HANDBOOK FOR STUDENT TEACHING

UNIVERSITY OF PUGET SOUND

2009-2010

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Introduction

Student teaching is an all-encompassing experience. It can be engaging, emotional, intellectually challenging, exhausting, and fulfilling work. It requires a full commitment from you and from those on staff in the MAT program. This handbook answers a few basic questions and offers general tools to support you in your experience.

As a student teacher at UPS, you will work with dedicated mentor teachers and experienced university supervisors, and you will receive the support of both School of Education faculty and MAT peers. In student teaching, you will have the chance to build new collegial and student relationships, and you will discover more about yourself in the process. Your field internship, importantly, also allows you to develop, learn from, and revise your teaching practices and beliefs.

Student teaching is partly about getting some things “down” about teaching – handling a full classroom yourself, managing daily details, confronting discipline issues, pacing yourself, designing lessons, and responding to the unexpected on the fly. You will gain much practical knowledge of this sort. Just as important, perhaps, is developing habits and dispositions for teacher learning—to “learn how to learn” from the practice of teaching, to set yourself on a trajectory of learning for your subsequent years in the profession. Good teachers learn to inquire into their own teaching and into students as they teach – and they keep learning and reflecting even when lessons are successful.

Your success in student teaching, for certain, will depend on a few essential elements:

- a strong desire for working with students
- a rich knowledge of content to be taught
- the ability to transform content for students—to think from student perspectives
- careful and thoughtful planning
- an ability to engage and motivate
- effort, motivation, and professionalism

Yet, each teacher learns and negotiates these dimensions for herself or himself. There are many, varied ways to be an effective teacher – all intersecting with your personal strengths, background, and learning. At UPS, we commit ourselves to supporting you in ways that help you fulfill this teaching potential. It is true that a lot of hard work lies ahead of you, but so do the rewards of working with students, managing a complex environment, experiencing personal growth, and earning professional certification.

We hope the information that follows will be of assistance as you begin the next part of your MAT journey.
Supporting Roles for Student Teaching

MENTOR TEACHER

Your closest and primary relationship during student teaching lies with your mentor teacher in the field. This is the professional with whom you will have daily contact, with whom you will discuss and plan daily lessons, and from whom you will receive essential feedback. Your presence can also be a catalyst for thinking and growth for your mentor – so we hope that dialogue between you becomes mutually beneficial.

Briefly, we ask mentor teachers to do the following:

- to help you plan for teaching and managing students
- to assist you in finding suitable procedures and materials
- to serve as a sounding board for your ideas
- to provide you with a variety of teaching opportunities
- to gradually transfer teaching responsibilities to you
- to observe and offer suggestions about your teaching
- to formally evaluate your teaching and write a letter of recommendation

The mentor teacher also has the responsibility of evaluating your total performance at the end of the student teaching experience. Note that the School of Education makes the final decision regarding candidate readiness for certification; however, the mentor teacher’s evaluation is given substantial weight and is often decisive in our decision-making.

Mentors typically need to have faith in your ability to do the job before they will be willing to turn over full responsibility for teaching. Your mentor’s primary responsibility is to the children in the class, and teachers sometimes refrain from turning a class over if they are not re-assured that you are prepared.

You can communicate your readiness before you start student teaching in a number of ways:

- active participation in the classroom setting – a with-it, attentive, involved attitude
- clear and up-front communication
- thoroughness in planning and preparation
- a willingness to take on various tasks during the day
- spontaneous assistance in helping individual students during work periods
- an upbeat and professional attitude
- responsiveness to diverse needs in the classroom

The mentor teacher will want to be confident that the student teacher will be able to support and maintain the organizational and instructional momentum she or he has established. Working to develop a team effort for the best possible instruction of students is the wisest and most appropriate course of action. Large scale transitions to new models of teaching should be discussed and planned rather than implemented suddenly. In other cases, staying with the mentor teachers’ existing models may be best. Student teachers need to demonstrate their abilities by being open-minded, hard-working, and flexible.

Effective teachers take seriously their collegial relations with their peers. The student teacher will want to interact professionally with other staff members. It is helpful if the student teacher accompanies the mentor teacher to the faculty lounge. In the lounge, student teachers need to be good listeners and use discretion in conversations with other teachers. It is essential that teaching professionals maintain positive conversations when discussing students or other teachers. If a student teacher is feeling negative about a student behavior or another teacher’s style, it is important not to share these feelings in the staff room in general conversation even though other teachers may be doing much of the same thing.

Generally keep in mind that your mentor teacher will want you to succeed. Mentors are often just as proud of your progress as we are. He or she typically will help you in whatever way possible to sharpen your developing skills – and to welcome you into this profession.
UNIVERSITY SUPERVISOR

The university supervisor is the University of Puget Sound’s contact with you while you are student teaching. You will be informed of your university supervisor during the general orientation meeting at the beginning of student teaching.

M.A.T. supervisors at the University of Puget Sound make consistent contacts with and observations of you in the classroom when you are student teaching. You can expect to see your university supervisor at least once every 8 - 10 teaching days. Your supervisor will ask you for your schedule of classes and activities within the first week of student teaching. Please let your supervisor know when special events or disruptions to the schedule are to occur.

The primary responsibility of the university supervisor is that of assisting you in the improvement of instruction and the development of teaching competencies. However, the university supervisor often takes on other responsibilities which include:

- acting as liaison between the university and the cooperating school, interpreting the M.A.T. program to the cooperating schools and representing school programs to other faculty at the university
- facilitating communication between the student teacher and the mentor teacher
- acting to develop relationships between the university and the public schools

Through their own classroom experiences and experience working with other skilled teachers, the supervisors aim to support your strengths and give you positive and constructive feedback. They can spot areas of weakness and provide you with needed support. This experience and knowledge will be essential as you work through your student teaching goals and objectives. Realize that your university supervisor will be looking for ways to help you to be successful.

The relationship between you and your supervisor is a partnership. Together you will study both the teaching successes and the teaching problems that you might have. The university supervisor will not solve your problems for you, but will provide you with support and assistance as you learn to solve teaching problems yourself. As you solve your own teaching problems you will increase your competence in meeting future problems and you will gain confidence in your teaching ability.

The framework of an observation will sometimes include a pre-observation conference, where you share your written lesson plans with your mentor teacher and your supervisor. In the pre-observation conference you and your supervisor will analyze your plans, your teaching goals, and objectives for the lesson to be observed. As with all lesson planning, in an observation your lesson purpose and objectives should be clear to you, to your mentor teacher, to your supervisor, and to your students.

As the supervisor observes you teaching a lesson, she or he will take detailed notes of things that you say and do so that you can discuss it during your post-observation conference. Your supervisor will focus on aspects of your performance by judging student interest and participation, your instructional presentation, the organization and evaluation of activities, and student work samples produced.

The post-observation conference will serve as a time to give you feedback. Both you and your supervisor will analyze and discuss the lesson. This feedback should help you further develop your teaching and management skills, knowledge, and practice.

The criteria for evaluation of the student teaching experience is guided by expectations outlined in the midterm and final evaluation forms. The supervisor may comment on aspects of your professional appearance and carriage, personal mannerisms that may add to or detract from your teaching style, attitudes conveyed toward students, voice and emotional control—all factors which suggest your ability to deal with students, parents, and colleagues.

The university supervisors want most to see you succeed. They will work hard to establish positive rapport with all the persons involved in order to ensure your successful completion of student teaching.
Basic Expectations for Student Teachers

You will be expected to meet basic requirements for the student teaching semester set by The University of Puget Sound. These are important to your success as a student teacher.

- Attend Professional Issues Seminars (EDUC 615 & 623) on Tuesday evenings, 4:00pm-7:00pm.
- Be on task at your assigned school during the entire teaching day.
- Fulfill all aspects of the Washington State Code of Professional Conduct.
- Attend staff meetings in your school and district.
- Adhere to the public school vacation schedule.
- Report promptly by phone to your mentor teacher and to your university supervisor if late or absent.
- Take part in mid-term and final evaluation conferences with your mentor teacher and your university supervisor.
- Teach a minimum of FIVE TO SIX weeks full time on your own. The amount of full time student teaching can change from one placement to the next and is sometimes negotiated between student teacher, mentor and university supervisor.
- Be aware of and adhere to all state requirements necessary to obtain Teacher Certification.
General Suggestions for the Student Teacher

In student teaching you will have considerable responsibility and you will be expected to demonstrate that you know how to teach students. You will find yourself in a situation in which you have several people to satisfy:

- your students
- yourself
- your mentor teacher
- your university supervisor
- the school principal
- parents/guardians of your students

The following fundamental suggestions are offered as guidelines to help you accomplish the goals of meeting the expectations of the varied people who are depending on your competent performance.

Carry through with responsibilities.

Effective teaching is dependent on thorough and thoughtful planning. Student teachers are expected to keep detailed lesson plans and discuss them with both their mentor teacher and their university supervisor. After a lesson has been taught, the student teacher and the mentor teacher should assess the success of the lesson in terms of content teaching, delivery, and student management. University supervisors will discuss the lessons they observe following an observation.

In addition to planning and teaching effective lessons, successful teachers carry through with many additional responsibilities. These include:

- Developing make-up assignments and tests for absent students
- Assigning, collecting, grading, and returning assignments in a timely fashion
- Keeping anecdotal and assessment records of academic achievement and behavioral performance
- Disseminating and retrieving materials and supplies needed for instructional activities
- Keeping the teaching and classroom spaces in order
- Contacting parents regarding student achievement and performance
- Hall monitoring, recess or lunchroom supervising

Expect to complete all teaching and supervising activities given to you. It is not a good idea to leave unfinished tasks for your mentor teacher to complete for you. Be responsible for the lessons you teach. This includes lesson preparation, lesson presentation, and cleaning up when you are finished.

Maintain positive relationships with your students, university supervisor, mentor teacher, and building principal.

Effective teachers maintain positive professional relationships with their students and with their colleagues. Establish rapport with students in ways that enable them to respect you as a professional. Set your boundaries with students and maintain consistency in your expectations. Be aware that you are the students’ teacher and not their friend.

Establish rapport with your mentor teacher and your university supervisor. It helps to be open with them, to listen and follow through on the suggestions that they make. Your mentor teacher and your university supervisor expect that you will make mistakes because they know that learning to teach is learning to recover from your mistakes. Be willing to discuss both your successful and unsuccessful experiences with them. Do not be afraid to admit (or even to laugh) at your mistakes. Your mentor teacher and university supervisor cannot help you unless they are aware of the problems you are experiencing.

All student teaching experiences are unique. It is especially helpful to remember this when you are discussing your student teaching experiences with your cohort colleagues. Your assignment may require you to do things at a different time or on a different schedule than that of other members of your cohort. This is expected and appropriate.
Be punctual and keep good attendance.

Find out the time that contract teachers are expected to be in the building and arrive at or before that designated time. Getting to school on time is extremely important to achieving success as a teacher. Generally, it is a good rule of thumb to follow your mentor teacher’s schedule. Plan to arrive and leave at the same times as your mentor teacher. Experience has demonstrated that student teachers who are late to school or for meetings do not succeed as well as student teachers who arrive on time and keep reasonable hours after school.

Find out the absentee policy for teachers at your school and follow the guidelines for reporting your absence if you need to be absent from school for any reason. Call both your mentor teacher and your university supervisor as soon as you know you are going to be absent. Most school districts expect that teachers will be in attendance unless they have a valid reason for being absent. Generally, the only valid reasons for absence are personal or familial illness, injury, or death. Personal affairs that demand your time, such as doctors’ appointments or attendance at your own children’s parent/teacher conferences, are not considered valid reasons for absence. Schedule appointments and meetings during after school hours.

If you find it necessary to be absent from school for any reason, you need to get your lesson plans for that day to your mentor teacher as soon as possible. Although it is not recommended that you arrive late to school, sometimes unexpected delays occur. If you expect to be tardy for any reason, call the school and your university supervisor to explain the reason for your tardiness and your expected time of arrival at school.

Dress and act like a member of the professional team of educators.

The professional mode of dress for teachers varies from school to school. When you first begin your student teaching, however, assume that the local dress code is professional, though not formal – perhaps a step down from going to a job interview. Thereafter, take cues about professional modes of dress in your school from the contract teachers who work there. However, because you are a student teacher and not a contract teacher, you may need to dress more formally than those around you. It is best not to think of yourself as a college student, but as a member of a professional educational team. While you may not feel comfortable with this concept, students, parents, and teachers are all expecting you to dress and act professionally.

Attend faculty meetings, department or grade level meetings, and school-wide functions.

Contract teachers are expected to attend all faculty, department, grade level or team meetings. Student teachers can learn a lot from attending meetings along with their mentor teacher. You may need to inquire when and where such meetings will be held and if your attendance would be welcome. Attendance at meetings will increase your knowledge about teachers’ professional obligations outside the classroom and help you get to know other teachers in your school.

Contract teachers are generally expected to attend school functions like Back-to-School Night, Parent-Teacher Conferences, etc. Attendance at other school-wide functions such as sports competitions, school fund-raising carnival, pep rallies, and the school play is generally welcomed but optional unless the teacher has a supervisory role in connection with the function. Student teachers can learn a lot from attending school-wide functions. Consider attending functions that your mentor teacher plans to attend.
Take advantage of the opportunities which are available to you in the school building.

Observe other good teachers. Get to know the workings of the resource people in the building (librarians, P.E. and coaching staffs, reading specialists and special education professionals, psychologists, social workers, counseling staff, music and art teachers, speech pathologists, computer specialists, Chapter and Title services, LAP, and school nurse). Get to know the special services that are available to students in the school. The school secretaries and custodians are important people to know. Ask your mentor teacher to introduce you.

Show initiative.

Mentor teachers may not know when you might be ready or desire to try something new or to attempt a chore unless you tell them. Be certain they know you are available and willing. You may let them know verbally and by your actions that you are willing to take up more responsibilities.

Be adaptable.

Effective teachers are flexible. Teachers face many unpredictable situations and many people every day. Oftentimes, all the planning a teacher does ahead of time must shift unexpectedly because of unanticipated interruptions. A teacher needs to be able to adapt without becoming too ruffled. Like your mentor teacher(s), student teachers are responsible to many different individuals simultaneously: your mentor teacher, your students, the building principal and parents. There are school secretaries, custodians and other administrative personnel. You will need to adapt to the many different styles and approaches of the many different people with whom you are working.

Be ready for the unexpected.

Ask questions.

When you ask questions, you signal your desire to learn. When you do not understand an assignment or any other aspect of teaching, learning, management, or organization, it is better to ask for guidance than to proceed with uncertainty. Your mentor teacher and your university supervisor anticipate lots of questions.

Stay clear of entangling alliances.

Student teaching requires a lot of your time, more than you realize until you are actually involved. If at all possible, refrain from too many outside activities, from outside jobs, and from carrying additional courses. Student teaching is very time consuming. Every minute of your day can be devoted to lesson preparation, paper grading, and other teaching chores. Organize your day so that you have enough time to be successful.

Be yourself.

You will be most successful if you feel comfortable with the teacher persona you are creating for yourself. Certainly you will be trying on new teaching styles and performances, and this is a large part of the student teaching experience.
Early Activities in Your Placement

We believe it is essential that you become well acquainted with your classroom and school context first before launching into teaching practice. In almost all cases, student teachers use the first few weeks of the placement for orientation and observation. After this, you will take on parts of the day, or one or two classes at the secondary level. Only later in the term do you begin to teach full time, although the exact dates of full time work are negotiated within each classroom with your mentor and supervisor.

I. ORIENTATION PERIOD
During the first few days of student teaching, your primary concern will be that of familiarizing yourself with the school facilities, the students, and the staff. After that, there are a progressive series of activities and experiences which are typically necessary before you begin active teaching:

Get acquainted with the school building.
Your mentor teacher will assist you. Get to know the building, lunchroom, staff room, special classrooms, office, etc. Read the Policy Manual for your school and become acquainted with curriculum goals that may be specific to the school and the district in addition to the Essential Learning Requirements and the National Standards in your area.

Become familiar with policies related to indoor and outdoor areas.
Your mentor teacher will assist you. This includes bus schedules, parking of cars, security measures, bicycle and locker rules, lunch schedules, students’ exit and entrance schedules and procedures, hallway monitoring expectations, playground or campus rules, etc.

Meet your teaching colleagues and building staff.
While your mentor teacher will introduce you to some of the staff, you should make a point to meet the principal, advisors, curriculum directors, librarians, custodians, nurses, and secretaries.

Find out about teacher regulations, the expected hours for teachers to come and go and what to do in case your mentor teacher is absent.
Learn immediately about student discipline and classroom management procedures. Notice how extra class duties are assigned among teachers. Read the school bulletins. Pay attention to announcements. Learn the library rules and policies. Participate in the establishment of the class schedule, if possible.

Learn what to do in case of emergency.
Be able to detect fire drill bells, earthquake alarms, etc. Know the procedures for such drills. Know the procedures for dealing with accidents, fights, and student injury.

Participate in the classroom.
During the first part of your student teaching, you will have the opportunity to help with routine matters of the classroom. Take the time before you are actually teaching to learn about the students, their families and backgrounds. Become familiar with instructional materials and routines. Observe what is going on in and around the classroom. Notice the decor of the room and procedures for moving from place to place, activity to activity. Notice the teacher’s procedures and policies for seating arrangements, entering and exiting the classroom, collection of papers and record keeping. While observing is crucial at this time, take the initiative to participate early in as many classroom activities as possible. Our MAT students in the past offer the following suggestions:

- Learn the daily schedule and internalize it.
- Learn the names of the students right away.
- Be available to greet students as they enter the room.
• Take attendance and do routine collecting chores.
• Learn and enforce the school and classroom rules for student behavior.
• Accompany students to relevant out-of-class activities, such as assemblies and the lunchroom.
• Read and respond to some student papers for practice in feedback and response and to get insight into student abilities.
• Get up-front and/or into a teaching role where appropriate.
• Aid in improving the room environment: Help with chores, develop bulletin boards, read notices, and help locate supplementary books and materials.
• Review texts and books used in class for both content and design.
• Assist individual students during work periods.
• Assist teacher in the organization of materials for learning.
• Discuss planning with your mentor teacher.
• Assist with testing and scoring of tests when appropriate.
• Participate in class discussions.
• Use any special abilities or special knowledge in art, music, storytelling, content area experiences that might enhance the class.
• Be alert to the needs of students who may benefit from added materials or activities.
• Become familiar with stories and subject matter appropriate to your students’ interests, backgrounds, and levels of sophistication. Bring supplementary materials to class such as pictures, or exhibits or units studied. Use college resources and the Powell Resource Center.
• Help less able students in weak areas or help the student who has been absent.
• Discover new ideas on methods and interesting subject matter which may fit into the class and discuss them with your mentor teacher.
• Don’t wait to be asked. Always react promptly to the suggestions of your mentor teacher. Be alert. Anticipate what may need to be done.

There is no guarantee that you will have the opportunity to do all of the things listed above, but you should try to do as many as possible. Plan a program of specific activities with the help of your mentor teacher.

There is a readiness period needed for better understanding of everything that is a part of the teaching situation so be patient during the initial weeks and absorb as much as you can from watching and assisting the mentor teacher. The readiness period is not the same for all student teachers, but 2 - 3 weeks should put you in an area where you begin to be responsible for planning and instruction.
II. OBSERVATION
Observation of teaching will continue throughout student teaching. During the first weeks you will have the opportunity to observe what goes on in the classroom, very similar to your experience in fall placements. We include the following list as a guide/reminder to help you notice different aspects of teaching. You may wish to take notes as seems applicable to your interests and needs.

The following are four aspects of observation with specific suggestions of what to look for in an effective, useful observation.

1. **Recognize individual differences.**
   (a) Which students are leaders? Followers?
   (b) Which students finish their work first?
   (c) What do students do in their free time?
   (d) In what ways do students show interest or indifference to what is going on?
   (e) Which students are consistently cooperative? Which are not?
   (f) Which students participate in a group? Which do not?
   (g) Which students demand more teacher time? Which are self directed?
   (h) Which students demonstrate superior ability? Which do not?
   (i) How do students demonstrate different learning styles?
   (j) How are cultural differences observed?
   What insights can you gain about students from these observations?

2. **Observing classroom customs.**
   (a) How is daily routine handled?
   (b) Who is responsible for heating, lighting, doors?
   (c) What happens when a child is ill?
   (d) What is the routine for hall passes, leaving the room, etc.?
   (e) What do students in class do with their free time?
   (f) What is the role of the principal in the class routine?
   What insights can you gain about class culture from your observations?

3. **Observing the teaching process.**
   (a) What are the teacher’s objectives in teaching a lesson?
   (b) What materials are used to help accomplish these purposes?
   (c) What teaching methods are being used?
   (d) Are the methods successful and to what degree?
   (e) Is there evidence of teacher preparation?
   (f) Does the teacher modify and adjust his/her plan and if so where?
   (g) How are unexpected events handled?
   (h) What are the successful features of the lesson?
   (i) Was the success due more to the teacher’s personality or the application of good learning principles?
   What insights can you gain about teaching observation from your observations?

4. **Observe the learning process.**
   (a) Which seems to be the most interesting class activity? Which seems to be the least interesting to the students? Why?
   (b) Which skills are being developed?
   (c) What attitudes and understandings are being formed?
   (d) What’s the hidden curriculum? What alternative messages are students learning beyond the teacher’s stated objectives?
   (e) Are their added activities available for students to use in their spare time?
   (f) How is learning measured and reported to students, parents and the teacher?
   What insights can you gain about the learning process from these observations?
Evaluation of Student Teachers

The final evaluation of your skills in teaching is based on the results of ongoing observations and evaluations throughout the term. You will receive regular feedback from your university supervisor and mentor teacher in relation to your progress towards certain objectives throughout the term, so you may initiate ongoing short term plans for your improvement. In addition, your mentor and supervisor use formal evaluation instruments to assess your readiness for certification. Your supervisor will fill out the Washington State Performance-Based Assessment of Pedagogy. A full copy of this instrument will be distributed separately. We have also attached another instrument that mentor teachers use to evaluate your teaching (see Appendix A).

At the mid-point in the term, you will sit down in a three-way conference with your mentor teacher and university supervisor. Your performance will be discussed in light of your own personal goals and also the criteria on the assessment instruments. A formal assessment of your progress will be given, with areas of strengths and needed improvement identified. You will be expected to refine your goals and identify areas of growth as you move toward your final assessment. We often look less for perfect performance, but for evidence of reflective practice, honest assessment, and a trajectory of growth.

While conferences are intended to be supportive, it is important to understand that constructive criticism is a healthy part of the process. These evaluations are opportunities for growth, and critical feedback is essential. We encourage you to prepare for a variety of kinds of feedback. Perhaps the best preparation is to be an active reflective practitioner, so that you are processing strengths and weaknesses and asking why on a daily basis.

A final evaluation of your performance is made at the end of the term by both the mentor teacher and the university supervisor. This evaluation will go into your file as a final assessment of your student teaching. Again, the School of Education makes the final decision regarding candidate readiness for certification, although the mentor teacher’s evaluation is given substantial weight and is often decisive in our decision-making.

Understand also that your mentor teacher or university supervisor can choose, at any time, to end your placement, if either or both feel that your performance is seriously inadequate or if student learning is being severely jeopardized.

Letters of Recommendation

Teaching candidates typically create a Reference File through our office of Career and Employment Services and include letters of recommendation from student teaching in this file. Three letters are considered essential, one each from your mentor, supervisor, and school principal. Other letters can be helpful—from a faculty member, for example—but generally the Reference File holds three letters of recommendation. You will need to solicit these letters during your placement, and we encourage you to actively build relationships with those you will ask to write for you. It is very helpful, though not essential, for all reference writers (including the principal or UPS faculty member) to have observed you in the classroom during student teaching.
APPENDIX A: UPS STUDENT TEACHING EVALUATION FORM

□ Midsession Report
□ Final Report
□ Other

UNIVERSITY OF PUGET SOUND
STUDENT TEACHER EVALUATION

Name of Student Teacher ____________________________ (Last) (First) (Middle)

Cooperating School _______________________________ Mentor teacher _______________________________

Subject and/or Grade Level __________ University Supervisor ________________________________

INSTRUCTIONS:
Listed below are statements which we believe are major components of successful teaching. Please indicate your assessment of the Student Teacher's performance, in relation to others with similar experience, by placing an (X) in the appropriate box on the 5-point scale.

The Student has (5) demonstrated an Excellent job of meeting this competency.
(4) demonstrated a Good job of meeting this competency.
(3) demonstrated a Fair job of meeting this competency.
(2) had some difficulty in meeting this competency.
(1) has not demonstrated this competency at this time.
(NA) not applicable

I. Professional characteristics and responsibilities

A. WORK ETHIC
   1. Attends consistently and punctually 1.
   2. Completes work in a timely fashion 2.
   3. Works responsibly and thoroughly 3.
   5. Identifies tasks to be done without requiring excessive direction from others 5.
   6. Displays a positive attitude 6.

B. INTERPERSONAL SKILLS
   1. Listens to others 1.
   2. Actively works to build relationships with colleagues 2.
   3. Interacts positively with building personnel 3.
   5. Considers other points of view 5.
   6. Considers the time and needs of others 6.

C. PROBLEM SOLVING
   1. Anticipates, frames and solves everyday problems 1.
   2. Asks appropriate and clarifying questions 2.
   3. Responds positively to feedback 3.
   5. Resolves professional dilemmas ethically 5.

D. OTHER
   1. Dresses professionally 1.
   2. Enjoys teaching and students 2.
   3. Exhibits knowledge of the responsibilities, structure, and activities of the profession 3.
5. Is familiar with and follows district and building policies

II. Classroom Instruction

A. INSTRUCTIONAL METHODOLOGY
1. Develops effective daily lesson plans that reflect understanding of the state learning goals and academic essential learning requirements.
2. Demonstrates knowledge of the content areas taught including relevant methods and the essential areas of study for each endorsement area
3. Develops effective long range plans or unit plans
4. Uses diagnosis of students' previous work in planning
5. Creates opportunities for inquiry and active learning
6. Interacts with students positively and skillfully
7. Plans and allows for a variety of student approaches to learning
8. Supports interactive, learning-oriented talk among students
9. Uses questioning strategies effectively
10. Shows understanding of students' developmental needs
11. Implements effective instructional strategies for students at varied levels of academic abilities
12. Supports students with diverse cultural and linguistic backgrounds
13. Support student literacy throughout the curriculum and/or within content areas
14. Uses educational technology including the computer in instruction, assessment and professional productivity
15. Interacts positively with parents to support students' learning and well-being
16. Involves parents in the learning process of their children, when appropriate

B. CLASSROOM MANAGEMENT AND DISCIPLINE
1. Maintains a positive affective environment
2. Maintains instructional momentum
3. Motivates students to learn
4. Handles student disruptions quickly and effectively.
5. Handles transitions effectively.
6. Monitors student learning activities effectively
7. Encourages community and positive social interaction
8. Uses authority and disciplinary consequences appropriately

C. ASSESSMENT
1. Demonstrates ability to use both formal and informal assessment strategies
2. Use assessment to plan future instruction
3. Understands and uses backward design principles, where possible
4. Communicates assessment approaches and purposes to students
5. Evaluates individual student performances
6. Creates assessments that call for integration of knowledge, performance, and/or higher order thinking
7. Uses self assessment to improve practice

COMMENTS:

Date ___________________________ Student Teacher ___________________________ Evaluator ___________________________

University of Puget Sound  Handbook for Student Teaching 2009-2010
PERFORMANCE-BASED PEDAGOGY ASSESSMENT

Instructional Plan

For each PPA lesson, please prepare a written instructional Plan. Include descriptions or documentation related to your assessment strategies (e.g., copy of assignments, rubric) and any other materials or resources you will use. A sample Instructional Plan format is provided that includes the minimum requirements described below. Each college/university may have additional requirements you need to include in the Instructional Plan.

Learning Targets

In this section of the Instructional Plan, you must list the learning targets for your lesson. Your learning targets should clearly state what you expect students to know and be able to do as a result of the lesson. You should select learning targets appropriate to the EALRs and state learning goals, district goals, or school and classroom goals. Your learning targets must be meaningful, developmentally and instructionally appropriate, focus on outcomes that can be assessed, and incorporate a multicultural perspective.

Assessment Strategies

In this section of your Instructional Plan, you must describe the assessment strategies you will use to determine that your teaching has positively impacted student learning. Provide your supervisor with descriptions or documentation related to the assessment strategies. Your assessment strategies must measure the outcomes reflected in the learning targets. You must use multiple approaches to assessing learning and use assessment information for both formative and summative purposes. Your assessment strategies should indicate how you will provide feedback to the students about their performance, and include opportunities for students to self assess and reflect on their learning.

Grouping of Students for Instruction

Create opportunities for students to work individually and in different group arrangements that build academic competence for low status/historically marginalized students.

Learning Experiences

This section of your Instructional Plan must describe the specific learning experiences you will use to support student learning of the outcomes delineated in the learning targets. Your learning experiences should address multiple approaches to learning, including those that are responsive to students' cultural backgrounds, ethnicity, first language development, English acquisition, socio-economic status, and gender.
You must include accommodations for the specific learning needs of students. Your learning experiences must also:

- Account for students' prior knowledge, skills, experiences, and developmental levels;
- Reflect the research and principles of effective practice;
- Engage low status/historically marginalized students;
- Incorporate a transformative multicultural perspective; and
- Stimulate student problem solving and critical thinking skills.

Your learning experiences must include strategies for creating an inclusive, supportive learning community, and provide opportunities for students to become intrinsically motivated and engaged in their own learning.

**Instructional Materials, Resources, and Technology**

In this section, describe or provide to your evaluator the resources you plan to use for the lesson. You should describe the community resources you will use for the lesson, as well as the technology that you will use to support and enhance instruction and student learning. Materials and other resources should incorporate a transformative multicultural perspective.
SCORING RUBRIC

Candidate__________________________ Supervisor__________________________ Cooperating Teacher__________________________

School__________________________ School District__________________________ Grade Level(s)__________________________

PAA Administration Dates: 1st________ 2nd________ 3rd________ 4th________

June 2004

1. The teacher candidate sets learning targets that address the Essential Academic Learning Requirements and the state learning goals.

Source of Evidence Instructional Plan, Instructional Plan Rationale

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Not Met</th>
<th>Met</th>
<th>Comments (evidence of performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Alignment</td>
<td>The plan's learning targets are not aligned with EALRs, state learning goals, district goals, and school and classroom goals.</td>
<td>The plan's learning targets are explicitly aligned with EALRs, state learning goals, district goals, and school and classroom goals.</td>
<td>☐ Met ☐ Not Met ☐ Not Observed</td>
</tr>
<tr>
<td>B. Meaningfulness/Importance</td>
<td>The plan's learning targets represent trivial learning and lack potential for fostering student critical thinking and problem solving.</td>
<td>The plan's learning targets represent valuable learning and foster student critical thinking and problem solving.</td>
<td>☐ Met ☐ Not Met ☐ Not Observed</td>
</tr>
<tr>
<td>C. Developmental and Instructional Appropriateness</td>
<td>The plan's learning targets are not appropriate for the development, prerequisite knowledge, skills, experiences, and backgrounds of students or student characteristics and needs.</td>
<td>The plan's learning targets are appropriate for all students in the class and are adapted where necessary to the needs of individual students.</td>
<td>☐ Met ☐ Not Met ☐ Not Observed</td>
</tr>
<tr>
<td>D. Accuracy</td>
<td>The plan's learning targets represent activities rather than learning outcomes and cannot be assessed.</td>
<td>The plan's learning targets define learning outcomes and can be assessed.</td>
<td>☐ Met ☐ Not Met ☐ Not Observed</td>
</tr>
<tr>
<td>E. Multicultural Perspectives</td>
<td>The plan's learning targets lack transformative multicultural knowledge, reasoning, performance skills, products, or dispositions.</td>
<td>The plan's learning targets are grounded in transformative multicultural knowledge, reasoning, performance skills, products, or dispositions.</td>
<td>☐ Met ☐ Not Met ☐ Not Observed</td>
</tr>
</tbody>
</table>
2. The teacher candidate demonstrates knowledge of the characteristics of students and their communities.

**Source of Evidence:** Instructional Plan, Instructional Plan Rationale

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Not Met</th>
<th>Met</th>
<th>Comments (evidence of performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Developmental Characteristics</td>
<td>The plan reflects minimal or inaccurate understanding of students' developmental characteristics.</td>
<td>The plan reflects understanding of students' developmental characteristics.</td>
<td>□ Met □ Not Met □ Not Observed</td>
</tr>
<tr>
<td>B. Exceptionalities</td>
<td>The plan reflects minimal or inaccurate understanding of students' exceptionalities and special learning needs.</td>
<td>The plan reflects understanding of students' exceptionalities and special learning needs.</td>
<td>□ Met □ Not Met □ Not Observed</td>
</tr>
<tr>
<td>C. Cultural Backgrounds, Ethnicity, Language Development, Socioeconomic Status (SES), Gender</td>
<td>The plan reflects minimal or inaccurate understanding of students' cultural backgrounds, ethnicity, first language development, English acquisition, SES, and gender.</td>
<td>The plan reflects understanding of students' cultural backgrounds, ethnicity, first language development, English acquisition, SES, and gender.</td>
<td>□ Met □ Not Met □ Not Observed</td>
</tr>
<tr>
<td>D. Approaches to Learning</td>
<td>The plan reflects minimal or inaccurate understanding of students' varied approaches to learning.</td>
<td>The plan reflects understanding of students' varied approaches to learning.</td>
<td>□ Met □ Not Met □ Not Observed</td>
</tr>
<tr>
<td>E. Prior Knowledge and Skills</td>
<td>The plan reflects minimal or inaccurate understanding of students' knowledge and skills relative to the learning targets.</td>
<td>The plan reflects understanding of students' knowledge and skills relative to the learning targets for each student, including those with special needs.</td>
<td>□ Met □ Not Met □ Not Observed</td>
</tr>
<tr>
<td>F. Community Factors that Impact Student Learning</td>
<td>The plan reflects minimal or inaccurate understanding of community factors that impact student learning.</td>
<td>The plan reflects understanding of how to use students' community as support for activities, resources, and learning strategies.</td>
<td>□ Met □ Not Met □ Not Observed</td>
</tr>
</tbody>
</table>
3. The teacher candidate plans and establishes effective interactions with families to support student learning and well-being.

**Source of Evidence:** Plan for using personal contact with families (e.g., telephone, home visit, family conferences, and/or written messages)

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Not Met</th>
<th>Met</th>
<th>Comments (evidence of performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Appropriateness</td>
<td>There are no plans for interactions with families OR interactions presented in the plan are inappropriate for the language and level of understanding of families.</td>
<td>The plan’s interactions with families are specifically adapted to the language and level of understanding of each student and his or her family, including low-status/historically marginalized families.</td>
<td>☑ Met ☐ Not Met ☐ Not Observed</td>
</tr>
<tr>
<td>B. Purpose</td>
<td>Interactions in the plan focus primarily on negative student behavior and performance.</td>
<td>The plan for family interaction provides and elicits information regarding student learning and well-being, including low-status/historically marginalized families.</td>
<td>☑ Met ☐ Not Met ☐ Not Observed</td>
</tr>
<tr>
<td>C. Cultural Responsiveness</td>
<td>Interactions in the plan are routine with little or no effort to make interactions culturally responsive.</td>
<td>The plan’s interactions with families are culturally responsive for each student and his or her family.</td>
<td>☑ Met ☐ Not Met ☐ Not Observed</td>
</tr>
<tr>
<td>D. Two-Way Communication</td>
<td>The plan provides limited opportunities for families to engage in communication about the learning progress and well-being of their children.</td>
<td>The plan provides adequate opportunities for families to engage in communication or activities to support student learning and well-being.</td>
<td>☑ Met ☐ Not Met ☐ Not Observed</td>
</tr>
</tbody>
</table>

4. The teacher candidate designs assessment strategies that measure student learning.

**Source of Evidence:** Instructional Plan. Include descriptions or documentation related to the assessment strategies (e.g., copy of assignments, description of strategies, rubric)

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Not Met</th>
<th>Met</th>
<th>Comments (evidence of performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Alignment</td>
<td>The plan’s assessment strategies are not aligned with the learning targets.</td>
<td>The plan’s assessment strategies are aligned with the learning targets.</td>
<td>☑ Met ☐ Not Met ☐ Not Observed</td>
</tr>
<tr>
<td>B. Technical Soundness</td>
<td>The plan’s assessment strategies do not measure the intended outcomes of the learning targets.</td>
<td>The plan includes assessments that measure the student outcomes reflected in the learning targets.</td>
<td>☑ Met ☐ Not Met ☐ Not Observed</td>
</tr>
</tbody>
</table>

---

A project of the Washington Association of Colleges for Teacher Education in collaboration with the Office of the Superintendent of Public Instruction
### Criteria and Observations

<table>
<thead>
<tr>
<th>C. Formative and Summative Assessment</th>
<th>The plan does not provide for the use of both formative and summative assessment data to evaluate the impact on student learning.</th>
<th>The plan provides for the use of both formative and summative assessment data to evaluate impact on student learning.</th>
<th>□ Met □ Not Met □ Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>D. Multiple Modes and Approaches</td>
<td>The plan's assessment strategies employ a single assessment mode or approach.</td>
<td>The plan includes opportunities for students to engage in a variety of assessments that measure their performance relative to the learning targets.</td>
<td>□ Met □ Not Met □ Not Observed</td>
</tr>
<tr>
<td>E. Feedback</td>
<td>The plan's assessment strategies provide no opportunities for students to receive feedback.</td>
<td>The plan includes opportunities for students to receive feedback regarding their performance relative to the learning targets.</td>
<td>□ Met □ Not Met □ Not Observed</td>
</tr>
</tbody>
</table>

5. **The teacher candidate designs instruction based on research and principles of effective practice.**

**Source of Evidence:** Instructional Plan, Instructional Plan Rationale

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Not Met</th>
<th>Met</th>
<th>Comments (evidence of performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Alignment</td>
<td>The plan's learning activities are not aligned with learning targets and assessments.</td>
<td>The plan's learning activities are aligned with learning targets and assessments.</td>
<td>□ Met □ Not Met □ Not Observed</td>
</tr>
<tr>
<td>B. Lesson Sequence</td>
<td>The plan's learning activities are unrelated to prior learning and do not support the learning targets.</td>
<td>The plan's learning activities account for prior learning and support the learning targets.</td>
<td>□ Met □ Not Met □ Not Observed</td>
</tr>
<tr>
<td>C. Research-Based Pedagogy</td>
<td>The plan fails to connect instruction to research and principles of effective practice that are developmentally appropriate, culturally responsive, gender sensitive, and inclusive of all students including low-status/historically marginalized students.</td>
<td>The plan is based on research and principles of effective practices that are developmentally appropriate, culturally responsive, gender sensitive, and inclusive of all students including low-status/historically marginalized students.</td>
<td>□ Met □ Not Met □ Not Observed</td>
</tr>
<tr>
<td>D. Academic Knowledge and Perspective</td>
<td>The plan reflects a single viewpoint OR uses multicultural or gender academic knowledge only as an add-on to instruction that reflects the dominant culture.</td>
<td>The plan describes how instructional strategies extend beyond the existing diversity of the students in the class and expand material to incorporate a range of transformative multicultural and gender-relevant subject matter content.</td>
<td>□ Met □ Not Met □ Not Observed</td>
</tr>
<tr>
<td></td>
<td>Culturally Responsive Learning Activities</td>
<td>The plan employs a single learning strategy or method throughout the lesson or limits student opportunity to learn from one another in a democratic and caring environment.</td>
<td>The plan employs a variety of learning experiences that build on and recognize the academic competence of each student and encourages critical thinking and collaborative learning in a democratic and caring environment.</td>
</tr>
<tr>
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<td>------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
</tr>
<tr>
<td>F.</td>
<td>Materials and Resources</td>
<td>The plan utilizes learning materials and learning tasks that primarily represent the dominant culture or a single gender.</td>
<td>The plan utilizes learning materials and engages in learning tasks that incorporate transformative multicultural and gender perspectives.</td>
</tr>
<tr>
<td>G.</td>
<td>Use of Technology</td>
<td>The plan incorporates few opportunities for students to learn with varied technologies.</td>
<td>The plan utilizes technology to support and enhance instruction and student learning.</td>
</tr>
<tr>
<td>H.</td>
<td>Heterogeneous Grouping</td>
<td>The plan's learning activities exclude heterogeneous cooperative learning groups.</td>
<td>The plan provides opportunities for students to engage in a variety of learning experiences including heterogeneous cooperative learning groups that build and recognize academic competence of all students, including low-status/historically marginalized students.</td>
</tr>
<tr>
<td>I.</td>
<td>Student Engagement</td>
<td>The plan provides no opportunities for students to become intrinsically motivated or engaged in their own learning.</td>
<td>The plan describes how students will become intrinsically motivated and engaged in their own learning.</td>
</tr>
</tbody>
</table>

6. The teacher candidate aligns instruction with the plan and communicates accurate content knowledge.

**Source of Evidence:** Classroom Observation

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Not Met</th>
<th>Met</th>
<th>Comments (evidence of performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Alignment</td>
<td>Classroom instruction and the instructional plan are not aligned.</td>
<td>Classroom instruction is aligned with the instructional plan.</td>
<td></td>
</tr>
<tr>
<td>B. Meaningful Opportunities to Learn</td>
<td>Students have limited opportunities to learn the key skills and concepts needed to reach the learning targets.</td>
<td>Students are learning the key skills and concepts needed to reach the learning targets.</td>
<td></td>
</tr>
<tr>
<td>C. Accuracy</td>
<td>The teacher candidate makes content errors.</td>
<td>The teacher candidate demonstrates accurate knowledge.</td>
<td></td>
</tr>
<tr>
<td>D. Interdisciplinary Instruction</td>
<td>Students participate in tasks that focus on a single discipline without making connections to other subject areas.</td>
<td>Students are engaged in tasks that provide interdisciplinary connections with other subject areas.</td>
<td>□ Met □ Not Met □ Not Observed</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>E. Culturally Responsive and Gender-Sensitive Instruction</td>
<td>Students participate in tasks that represent limited cultural and gender-sensitive perspectives.</td>
<td>Students respond using multicultural and gender-sensitive perspectives.</td>
<td>□ Met □ Not Met □ Not Observed</td>
</tr>
</tbody>
</table>

7. Students participate in a learning community that supports student learning and well-being.

Source of Evidence: Classroom Observation

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Not Met</th>
<th>Met</th>
<th>Comments (evidence of performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Democratic Classroom</td>
<td>Students do not participate in the development of classroom behavioral expectations and norms.</td>
<td>Students participate in the development of classroom behavioral expectations and norms (e.g., provide input regarding rules or procedures, are involved in conflict resolution).</td>
<td>□ Met □ Not Met □ Not Observed</td>
</tr>
<tr>
<td>B. Respect</td>
<td>Classroom interactions between students and teacher candidate or between peers are disrespectful.</td>
<td>Classroom interactions between students and teacher candidate or between peers reflect respect for others.</td>
<td>□ Met □ Not Met □ Not Observed</td>
</tr>
<tr>
<td>C. Learning Community</td>
<td>In group activities, some students act independently or fail to support one another's inquiry/learning or exclude low-status/historically marginalized students.</td>
<td>Students support one another in group learning activities and include low-status/historically marginalized students.</td>
<td>□ Met □ Not Met □ Not Observed</td>
</tr>
<tr>
<td>D. Self-Directed Learning</td>
<td>Students have no opportunity to express their opinions and provide suggestions regarding their own learning.</td>
<td>Students express their opinions and provide suggestions regarding their own learning.</td>
<td>□ Met □ Not Met □ Not Observed</td>
</tr>
<tr>
<td>E. Diverse Perspectives</td>
<td>Students demonstrate disrespect for the multicultural and gender perspectives expressed by others.</td>
<td>Students show respect for multicultural and gender perspectives expressed by others.</td>
<td>□ Met □ Not Met □ Not Observed</td>
</tr>
</tbody>
</table>
F. Heterogeneous Groups

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students do not participate in heterogeneous cooperative learning groups OR heterogeneous cooperative learning groups fail to build the academic competence of all students including low-status/historically marginalized students.</td>
<td>Students engage in a variety of learning experiences including heterogeneous cooperative learning groups that build and recognize academic competence of students, including low-status/historically marginalized students.</td>
</tr>
</tbody>
</table>

8. Students engage in learning activities that are based on research and principles of effective practice.

Source of Evidence: Classroom Observation

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Met</th>
<th>Comments (evidence of performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Questioning and Discussion Techniques</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students experience learning activities that include limited opportunities to pose and answer questions.</td>
<td>Students answer and pose questions and engage in cooperative discussions that enhance learning, critical thinking, transformative multicultural thinking, and problem solving.</td>
<td>Met</td>
</tr>
<tr>
<td>B. Delivery and Pacing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students experience learning activities that are too slow or rushed OR are not mindful of the academic competence of low-status/historically marginalized students.</td>
<td>Students engage in learning activities that are paced appropriately for all students, are culturally responsive, and allow for reflection and closure as appropriate.</td>
<td>Met</td>
</tr>
<tr>
<td>C. Differentiated Instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students experience undifferentiated learning activities.</td>
<td>Students engage in learning activities that are adjusted to meet their individual backgrounds, strengths, and needs and are culturally and gender responsive.</td>
<td>Met</td>
</tr>
<tr>
<td>D. Active Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students are not engaged in learning activities OR low-status/historically marginalized students are disproportionately disengaged.</td>
<td>Students are cognitively engaged in the learning activities and initiate or adapt activities to enhance understanding.</td>
<td>Met</td>
</tr>
<tr>
<td>E. Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students have no opportunities to use technology as part of the learning or assessment process.</td>
<td>Students use technology when engaging in learning or the demonstration of their learning</td>
<td>Met</td>
</tr>
</tbody>
</table>
9. Students experience effective classroom management and discipline.

**Source of Evidence:** Classroom Observation

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Not Met</th>
<th>Met</th>
<th>Comments (evidence of performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Use of Classroom Materials</td>
<td>Students use the classroom space and materials with little regard for order and others.</td>
<td>Students find, use, and return classroom materials respectfully and efficiently with regard for order and others.</td>
<td>☐ Met ☐ Not Met ☐ Not Observed</td>
</tr>
<tr>
<td>B. Equitable Discipline</td>
<td>Some students, such as low-status/historically marginalized students, are disproportionately disciplined in comparison to other students.</td>
<td>Students are fairly and equitably disciplined.</td>
<td>☐ Met ☐ Not Met ☐ Not Observed</td>
</tr>
<tr>
<td>C. Transitions</td>
<td>Students have limited success changing from one learning task to another without disruptions in the flow of learning.</td>
<td>Students move between learning tasks in an efficient manner.</td>
<td>☐ Met ☐ Not Met ☐ Not Observed</td>
</tr>
<tr>
<td>D. Response to Interventions</td>
<td>Students demonstrate little or no response to interventions.</td>
<td>Students positively respond to teacher suggestions and interventions in order to make adjustments to appropriate learning behaviors.</td>
<td>☐ Met ☐ Not Met ☐ Not Observed</td>
</tr>
<tr>
<td>E. Democratic Practices</td>
<td>Students have limited opportunities to experience democratic classroom practices.</td>
<td>Students are engaged in democratic classroom management practices.</td>
<td>☐ Met ☐ Not Met ☐ Not Observed</td>
</tr>
</tbody>
</table>

10. The teacher candidate and students engage in activities that assess student learning.

**Source of Evidence:** Classroom Observation, documentation of student learning (e.g., formative or summative results)

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Not Met</th>
<th>Met</th>
<th>Comments (evidence of performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Alignment</td>
<td>Students are not engaged in assessments that are aligned with learning targets.</td>
<td>Students engage in assessment activities that are aligned with learning targets.</td>
<td>☐ Met ☐ Not Met ☐ Not Observed</td>
</tr>
<tr>
<td>B. Multiple Modes and Approaches</td>
<td>All students engage in the same assessment strategy to measure their performance.</td>
<td>Students engage in a variety of assessments that measure their performance relative to the learning targets.</td>
<td>☐ Met ☐ Not Met ☐ Not Observed</td>
</tr>
<tr>
<td>C. Feedback</td>
<td>Some students receive limited feedback regarding their performance.</td>
<td>Students receive constructive, timely feedback based on assessment results.</td>
<td>☐ Met ☐ Not Met ☐ Not Observed</td>
</tr>
<tr>
<td>D. Understanding of Assessment</td>
<td>Students demonstrate a lack of understanding of the relationship between assessment activities and the learning targets</td>
<td>Students demonstrate an understanding of the relationship between the assessments and learning targets</td>
<td>□ Met □ Not Met □ Not Observed</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>E. Self-Assessment</td>
<td>Students are not involved in self-assessment related to the learning targets.</td>
<td>Students engage in self-assessment related to the learning targets.</td>
<td>□ Met □ Not Met □ Not Observed</td>
</tr>
<tr>
<td>F. Student Reflection</td>
<td>Students do not reflect on their performance relative to learning targets.</td>
<td>Students reflect on their performance in order to evaluate progress over time relative to learning targets.</td>
<td>□ Met □ Not Met □ Not Observed</td>
</tr>
<tr>
<td>G. Positive Impact on Student Learning</td>
<td>Assessment results reflect insignificant learning relative to the learning targets by at least some students.</td>
<td>Assessment results show the expected amount of learning relative to the learning targets by all students.</td>
<td>□ Met □ Not Met □ Not Observed</td>
</tr>
</tbody>
</table>

The Candidate □ has □ has not met all the standards and criteria of the Performance-Based Pedagogy Assessment.

Candidate Signature_________________________ Supervisor Signature_________________________ Date__________
APPENDIX B: SUBSTITUTING POLICY

University of Puget Sound
School of Education

Policy on Student Teaching & Substituting

Students receive 3.0 units of academic credit for student teaching. The University requires that students complete 15 weeks of student teaching in assigned placement(s) and one week of observation of special needs students during this term.

The purpose of student teaching is to give students an opportunity for supervised and guided independent teaching. Student teaching is also the point at which a student demonstrates competence required by certification standards. The requirements are set by state regulation and by University academic policy.

As districts find it harder and harder to get substitute teachers, our students may be asked to serve as substitutes. The school of education, as a general policy, does not allow the hiring of our students as substitutes during student teaching. This policy holds true for student teaching candidates with past substituting experience or those who may hold an emergency certificate. However, we will on occasion issue a provisional certificate one or two weeks before the end of student teaching to allow a student to substitute under the following circumstances:

1. The student must have clearly demonstrated the ability to manage a classroom independently.

2. The building principal must make the request to the Dean of Education prior to the actual day of substituting. Such substituting is for prearranged teacher absences, not day-to-day substitute needs. Requests must be made far enough ahead of time to allow school and University personnel to discuss the request and seek input from the supervisor if it is needed.

3. The student is to serve as a substitute for the cooperating teacher. The student may serve as a substitute for another teacher in the building if the principal and the Dean, or the Dean’s designee, agree that there is sufficient support in place for the student teacher.

4. Under no circumstance will a certificate be issued to allow the student to serve as a “floating substitute” or in the general substitute pool. Such teaching would not allow University supervision, nor would it provide the student with a consistent and supported experience.

5. If a long-term substitute position will extend into the period of the MAT final summer semester, the student’s first responsibility is to MAT coursework. Permission must be requested from the students’ summer course professors to miss any classes. If permission is not granted, the student is responsible for notifying his or her school so that arrangements can be made for alternative substitute coverage.
MENTOR TEACHER ADVISORY COUNCIL

The School of Education at the University of Puget Sound sponsors an advisory council of mentor teachers who have worked successfully with our MAT students over a period of several years. The council currently includes active mentors, instructional supervisors, and current MAT students. We meet twice each semester to discuss mentoring issues, communication between university and schools, transitions to teaching in school settings, and supports for mentor teacher development.

Mentor Teacher Advisory Council (MTAC) participants for 2009-2010 include:
Erin O’Morlen, Washington-Hoyt Elementary........eodonnel@tacoma.k12.wa.us
Bruce Story, Stafford Elementary........................bstory@tacoma.k12.wa.us
Anne Pew, MAT secondary.................................apew@pugetsound.edu
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Barb Holme, UPS instructional supervisor...................bholme@pugetsound.edu
Jennice King, UPS instructional supervisor....................jking@pugetsound.edu
Heather Jaasko-Fisher, UPS instructional supervisor.....hafisher@pugetsound.edu
Fred Hamel, UPS Director of School-Based Experiences....fhamel@pugetsound.edu

Recent MTAC members have included:
Matt Yarkosky, Harrison Preparatory
Jennifer Streun, Whittier Elementary
Patrice Raz, Northeast Tacoma Elementary
Marlene Rossi, Pt. Defiance Elementary
Sandra Goldsborough, Meeker Middle School
Bernadette Ray, Lincoln High School

If you have programmatic suggestions for the UPS school-based program, or if you are interested in receiving or providing support for mentoring, the advisory council is willing to respond and/or to take agenda items for discussion. Please feel free to contact Fred Hamel or any current member of the council.

Recent MTAC Issues discussed:
- coaching and feedback practices for mentors
- goals & purposes for fall observation placements
- managing transitions in authority from mentor to student teacher
- communication instruments between university and mentors
- evaluation procedures for practicum students and student teachers
- strategies for initial contact between UPS candidate and mentor