks, assessments, and enrichment for learning are reflected in planning *Encourages critical thinking *Responds to suggestions and shows continual growth *Appropriate use of assessment and materials *Shows independence in using multiple teaching strategies *Works as a facilitator for learning *Consistently uses creative planning and teaching *Independently implements a variety of theories and strategies *Creates assessment documents which reflect learning *Works as a facilitator for learning beyond expectations
E. Effective instructional planning and assessment	<p>The student teacher</p> <ul style="list-style-type: none"> *Uses only prepared teacher-guide plans *Lesson plans are incomplete and/or untimely 	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> *Plans for the short term *Plans are ready on time *Reflects on effectiveness of the lesson *Plans reflect some standards, benchmarks, assessment, correctives, and enrichment *Has basic knowledge of planning

	<ul style="list-style-type: none"> *Assessment for grading purpose only *No apparent connection between planning and assessment 	<p>The student teacher may perform at a much higher level, including displaying the following:</p> <ul style="list-style-type: none"> *Plans reflect standards, benchmarks, assessments, correctives, and enrichment *Independently plans and creates assessments for the benefit of the learners *Reflects on the lesson and implements changes based on reflection *Independent preparation requires little input from mentor and more cooperative teaching for benefit of learner *Open communication promotes creative planning *Short term plans are consistently tied to long term goals *Uses supplemental materials to make instruction motivational *Skillfully manages time for correctives and enrichment's
F. Positive interpersonal relationships	<p>The student teacher</p> <ul style="list-style-type: none"> *Lacks communication skills *Shows negative or no response to constructive criticism *Unprofessional activities, i.e., gossip inside or outside of classroom is evident 	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> *Demonstrates some change of behavior according to suggestions *Learns from constructive criticism *Works on recommended attitude changes *Communication skills with K-12 learners and/or colleagues needs improvement <p>The student teacher may perform at a much higher level, including displaying the following:</p> <ul style="list-style-type: none"> *Actively seeks out positive interaction with K-12 learners and colleagues *Conducts him/herself professionally *Communicates effectively with K-12 learners and colleagues *Learns from and acts upon constructive criticism *Shares knowledge and skills with colleagues *Practices self-evaluation and reflection and adjustments are positive improvements
G. Sensitivity to school, community, and global cultures	<p>The student teacher</p> <ul style="list-style-type: none"> *Displays no awareness of cultural differences with respect to school or community 	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> *Identifies needs of some students due to cultural differences *School, community and global cultures are seldom addressed *Shows awareness of cultural differences but is reluctant to intervene in problematic interactions, i.e., bullies, harassment, etc. <p>The student teacher may perform at a much higher level, including displaying the</p>

		<p>following:</p> <ul style="list-style-type: none"> *Incorporates multi-cultural information into lessons *Demonstrates awareness of differences in learners' social, emotional and physical needs *Respects confidentiality *Addresses awareness of school, community, and global cultures *Shows awareness of cultural differences and takes appropriate actions *Models sensitivity to cultural differences *Seeks to increase base of knowledge with respect to school, community and global cultures
H. Self-reflection (journals and dialogue)	<p>The student teacher</p> <ul style="list-style-type: none"> *Journals sporadically, less than once a week *Does not reflect on growth or methods of improvement *Uses journal as a negative release of feelings rather than a tool for learning *Does not reflect on teaching 	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> *Journals only once a week *Shows little effort to improve through self-reflection *Journal only represents a listing of what occurred with no self-reflection *Has little or no dialogue with mentor related to improvement of teaching <p>The student teacher may perform at a much higher level, including displaying the following:</p> <ul style="list-style-type: none"> *Journals two or three times a week *Uses journal entries and dialogue with mentor for self-reflection and evaluation *Effort made to use reflective information to improve as an educator *Adjusts lessons to reflect growth that was reflected in journal *Independent critical analysis of lesson for strengths and weakness through self-reflection and journaling *Shares reflections and coordinates with mentor for most effective input into improvement of lessons and teaching
I. Consideration of legal and safety rules and emergency situations	<p>The student teacher</p> <ul style="list-style-type: none"> *Displays no knowledge of legal and/or safety rules *Relies on mentor to deal with emergency situations 	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> *Has a copy of legal and safety rules but inappropriately implements them *Has a copy of school board policies *Has a copy of all drills *Has a copy of playground/school rules for individual school *Participates when dealing with emergency situations *Dependent on mentor

		<p>The student teacher may perform at a much higher level, including displaying the following:</p> <ul style="list-style-type: none"> *Demonstrates and implements correct safety and legal rules *Seeks information when necessary *Can identify an emergency situation as defined by school policy *Attends policy meetings offered by the school district *Seeks further knowledge of learner's health, family or community
J. Appropriate use of human and physical resources	<p>The student teacher</p> <ul style="list-style-type: none"> *Seeks no outside human and physical resources, which would enhance learning 	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> *Plans include use of outside resources at the suggestion of mentor *Poor or no follow through which would actively involve resources *Includes use of outside resources in lesson plans and instructions only at the suggestion of mentor <p>The student teacher may perform at a much higher level, including displaying the following:</p> <ul style="list-style-type: none"> *Includes use of outside resources in lesson planning, i.e. speakers, other professionals, etc. *Researches and involves community human and physical resources when appropriate *Implements human and physical resources effectively *Involves students in project research and development using human and physical resources

K. Adequate knowledge in teaching field and an ability to gather additional content as needed	<p>The student teacher</p> <ul style="list-style-type: none"> *Makes content errors *Does not correct content errors of students or self *Does not activate knowledge or is unaware of interdisciplinary approaches to planning for appropriate learning 	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> *Draws on basic content knowledge *Has problem transferring knowledge to students *Demonstrates little incentive to gather additional and/or supplemental content material *Draws on interdisciplinary planning <p>The student teacher may perform at a much higher level, including displaying the following:</p> <ul style="list-style-type: none"> *Demonstrates strong content knowledge *Activates content knowledge to aid learners in making connections to their lives *Makes connection between content and other disciplines *Gathers additional content as needed *Takes initiative consistently to select content that goes beyond traditional text *Challenges students to think critically as they explore ways to connect content to other disciplines
L. Appropriate application of knowledge of human growth and development	<p>The student teacher</p> <ul style="list-style-type: none"> *Uses inappropriate age-level activities and/or assignments *Does not plan activities and/or assignments for diverse learners 	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> *Uses appropriate age-level activities and/or assignments *Plans activities and assignments for diverse learners in consultation with mentor <p>The student teacher may perform at a much higher level, including displaying the following:</p> <ul style="list-style-type: none"> *Uses age-appropriate planning and teaching to accommodate diverse age/interest levels *Involves students in planning and implementing ideas appropriate to needs

M. Effective oral and written communication skills	<p>The student teacher</p> <ul style="list-style-type: none"> *Uses language that contains grammatical and/or spelling errors, illegible and/or inappropriate to grade level *Speech is inaudible and/or contains grammatical errors *Incorporates little classroom discussion and questioning techniques 	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> *Written language is generally correct and appropriate to grade level *Occasional errors are not corrected *Speech is clear and generally grammatically correct *Uses low level questions during class discussions <p>The student teacher may perform at a much higher level, including displaying the following:</p> <ul style="list-style-type: none"> *Clear, grammatically correct written and oral language *Uses high level questioning techniques during class discussions *Uses multiple written and oral strategies to challenge students and stimulate their language developments *Guides students to form high level questions
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Outcome #2: Demonstrates competence in aspects of teaching that were not previously developed, including the following (A-B).		
PTSB Standards: I.viii, I.ix, and I.x; II.i; II.ii		
CoEd Standards: 8, 9, and 10		
Outcome	Level of Performance	
	Unsatisfactory	Basic and Beyond
A. Working effectively in a variety of ways with parents	<p>The student teacher</p> <ul style="list-style-type: none"> *Makes no effort to involve or to be involved with parents *Has no empathy with parental concerns 	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> *Makes minimal parent contact *Needs guidance and suggestions from mentor *Demonstrates limited ability to show empathy to parental concerns <p>The student teacher may perform at a much higher level, including displaying the following:</p> <ul style="list-style-type: none"> *Teams with teacher for guided experience when working with parents, i.e. parent contacts and conferences *Responds to parental concerns professionally and with sensitivity *Independently handles positive parent contacts *Seeks guidance from mentors with difficult problems *Conveys sincere caring and willingness to listen to parents and engages in open communication
B. Assisting with evaluation reports, e.g., report cards	<p>The student teacher</p> <ul style="list-style-type: none"> *Depends entirely on mentor for evaluation input *Does no recording 	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> *Does required recording, not always in a timely manner *Does limited assessment of instructional goals <p>The student teacher may perform at a much higher level, including displaying the following:</p> <ul style="list-style-type: none"> *Assesses instructional goals consistently *Gathers assessment data and records with minimal guidance from mentor *Scores and records papers and written work correctly in a timely manner

		<p>*Assists with evaluations, report cards, etc.</p> <p>*Gathers data and records about learner's progress in multiple ways</p>
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Outcome #3: Demonstrates knowledge of the school improvement process and demonstrates competence in collaborating in school improvement activities.		
PTSB Standards: I.x; II.ii CoEd Standards: 7 and 8		
Outcome	Level of Performance	
	Unsatisfactory	Basic and Beyond
Demonstrates knowledge of the school improvement plan and demonstrates competence in collaborating in school improvement activities	<p>The student teacher</p> <ul style="list-style-type: none"> *Shows lack of knowledge of school improvement process/plan *Does not become involved with school improvement activities 	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> *Seeks information concerning school improvement process/plan *Minimal involvement, if any, with school improvement activities <p>The student teacher may perform at a much higher level, including displaying the following:</p> <ul style="list-style-type: none"> *Demonstrates knowledge of school improvement process/plan *Demonstrates collaborating in school improvement activities *Volunteer time for project related to school improvement *Becomes actively involved and volunteers for extra time and involvement

Outcome #4: Demonstrates competence in continuing development as a professional educator.		
PTSB Standards: I.ix, and I.x; II.i; II.ii CoEd Standards: 7, 9, and 10		
Outcome	Level of Performance	
	Unsatisfactory	Basic and Beyond
A. Participates in the professional life of school and/or district	<p>The student teacher</p> <ul style="list-style-type: none"> *Avoids becoming involved in school/district programs, projects, or events *Does not participate in meetings etc. or participates inappropriately 	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> *Participates when specifically asked with appropriate level of participation *Demonstrates little or no desire to participate in outside programs or expand knowledge <p>The student teacher may perform at a much higher level, including displaying the following:</p> <ul style="list-style-type: none"> *Participates in meetings such as grade level/dept., school-wide faculty and interdisciplinary team *Contributes as necessary and appropriate *Identifies and visits at least two programs at varying grade levels that either directly or indirectly affect the school culture, e.g. specialty teachers, academic programs other than own, etc. *Seeks opportunities to make major contributions to activities outside of own classroom or creates enrichment activities to be shared with peers and faculty *Uses outside class time to participate in additional programs

B. Demonstrates competence in continuing development as a professional educator	<p>The student teacher</p> <ul style="list-style-type: none"> *Is not open to new ideas or programs *Does not accept constructive criticism or suggestions for development as a professional educator 	<p>At a minimum, the student teacher</p> <ul style="list-style-type: none"> *Is open to new ideas but takes no initiative to develop or become better prepared as a professional *Attends only required functions <p>The student teacher may perform at a much higher level, including displaying the following:</p> <ul style="list-style-type: none"> *Is open to suggestions *Seeks guidance to continue developing as a professional educator *Attends in-service workshops, conferences etc. that will provide additional development as an educator *Reflects on areas to develop as a professional *Actively seeks outside activities that will help growth *Demonstrates leadership qualities by offering to share information in professional settings *Interacts and participates during in-services
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Final Evaluation Rubric for Elementary Education

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

FINAL GRADE

- Evaluations in conjunction with their classroom observations, submission of edTPA and any other assignments given by the supervisor determine a student teacher's final grade.
- The Student Teacher must complete all outcomes with a P (proficient) or D (distinguished) rating and no more than three B (basic) ratings for successful *completion* of the Final Student Teaching Evaluation.
 - Ratings of “Unsatisfactory” or “Basic” should be accompanied by documentation of efforts to remediate these areas.
 - If a student receives 4 or more basics there may be an additional assignment required to complete the residency course. Determinations of additional assignments are a collaborative process between the Director of the School of Teacher Education, the Supervisor, and the Mentor Teacher.
- All evaluations will be submitted online. Your mentor teacher will be able to access this form through an email link.

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

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

C. Positive & effective classroom climate	<ul style="list-style-type: none"> *Does not address physical aspects of classroom, i.e., seating, lighting, temperature, bulletin boards, etc. *Inadequate planning, goal setting, and ability to establish realistically high expectations for the learners *Ineffective use of materials, transitions, and positive attitude *Poor directions and procedures result in frequent learner time off task *Inappropriate responses to behavior result in frequent disruptions *Uses sarcasm, negative reinforcement, and rewards inappropriately 	<ul style="list-style-type: none"> *Adjusts physical room environment only when Mentor Teacher asks *Begins to demonstrate thoughtful planning, ability to set goals and achieve them, and convey realistically high expectations for the learners *Inconsistent effective use of materials, transitions, and positive attitude *Inconsistent use of effective directions and procedures results in sporadic learner time off task *Beginning to respond appropriately to behavior, reducing disruptions *Uses limited sarcasm and uses positive rewards and reinforcements inconsistently 	<ul style="list-style-type: none"> *Demonstrates understanding of correlation between physical environment and student learning *Consistently demonstrates thoughtful planning, ability to set and achieve goals, and conveys realistically high expectations for all learners *Consistently demonstrates appropriate use of materials, effective transition strategies and positive attitude. Non-instructional duties, such as attendance, lunch count, etc., are attended to while learners become engaged with academic tasks *Directions and procedures are consistently clear and concise, resulting in concentrated learner time on task 	<ul style="list-style-type: none"> *Meets all criteria for proficient *Actively seeks creative ways to promote learning and self-discipline *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 staple
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			<p>*Consistently demonstrates ability to respond appropriately to a variety of learner behaviors, resulting if few class disruptions</p> <p>*Consistently uses positive reinforcements and rewards for all learners</p>	
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Outcome	Level of Performance			
	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
D. Learning theories and instructional strategies	<ul style="list-style-type: none"> *Plans using only published teacher guides *Uses only whole class lecture and assessment *Uses assessment only for grading purposes 	<ul style="list-style-type: none"> *Some creative planning and teaching *Consistently depends on mentor for ideas *Needs constant guidance for preparation and implementation of lessons and instructional strategies 	<ul style="list-style-type: none"> *Frequently uses creative planning and teaching *Standards, benchmarks, assessments, and enrichment for learning are reflected in planning *Encourages critical thinking *Responds to suggestions and shows continual growth *Appropriate use of assessment and materials *Shows independence in using multiple teaching strategies *Works as a facilitator for learning 	<ul style="list-style-type: none"> *Meets all expectations at the proficient level *Consistently uses creative planning and teaching *Independently implements a variety of theories and strategies *Creates assessment documents which reflect learning *Works as a facilitator for learning beyond expectations
E. Effective instructional planning and assessment	<ul style="list-style-type: none"> *Uses only prepared teacher-guide plans *Lesson plans are incomplete and/or untimely *Assessment for grading purpose only 	<ul style="list-style-type: none"> *Plans for the short term *Plans are ready on time *Reflects on effectiveness of the lesson 	<ul style="list-style-type: none"> *Plans reflect standards, benchmarks, assessments, correctives, and enrichment *Independently plans and creates 	<ul style="list-style-type: none"> *Meets all expectations of the proficient level *Short term plans are consistently tied to long term goals *Uses supplemental materials to make

	<ul style="list-style-type: none"> *No apparent connection between planning and assessment 	<ul style="list-style-type: none"> *Plans reflect some standards, benchmarks, assessment, correctives, and enrichment *Has basic knowledge of planning 	<ul style="list-style-type: none"> assessments for the benefit of the learners *Reflects on the lesson and implements changes based on reflection *Preparation requires little input from mentor and more cooperative teaching for benefit of learner *Open communication promotes creative planning 	<ul style="list-style-type: none"> instruction motivational *Skillfully manages time for correctives and enrichments
F. Positive interpersonal relationships	<ul style="list-style-type: none"> *Lacks communication skills *Shows negative or no response to constructive criticism *Unprofessional activities, i.e., gossip inside or outside of classroom is evident 	<ul style="list-style-type: none"> *Demonstrates some change of behavior according to suggestions *Learns from constructive criticism *Works on recommended attitude changes *Communication skills with K-12 learners and/or colleagues needs improvement 	<ul style="list-style-type: none"> *Actively seeks out positive interaction with K-12 learners and colleagues *Conducts him/herself professionally *Communicates effectively with K-12 learners and colleagues *Learns from and acts upon constructive criticism 	<ul style="list-style-type: none"> *Meets all expectations of the proficient level *Shares knowledge and skills with colleagues *Practices self-evaluation and reflection and adjustments are positive improvements

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

J. Appropriate use of human and physical resources	<ul style="list-style-type: none"> *Seeks no outside human and physical resources, which would enhance learning 	<ul style="list-style-type: none"> *Plans include use of outside resources at the suggestion of mentor *Poor or no follow through which would actively involve resources *Includes use of outside resources in lesson plans and instructions only at the suggestion of mentor 	<ul style="list-style-type: none"> *Includes use of outside resources in lesson planning, i.e., speakers, other professionals, etc. *Researches and involves community human and physical resources when appropriate 	<ul style="list-style-type: none"> *Meets all expectations at the proficient level *Implements human and physical resources effectively *Involves students in project research and development using human and physical resources
K. Adequate knowledge in teaching field and an ability to gather additional content as needed	<ul style="list-style-type: none"> *Makes content errors *Does not correct content errors of students or self *Does not activate knowledge or is unaware of interdisciplinary approaches to planning for appropriate learning 	<ul style="list-style-type: none"> *Draws on basic content knowledge *Has problem transferring knowledge to students *Demonstrates little incentive to gather additional and/or supplemental content material *Draws on interdisciplinary planning 	<ul style="list-style-type: none"> *Demonstrates strong content knowledge *Activates content knowledge to aid learners in making connections to their lives *Makes connection between content and other disciplines *Gather additional content as needed 	<ul style="list-style-type: none"> *Meets all expectations at the proficient level *Takes initiative consistently to select content that goes beyond traditional text *Challenges students to think critically as they explore ways to connect content to other disciplines

L. Appropriate application of knowledge of human growth and development	<ul style="list-style-type: none"> *Uses inappropriate age-level activities and/or assignments *Does not plan activities and/or assignments for diverse learners 	<ul style="list-style-type: none"> *Uses appropriate age-level activities and/or assignments *Plans activities and assignments for diverse learners in consultation with mentor 	<ul style="list-style-type: none"> *Uses age-appropriate planning and teaching to accommodate diverse age/interest levels 	<ul style="list-style-type: none"> *Meets all expectations at the proficient level *Involves students in planning and implementing ideas appropriate to needs
M. Effective oral and written communication skills	<ul style="list-style-type: none"> *Uses language that contains grammatical and/or spelling errors, illegible and/or inappropriate to grade level *Speech is inaudible and/or contains grammatical errors *Incorporates little classroom discussion and questioning techniques 	<ul style="list-style-type: none"> *Written language is correct and appropriate to grade level *Occasional errors are not corrected *Speech is clear and generally grammatically correct *Uses low level questions during class discussions 	<ul style="list-style-type: none"> *Clear, grammatically correct written and oral language *Uses high level questioning techniques during class discussions 	<ul style="list-style-type: none"> *Meets all expectations at the proficient level *Uses multiple written and oral strategies to challenge students and stimulate their language developments *Guides students to form high level questions

Outcome #2: Demonstrates competence in aspects of teaching that were not previously developed, including the following (A-B).				
PTSB Standards: I.viii, I.ix, and I.x; II.i; II.ii CoEd Standards: 8, 9, and 10				
Outcome	Level of Performance			
	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
A. Working effectively in a variety of ways with parents	<ul style="list-style-type: none"> *Makes no effort to involve or to be involved with parents *Has no empathy with parental concerns 	<ul style="list-style-type: none"> *Makes minimal parent contact *Needs guidance and suggestions from mentor *Demonstrates limited ability to show empathy to parental concerns 	<ul style="list-style-type: none"> *Teams with teacher for guided experience when working with parents, i.e., parent contacts and conferences *Responds to parental concerns professionally and with sensitivity 	<ul style="list-style-type: none"> *Meets all expectations at the proficient level *Independently handles positive parent contacts *Seeks guidance from mentors with difficult problems *Conveys sincere caring and willingness to listen to parents and engages in open communication
B. Assisting with evaluation reports, e.g., report cards	<ul style="list-style-type: none"> *Depends entirely on mentor for evaluation input *Does no recording 	<ul style="list-style-type: none"> *Does required recording, not always in a timely manner *Does limited assessment of instructional goals 	<ul style="list-style-type: none"> *Assesses instructional goals consistently *Gathers assessment data and records with minimal guidance from mentor *Scores and records papers and written work correctly in a timely manner *Assists with evaluations, report cards, etc. 	<ul style="list-style-type: none"> *Meets all expectations at the proficient level *Gathers data and records about learner's progress in multiple ways

Outcome #3: Demonstrates knowledge of the school improvement process and demonstrates competence in collaborating in school improvement activities.				
PTSB Standards: I.x; II.ii CoEd Standards: 7 and 8				
Outcome	Level of Performance			
	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
Demonstrates knowledge of the school improvement plan and demonstrates competence in collaborating in school improvement activities	*Shows lack of knowledge of school improvement process/plan *Does not become involved with school improvement activities	*Seeks information concerning school improvement process/plan *Minimal involvement, if any, with school improvement activities	*Demonstrates knowledge of school improvement process/plan *Demonstrates collaborating in school improvement activities *Volunteer time for project related to school improvement	*Meets all requirements for proficient *Becomes actively involved and volunteers for extra time and involvement

Outcome #4: Demonstrates competence in continuing development as a professional educator.				
PTSB Standards: I.ix, and I.x; II.i; II.ii CoEd Standards: 7, 9, and 10				
Outcome	Level of Performance			
	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
A. Participates in the professional life of school and/or district	*Avoids becoming involved in school/district programs, projects, or events *Does not participate in meetings etc. or participates inappropriately	*Participates when specifically asked with appropriate level of participation *Demonstrates little or no desire to participate in outside programs or expand knowledge	*Participates in meetings such as grade level/dept., school-wide faculty, and interdisciplinary team *Contributes as necessary and appropriate *Identifies and visits at least two programs at varying grade levels that either directly or indirectly affect the school culture, e.g., specialty teachers, academic programs other than their own, etc.	*Meets all expectations for proficient *Seeks opportunities to make major contributions to activities outside of own classroom or creates enrichment activities to be shared with peers and faculty *Uses outside class time to participate in additional programs

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