

School of Education and Kinesiology

2019-2020

Alternative Routes to Certification

University Supervisor &

Mentor Teacher Handbook

Table of Contents

| | |
|---|----|
| Introduction & Administration | 2 |
| Program Overview and Description on Routes | 3 |
| Curricular Scope & Sequence | 4 |
| Candidate Expectations & Responsibilities | 5 |
| University Supervisor Expectations & Responsibilities | 5 |
| Mentor Teacher Expectations & Responsibilities | 6 |
| Assessment Forms - Overview & Instructions | 8 |
| Clock Hours for Mentor Teachers | 8 |
| Route 2: Mentor Teacher Guidelines | 8 |
| Route 3: Mentor Teacher Guidelines | 9 |
| Route 4: Mentor Teacher Guidelines | 14 |
| Assessment Forms - Timeline | 16 |
| Assessment Forms - Examples | 17 |
| Clock Hours Form | 21 |

Introduction

Thank you for agreeing to supervise and mentor our pre-service teacher certification candidates! The information contained in this handbook pertains to the supervision and field-based mentoring of candidates within the Alternative Routes to Certification program. To find additional information, or related policies and procedures of the School of Education and Kinesiology, refer to www.plu.edu/education.

Administration

The following faculty and staff members are available to assist candidates, university supervisors, cooperating teachers, principals and district staff regarding our certification programs.

Dr. Jan Weiss, *Associate Dean and Education Program Coordinator:*
weissjm@plu.edu

Dr. Mary Jo Larsen, *Assistant Dean:* larsenmj@plu.edu

Megan Anderson, *Coordinator of Field Placement:* megan.anderson@plu.edu

Diana Duclos, *Assistant to the Dean:* duclosdm@plu.edu

Ryan Branchini, *Coordinator of Admissions, Advising, and Certification:*
branchrc@plu.edu

Natalie Mendez, *Administrative & Program Assistant:* nmendez@plu.edu

The Education Department: 253.535.7272

Alternative Routes to Certification Program (ARC)

The Alternative Routes to Certification (ARC) program is designed for students who have already earned an undergraduate degree, bring prior experience in schools or content expertise from a career, and are seeking certification. The program runs for one year, beginning in June, provides the foundational tools to become an effective educator, and is heavily, but not entirely, based in the field. Candidates are expected to be in the field all day, everyday; however, teaching schedules will vary depending upon the candidate's route. The curricular scope and sequence is depicted on the following page.

Route 2: Designed for current classified staff who hold a minimum of a bachelor's degree. Route 2 candidates will continue their work as paraeducators. Throughout the year, the candidate will periodically assume the planning and teaching responsibilities including a sustained period in the spring.

Route 3: Designed for individuals with subject-matter expertise (e.g. career changers). Route 3 candidates will be placed in the classroom of a mentor teacher. The internship is full time in the school from the start of the K12 school year and will extend into the spring. Exact conclusion date is based on individual candidate performance and progress. In general Route 3 candidates will begin with observation and move quickly to co-teaching and eventually assume full responsibility teaching.

Route 4: Designed for individuals teaching with conditional certificates employed by a district. Route 4 candidates serve as the teacher of record. The mentor teacher will either be an experienced teacher in the building or full-time released mentor part of the district's beginning teacher support system.

All candidates will be assigned a University Supervisor who will provide support and feedback to the candidate in the field. Supervisors also complete formal observations and assessments of the candidate's teaching practice on behalf of PLU. Supervisors will conduct at least 7 visits over the course of the year.

All candidates are also assigned a mentor teacher to assist and guide them through the program. For route 4 candidates, this person may be a district beginning teacher mentor. Mentors for routes 2 and 3 candidates will be the teacher that they are primarily assigned to work with.

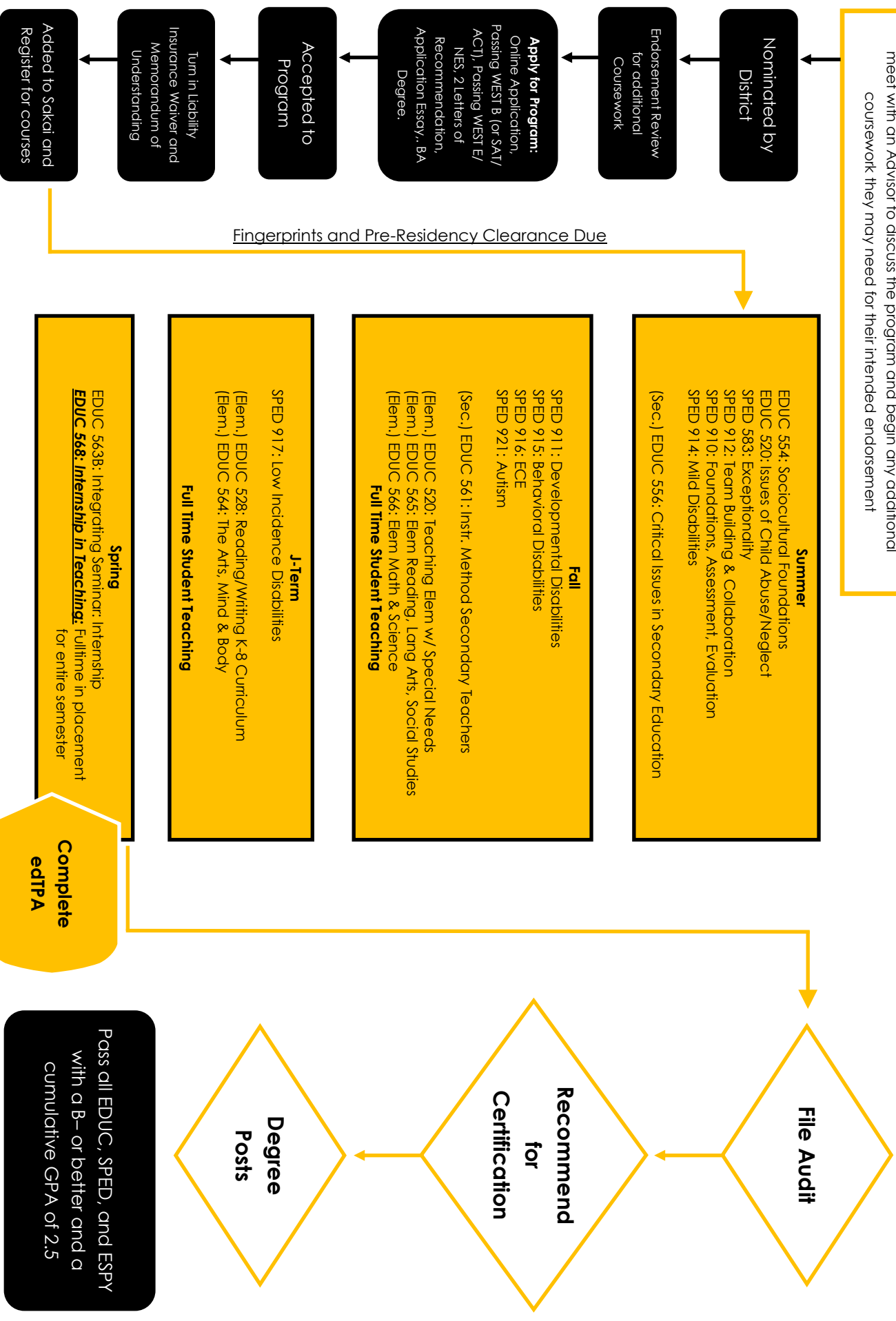
It is the role of the mentor teacher to observe the candidate formally and informally as well as conduct regular consultation. Continuous feedback is a necessary component of learning. It is expected that the candidate will maintain a folder or notebook of all observations and assessments.

During a candidate's full time teaching experience, he or she will need to complete the Teacher Performance Assessment (edTPA). The edTPA is a comprehensive written and videotaped performance assessment of teacher skills required for certification by the State of Washington. Candidates are not permitted to begin their edTPA until after January 31st.

PLU ALTERNATIVE ROUTES TO CERTIFICATION PROGRAM OVERVIEW

12-14-2017

Prospective students are encouraged to attend an information session, then meet with an Advisor to discuss the program and begin any additional coursework they may need for their intended endorsement



Candidate Expectations & Responsibilities

The year-long internship experience provides teacher candidates an opportunity to apply the knowledge, pedagogical skills, and values acquired throughout the program. Route 2 & 3 candidates will begin with observation and move to increasing responsibility including a minimum of eight weeks of full-time full responsibility teaching during the Spring Semester. As the teacher of record, Route 4 candidates will maintain full-responsibility for the entirety of the school year.

Candidates are expected to adhere to the Washington State Code of Professional Conduct and the following professional obligations:

- Follow the building/district expectations for arriving and leaving school each day.
- Provide supervisor with a classroom schedule that shows the daily routine and expected responsibilities.
- Participate in out-of-class responsibilities required of teachers (e.g. lunch duty, open house, faculty meetings, in-service workdays, parent-teacher conferences).
- Dress professionally and appropriately and follow school policies for casual dress days.
- Interact with students, faculty members, and school personnel in an ethical and professional manner.
- Be well prepared for all teaching sessions.
- Have a written plan (using PLU's lesson plan template) available for each supervisor visit.
- Contact the mentor teacher, school, and university supervisor if an emergency or illness necessitates lateness or absence. Provide lesson plans during full responsibility or any planned teaching activity.
- Attend all scheduled required teaching seminars and other coursework.
- Follow the school district's schedule for holidays including spring break, NOT the university schedule.

University Supervisor Expectations & Responsibilities

The University Supervisor serves as liaison between the building administrators, mentor teacher, candidate and the PLU Education department. It is the responsibility of the university supervisor to inform the school district personnel about the requirements of the PLU programs. The more proactive supervisors are in facilitating the flow of information between and among all three parties, the more likely minor problems, should they arise, remain minor. Supervisors are expected to maintain a minimum of at least one visit per month beginning in September when they enter the schools and continuing throughout the remainder of their placement. Other communication, such as phone calls, emails, and meetings are encouraged.

During monthly visits, the university supervisor will observe the candidate's teaching, provide feedback on his or her progress, and support the edTPA. At the midterm and semester's end, the university supervisor will meet with the candidate and mentor teacher to assess and discuss the candidate's progress. All visits, conversations, observations, and feedback should be documented thoroughly.

Below are the primary responsibilities of the university supervisor:

- Visit/observe candidate at least 7 times over the course of the year (typically 1 time per month, but may be adjusted depending on candidate's schedule and needs).
- The first visit/observation should occur during the first two weeks of the placement and should include the distribution of paperwork and setting up a timeline for completion.
- Review the dispositional and mid-term feedback forms with the mentor teacher and candidate.
- Promptly bring any concerns to the attention of the program coordinator and field coordinator using the Student of Concern form.
- Support the candidate through the edTPA process.
- Complete and return feedback forms according to the timeline.
- Complete and sign section II of OSPI Form 1128-1 Continuing Education Credit Hours (Clock Hours) as PLU representative and give from to the mentor teacher.
- If requested, complete a letter of recommendation for the candidate.

Mentor Teacher Expectations & Responsibilities

Washington State requires that all ARC candidates work closely with a trained mentor during their internship experience. Mentor training is a state requirement for participation in the Alternative Routes Program.

Mentoring can be defined as a sustained relationship between a novice and an expert. This relationship is one of – if not the – most powerful factors in helping interns learn to teach competently. For this reason, mentor teachers are selected on the basis of experience and demonstrated excellence in the classroom. Mentors of route 2 and 3 candidates are typically also cooperating or host teachers for candidates. Mentors of route 4 candidates are typically building or district mentors.

The mentor teacher has several major responsibilities with regard to the candidate's professional education and preparation within the school environment. First, the mentor teacher is a model and example. Second, s/he a senior colleague who guides, supports and coaches the candidate. Third, the mentor teacher provides feedback to support the personal and professional growth of the candidate. Fourth, the mentor teacher is an interpreter of the

culture and of the school community for the candidate.

Below we offer general guidelines for the mentor teacher. Please note, these are only guidelines.

General Responsibilities include:

- Serve as mentor, model, and guide for the candidate, in cooperation with the university supervisor.
- Demonstrate a high level of professional conduct and expect the candidate to maintain ethical standards.
- Engage in long-term planning with the candidate so that the semester and year goals are clear.
- Review initial long-term and daily lesson plans of candidate before they are taught, making suggestions as necessary.
- Establish acceptable internship standards of performance; make expectations clear.
- Give specific oral and written feedback of observations of internship performance; discuss your observations and serve as a mentor. Help the person to recognize strengths and overcome weaknesses.
- Guide the candidate in evaluating him/herself as experiences are attempted. Assist the candidate in his/her ongoing process of assessment/evaluation, creating a body of evidence documenting student learning and linking it to instruction. It is advisable to encourage the candidate to attempt new techniques and to use new ideas and materials.
- Challenge the candidate with professional responsibilities, under careful supervision, as rapidly as s/he is capable of accepting them.
- Work cooperatively with the university supervisor and the principal for the improvement of the candidate's performance. Inform the university supervisor of developing problems before a crisis develops.
- Share with the university supervisor positive aspects of the candidate's performance along with concerns, problems, or issues that need to be drawn to the attention of the team (mentor teacher, principal, and University supervisor). The university supervisor assigned to the candidate should always be contacted about problems, concerns, etc. with candidates.
- Complete PLU feedback forms (dispositional, mid-term, and final) according to the paperwork timeline.
- If requested, complete a letter of recommendation for the candidate.

Assessment Forms - Overview & Instructions

Supervisors and Cooperating teachers will complete the dispositional, mid-term, and final assessments according to the paperwork timelines. Responses should be discussed with candidates in order to highlight and improve their instruction and professionalism. All forms should be completed electronically and can be accessed on the following website:

<https://www.plu.edu/education/home/university-field-supervisors/>. Examples of the forms are available in this handbook on pages 17-20.

SPED and ELL endorsement candidates will also need a SPED or ELL observation form completed prior to the end of their student teaching experience in SPED or ELL.

Clock Hours for Mentor Teachers

Mentor teachers are eligible to receive 15 clock hour credits for a single semester assignment and 30 for a yearlong assignment.

These clock hours will be awarded using Washington State form 1128-1 Continuing Education Credit Hours (Clock Hours), Supervisor of Training. The University Supervisor will complete Form 1128-1, signing as the PLU representative, and distribute the completed form to the cooperating teacher. Cooperating teachers should either keep the completed clock hours form in their records, or turn in to their school district, whichever is appropriate. *The completed clock hours form should not be returned to PLU.*

Route 2: Mentor Teacher Guidelines

Before the Start of the School Year

- Meet with a PLU representative, the candidate, and principal to collaboratively develop a plan for the year that ensures the candidate has the opportunity to complete the equivalent of at least 8 weeks of full-responsibility student teaching (this time does not need to be continuous and can be spread out over several months).

During the Teaching Process

- If possible, provide opportunities for the candidate to observe your teaching; discuss it with him/her afterwards.
- Determine future teaching duties and units/lessons to be taught. Ensure that the candidate has opportunities to plan and instruct.
- If the candidate is phasing into full responsibility teaching continue to encourage reflection on what he or she is observing in the school and in

the classroom. Continue to push the conversation through questions related to student learning, growth and development.

- Work with the candidate to determine his or her involvement over the coming weeks (mirror teaching, team teaching, introducing lessons, working with small groups of students, etc.)
- Hold candidate responsible for planning and documenting lessons and units. It is critical that the candidate understand the importance of having lesson plans prior to teaching. It may be helpful to consider the following points:
 - Ask how and why questions of the candidate to provoke his or her thinking about the reasons behind instructional decisions.
 - Remind candidate that all instruction needs to be focused on accomplishing learning objectives. If the objectives are not clear or not framed in terms of student learning, ask him or her to consider the purpose behind the plans.
 - Encourage the candidate to think about materials, transitions between activities, beginning and endings, etc.
 - Remind the candidate of the value of activities in which students are engaged in active learning, discovery, and inquiry as compared to passively receiving information delivered by a teacher or text.
- Allow and encourage the candidate, under your guidance, to practice teaching, management, and strategy styles that may differ from yours.
- Talk regularly to discuss both plans and problems encountered in teaching and related duties.
- Assist your candidate in his/her ongoing process of assessment/evaluation, creating a body of evidence documenting student learning and linking it to instruction.
- Communicate the progress of the candidate to the university supervisor.

Route 3: Mentor Teacher Guidelines

Before Candidate Arrives

- When possible, prepare your students for the candidate, encouraging their cooperation and support so that the candidate can practice in a friendly environment. You may also want to send a note home to the students' parents introducing your candidate and the process you are about to begin.
- When possible inform colleagues of the arrival of the candidate and be on the lookout for additional opportunities (e.g., workshops, chances to observe innovative practices, chances to assist with various events, etc.)

for the candidate.

When Candidate Arrives

Confer with the candidate to discuss expectations, schedules, arrival and departure times, etc. You might want to consider using the following guide in your initial conversation with the candidate.

Getting acquainted:

- What experiences have you had with teachers and students? What did you learn?
- Why do you want to be a teacher? What endorsements are you seeking?
- Have you become acquainted with the physical layout of the school? What are your first impressions of our school?
- What would you say are your teaching strengths? What teaching responsibilities are you concerned about?
- Are there some ways for you to receive feedback? What kind of support from me would you find helpful?

Focusing on the shared work:

- Talk about the students that the candidate will be teaching. Identify things with the candidate that he or she will need to know (e.g., who is on staff, structure of the school, district and school policies, school/classroom rules, expectations, etc.). These are things that the candidate will need to know during their internship. Begin to plan for the way the candidate can get the knowledge he or she needs.
- Setting the stage:
 - Tell your candidate a little about yourself and why you agreed to be a mentor teacher.
 - Describe your experience and your own students.
 - Summarize your own teaching strengths and talk about your own professional goals.
 - Plan with the candidate how to work collaboratively. Discuss how communications between the two of you should be made (e.g., email, home phones, etc.). If appropriate plan times/places to meet.
- Provide an orientation to the school, your program, and the role of a teacher at your school.
- Introduce the candidate to building staff.
- Acquaint the candidate with the reports and records that are the responsibility of the classroom teacher.

- Discuss the instructional program and identify long-range and immediate goals, including student-learning objectives. Provide and discuss the local curriculum guides, policies and procedures, as well as the Common Core and/or State Standards for your subject area if applicable.
- Acquaint the candidate with the testing program of the school and district.
- Make expectations and policies concerning student behavior clear to the candidate.
- Acquaint the candidate with the procedures for obtaining expendable materials and supplies.
- Provide the candidate with class lists and seating charts.
- Facilitate the gathering of information needed for the initial tasks assigned to your candidate
- Provide opportunities for the candidate to observe your teaching; discuss it with him/her afterwards.
- Assist the candidate in understanding the importance, especially for the novice teacher, of planning for instruction, for student learning, and for assessment. Help the candidate to understand how assessment guides instruction. Often candidates need assistance “unpacking” the complexities in teaching and learning. It might be helpful to highlight specific actions you took to promote student learning.
- Determine future teaching duties and units/lessons to be taught. Ensure that the candidate has opportunities to plan and instruct.
- Assist the candidate in determining appropriate levels of initial involvement. For some candidates this will mean a more gradual phasing in with tutoring, working with small groups, etc. Others who are more experienced may be ready to assume more responsibility.

Phase II: Emerging competence: Limited teaching responsibilities in 1 or more classes/academic areas-including introducing lessons, leading a discussion, etc. (Depends upon the readiness of the candidate; typically three to four weeks).

- If the candidate is phasing into full time responsibility continue to encourage reflection on what he or she is observing in the school and in the classroom. Continue to push the conversation through questions related to student learning, growth and development.
- Work with the candidate (and the cooperating teacher, if appropriate), to determine his or her involvement over the coming weeks (mirror teaching, team teaching, introducing lessons, working with small groups of students, etc.) Discuss when he/she will take charge, lesson planning, etc.
- Plan for the candidate (and the cooperating teacher, if appropriate) to take full responsibility in one or more classes, with more limited

responsibilities in the other during weeks 4-6. This early teaching may follow your lesson plans while the candidate is developing his or her own.

- Hold candidate responsible for planning and documenting those plans. It is critical that the candidate understand the importance of having lesson plans prior to teaching. It may be helpful to consider the following points:
 - Ask how and why questions of the candidate to provoke his or her thinking about the reasons behind instructional decisions.
 - Remind candidate that all instruction needs to be focused on accomplishing learning objectives. If the objectives are not clear or not framed in terms of student learning, ask him or her to consider the purpose behind the plans.
 - Encourage the candidate to think about materials, transitions between activities, beginning and endings, etc.
 - Remind the candidate of the value of activities in which students are engaged in active learning, discovery, and inquiry as compared to passively receiving information delivered by a teacher or text.
- Observe candidate teaching regularly and provide written and oral feedback. Feedback suggestions:
 - Complete a log of what you observed.
 - Provide feedback on specific parts of the lesson only.
 - During certain observations observe students rather than the candidate and provide feedback on what the students were doing.
 - Allow candidate to ask you to observe something specific.
 - Focus on questioning techniques, ways in which candidate responds to student questions, and ways candidate assesses student learning, classroom management style, amount of time candidate spends with individual students, etc.
- Allow and encourage the candidate, under your guidance, to practice teaching, management, and strategy styles that may differ from yours or the cooperating teacher.
- Communicate the progress of the candidate to the university supervisor.

Phase III: Developing Competence: Full responsibility in one or more classes/academic areas with more limited responsibilities in others.

- Your candidate will now have full responsibility in one or more areas, with more limited responsibilities in the others, while continuing to receive mentoring.
- Continue to review unit and lesson plans prior to implementation. Reinforce the necessity of planning as it provides beginning teachers with the opportunity to develop the “habits of mind” of excellent teachers.

- Assist the candidate in his/her ongoing process of assessment/evaluation, creating a body of evidence documenting student learning and linking it to instruction. At times ask the candidate how assessment data can, does, or might influence teaching.
- Actively observe your candidate teaching and provide feedback. Often effective feedback comes in the form of “learning focused conversations” in which you and the candidate together consider the ways his or her teaching influences student learning. These kinds of conversations allow feedback to be more reflective and constructive rather than evaluative and critical.
- Continue to communicate candidate progress to the university supervisor.
- Involve your candidate in non-teaching duties and responsibilities before, during, and after school. For example, encourage the candidate to attend any professional meetings going on at your school (open house, parent/teacher conferences, IEP meetings, and departmental meetings).
- Meet with candidate and university supervisor to review mid-year feedback forms. Discuss areas of accomplishment, important next steps, areas where growth is needed and candidate goals and plans for accomplishing these.
- Gradually leave the room more often as the semester progresses and as competence is shown.

Phase IV: Demonstrating Competence: Candidates should plan to assume full responsibility for a group of students' learning for a minimum of 8 weeks.

- Your candidate will have primary teaching responsibility for an extended period of time; continue monitoring. Co-teaching may also be used during this time as appropriate.
- Talk regularly to discuss both plans and problems encountered in teaching and related duties.
- Assist your candidate in his/her ongoing process of assessment and evaluation, creating a body of evidence documenting student learning and linking it to instruction.

Phase V: Transition. Your candidate will begin to phase out of teaching responsibilities to allow you a smooth transition back into your class(es).

- Your candidate will begin to phase out of teaching responsibilities to allow the teacher a smooth transition back.
- Perhaps share ideas for interviewing for jobs or building a portfolio.
- The student may also ask you to a letter of recommendation.

Route 4: Mentor Teacher Guidelines

Guide and mentor the candidate according to state and district mentoring standards and guidelines for new teacher mentoring. Keep university supervisor informed of candidate progress.

Confer with the candidate to discuss expectations, schedules, arrival and departure times, etc. You might want to consider using the following guide in your initial conversation with the candidate.

Getting acquainted:

- What experiences have you had with teachers and students? What did you learn?
- Why do you want to be a teacher? What endorsements are you seeking?
- Have you become acquainted with the physical layout of the school? What are your first impressions of our school?
- What would you say are your teaching strengths? What teaching responsibilities are you concerned about?
- Are there some ways for you to receive feedback? What kind of support from me would you find helpful?

Focusing on the shared work:

- Talk about the students that the candidate will be teaching. Identify with the candidate what he or she will need to know (e.g., who is on staff, structure of the school, district and school policies, school/classroom rules, expectations, etc.). These are details that the candidate will need to know during their internship. Begin to plan for the way the candidate can get the knowledge he or she needs.
- Setting the stage:
 - Tell your candidate a little about yourself and why you agreed to be a mentor teacher.
 - Describe your experience and your own students.
 - Summarize your own teaching strengths and talk about your own professional goals.
 - Plan with the candidate how to work collaboratively. Discuss how communications between the two of you should be made (e.g., email, home phones, etc.). If appropriate plan times/places to meet.

- Hold candidate responsible for planning and documenting lessons and units. It is critical that the candidate understand the importance of having lesson plans prior to teaching. It may be helpful to consider the following points:
 - Ask how and why questions of the candidate to provoke his or her thinking about the reasons behind instructional decisions.
 - Remind candidate that all instruction needs to be focused on accomplishing learning objectives. If the objectives are not clear or not framed in terms of student learning, ask him or her to consider the purpose behind the plans.
 - Encourage the candidate to think about materials, transitions between activities, beginning and endings, etc.
 - Remind the candidate of the value of activities in which students are engaged in active learning, discovery, and inquiry as compared to passively receiving information delivered by a teacher or text.
- Talk regularly to discuss both plans and problems encountered in teaching and related duties.
- Assist your candidate in his/her ongoing process of assessment/evaluation, creating a body of evidence documenting student learning and linking it to instruction.
- Communicate the progress of the candidate to the university supervisor.

ARC Assessment Forms Timeline:

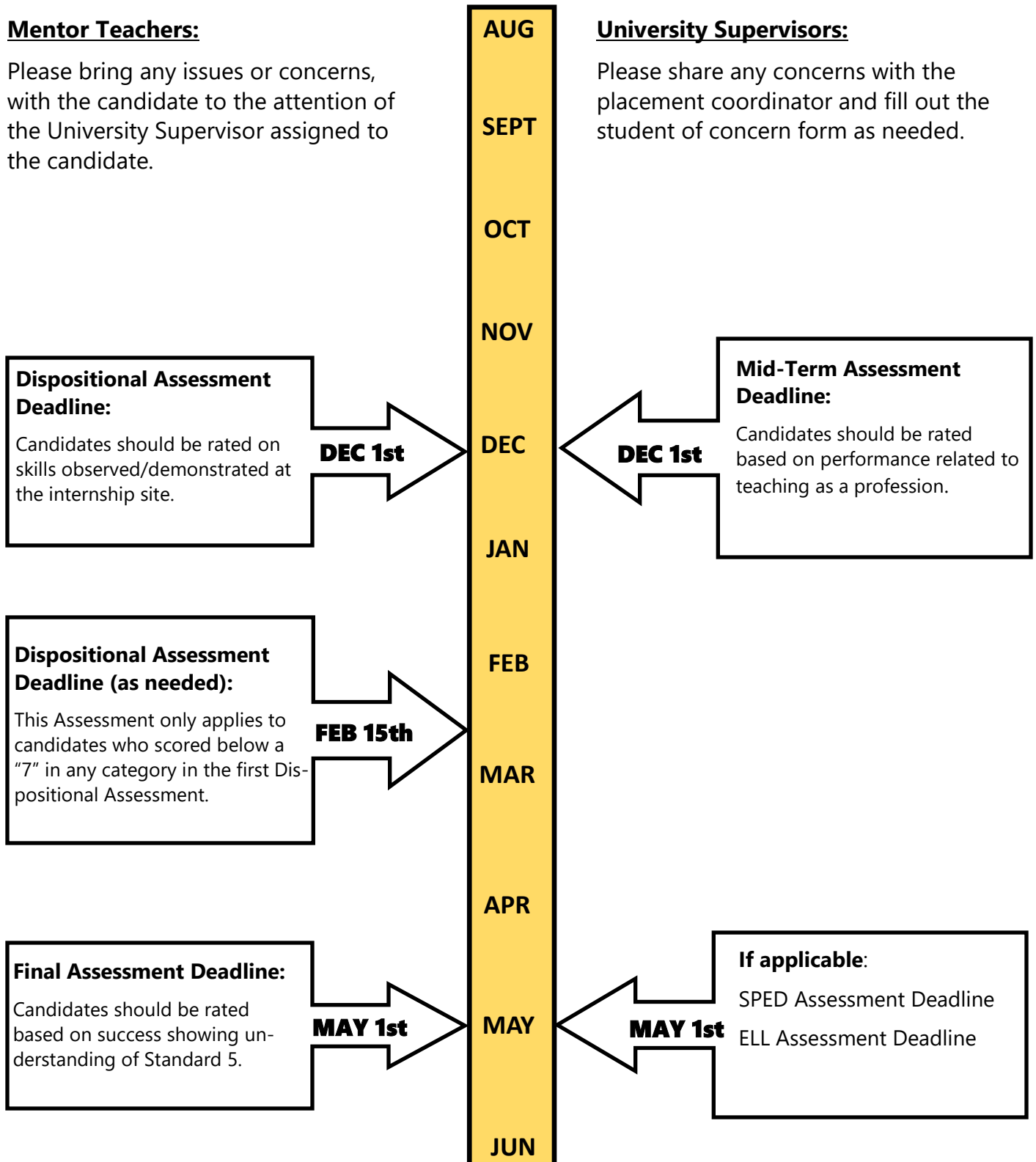
Please view the following timeline to ensure forms and assessments are completed for all Alternative Routes to Certification candidates and turned into the Education Department when they are due. All forms are to be submitted here: <https://www.plu.edu/education/home/university-field-supervisors/>

Mentor Teachers:

Please bring any issues or concerns, with the candidate to the attention of the University Supervisor assigned to the candidate.

University Supervisors:

Please share any concerns with the placement coordinator and fill out the student of concern form as needed.





Dispositional Assessment

This assessment is to provide feedback to teacher candidates on how they are perceived in K-12 settings by cooperating teachers and university supervisors. The intent of the instrument is to make sure that candidates are fully aware of areas that need improvement to be successful teachers. Candidates should be compared to other teacher education students, not seasoned professionals within the schools.

Please score from 1-10 (unacceptable to exemplary) by circling the appropriate number.

| | |
|------------------------|-------|
| Name of PLU Candidate: | Date: |
|------------------------|-------|

| 1-3: Not Acceptable | | | 4-6: Emerging | | | 7-9: Competent | | | 10: Exceptional | |
|---|---|---|---------------|---|---|----------------|---|---|-----------------|------------------|
| 1. Demonstrates an earnest commitment to the profession of teaching | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Unable to Assess |
| 2. Is open and willing to consider the views of professional colleagues in the school | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Unable to Assess |
| 3. Communicates clearly, effectively, and professionally with professional colleagues | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Unable to Assess |
| 4. Communicates clearly, effectively, and professionally with students | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Unable to Assess |
| 5. Wears appropriate professional/"teaching" attire | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Unable to Assess |
| 6. Demonstrates a respect for diverse cultures, identities, and abilities | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Unable to Assess |
| 7. Seeks opportunities to work with all children in a classroom | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Unable to Assess |
| 8. Collaborates with colleagues in a respectful manner | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Unable to Assess |
| 9. Is willing to listen to constructive feedback and make recommended changes | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Unable to Assess |
| 10. Is punctual and attentive in their fieldwork | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Unable to Assess |
| 11. Is prepared for any activity that is asked of them during their field work | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Unable to Assess |
| 12. Demonstrates initiative in the classroom | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Unable to Assess |

| |
|----------------------|
| Additional Comments: |
|----------------------|

| | |
|---|--|
| Name (of person completing assessment): | Please Check One: |
| | <input type="checkbox"/> Cooperating/Mentor Teacher <input type="checkbox"/> University Supervisor |



Student Teacher Mid-Term Field Assessment

Candidate: _____ Date: _____

Name of Person Completing Form: _____

PLEASE ASSESS ACCORDING TO THE FOLLOWING KEY:

Not Acceptable (1): performs far below what is expected of a novice teacher

Emerging (2): performs at a level that requires coaching and mentoring

Competent (3): performs at a level expected of a novice teacher

Unable to assess at this time (X)

TEACHING AS A PROFESSION

| Skill (observed or articulated): | Rating: | Feedback: |
|--|-----------|-----------|
| Interest in Teaching Pupils: Demonstrates an attitude of care and a commitment to the growth and development of all students. | 1 2 3 4 X | |
| Professionalism: Demonstrates respect for students, colleagues and the profession through attention to one’s manner, dress, speech, attendance, and promptness. | 1 2 3 4 X | |
| Flexibility: Demonstrates ability to quickly adjust and make changes to plans and in implementation. | 1 2 3 4 X | |
| Classroom Management: Demonstrates leadership within the physical and human environment of the classroom in a way that promotes student self-discipline and learning. | 1 2 3 4 X | |
| Time Management: Organizes time and materials. Prioritizes tasks, can perform and supervise several tasks at once. | 1 2 3 4 X | |
| Reflective Practitioner: Regularly evaluates the effects of his/her teaching through feedback and reflection. | 1 2 3 4 X | |

EFFECTIVE TEACHING

| Skill (observed or articulated): | Rating: | Feedback: |
|--|-----------|-----------|
| Planning: Lesson plans are written and shared with Supervisor and Cooperating teacher prior to teaching. Plans take into account students’ prior knowledge, interests, and cultural background and are developmentally appropriate. | 1 2 3 4 X | |
| Instruction: Engages students with a variety of instructional strategies and applies principles of differentiated instruction. | 1 2 3 4 X | |
| Assessment: Uses formal and informal assessments to understand all students’ progress toward the standards/target. Adjusts instructions based upon assessment results. | 1 2 3 4 X | |

COMMENTS (Please include strengths, areas of professional growth, competencies):



Student Teacher Final Field Assessment

Candidate: _____ Date: _____

Name of Person Completing Form: _____

PLEASE ASSESS ACCORDING TO THE FOLLOWING KEY:

Not Acceptable (1): performs far below what is expected of a novice teacher

Emerging (2): performs at a level that requires coaching and mentoring

Competent (3): performs at a level expected of a novice teacher

Unable to assess at this time (X)

GENERAL PROFESSIONAL CHARACTERISTICS

| Skill (observed or articulated): | Rating: | Feedback: |
|---|-----------|-----------|
| Classroom management and discipline: Demonstrates leadership within the physical and human environment of the classroom in a way that promotes student self-discipline and learning. | 1 2 3 4 X | |
| Understands school culture: Demonstrates an understanding of the school policy in relationship to student behavior. | 1 2 3 4 X | |
| Interest in teaching pupils: Demonstrates an attitude of care and a commitment to the growth and development of all students. | 1 2 3 4 X | |
| Professionalism: Demonstrates respect for students, colleagues and the profession through attention to one's manner, dress, speech, attendance and promptness. | 1 2 3 4 X | |
| Personal preparation and scholarship: Demonstrates an understanding of and ability to use theories and research to improve learning for all students. | 1 2 3 4 X | |

EFFECTIVE TEACHING

| Skill (observed or articulated): | Rating: | Feedback: |
|---|-----------|-----------|
| Uses multiple instructional strategies, including the principles of second language acquisition, to address student academic language ability levels and cultural and linguistic backgrounds. | 1 2 3 4 X | |
| Applies principles of differentiated instruction, including theories of language acquisition, stages of language, and academic language development, in the integration of subject matter across the content areas of reading, mathematical, scientific, and aesthetic reasoning. | 1 2 3 4 X | |
| Uses standards-based assessment that is systematically analyzed using multiple formative, summative, and self-assessment strategies to monitor and improve instruction. | 1 2 3 4 X | |
| Implements classroom/school centered instruction, including sheltered instruction that is connected to communities within the | 1 2 3 4 X | |

SAMPLE ONLY – ALL FORMS TO BE COMPLETED ELECTRONICALLY

| | | |
|---|-----------|--|
| classroom and the school, and includes knowledge and skills for working with others. | | |
| Plans and/or adapts standards-based curricula that are personalized to the diverse needs of each student. | 1 2 3 4 X | |
| Aligns instruction to the learning standards and outcomes so all students know the learning targets and their progress toward meeting them. | 1 2 3 4 X | |
| Plans and/or adapts curricula that are standards driven so students develop understanding and problem-solving expertise in the content area(s) using reading, written and oral communication, and technology. | 1 2 3 4 X | |
| Prepares students to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society. | 1 2 3 4 X | |
| Plans and/or adapts learner centered curricula that engage students in a variety of culturally responsive, developmentally, and age appropriate strategies. | 1 2 3 4 X | |
| Uses technology that is effectively integrated to create technologically proficient learners. | 1 2 3 4 X | |
| Informs, involves, and collaborates with families/neighborhoods, and communities in each student's educational process, including using information about student cultural identity, achievement and performance. | 1 2 3 4 X | |
| Develop a reflective, collaborative, professional growth-centered practice through regularly evaluating the effects of his/her teaching through feedback and reflection. | 1 2 3 4 X | |
| Participates collaboratively and professionally in school activities and uses appropriate and respectful verbal and written communication. | 1 2 3 4 X | |
| Demonstrates knowledge of professional, legal, and ethical responsibilities and policies. | 1 2 3 4 X | |

COMMENTS (Please include strengths, areas of professional growth, competencies):



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION
Professional Certification
Old Capitol Building, PO BOX 47200
OLYMPIA, WA 98504-7200
(360) 725-6400 TTY (360) 664-3631
Web Site: http://www.k12.wa.us/certification/
E-Mail: cert@k12.wa.us

CONTINUING EDUCATION CREDIT HOURS (CLOCK HOURS) SUPERVISOR OF TRAINING

Use this form to verify continuing education credit hours (clock hours) earned through WAC 181-85-033 (3).

WAC 181-85-033(3)

(3) (a) Notwithstanding any provisions of this chapter to the contrary, individuals officially designated as a supervisor by a college/university, school district, educational service district, an approved private school, a state agency providing educational services to students or the superintendent of public instruction, a person holding a valid educational certificate pursuant to RCW 28A.410.010 shall receive the equivalent of thirty continuing education credit hours (clock hours) for service as a supervisor. The person may not receive more than the equivalent of thirty continuing education credit hours (clock hours) during a school year period.

(b) The term "supervisor" shall mean individuals officially designated as a supervisor by a college/university, school district, educational service district, an approved private school, a state agency providing educational services to students, or the office of superintendent of public instruction for supervising the training of teacher interns, administrative interns, educational staff associate interns, and paraprofessionals.

SECTION I

| TO BE COMPLETED BY APPLICANT | | | | |
|---|------|---|---------------|--------------------------------------|
| 1. NAME | LAST | FIRST | MIDDLE | MAIDEN/FORMER NAME |
| 2. ADDRESS | | | | 3. DATE OF BIRTH |
| CITY/STATE/ZIP | | | | 4. SOCIAL SECURITY NUMBER (optional) |
| 5. TELEPHONE: | | | 6. E-MAIL | |
| BUSINESS () | | HOME () | | |
| 8. PERIOD DURING WHICH CLOCK HOURS WERE EARNED: _____ TO _____ | | | | |
| <input type="checkbox"/> "Supervisor" (per WAC 181-85-033(3)) for _____ continuing education credits (clock hours) (not more than 30 per school year) | | | | |
| <p>I, _____, certify (or declare) under penalty of perjury under the laws of the State of Washington that the foregoing is true and correct. The intentional misrepresentation of a material fact in this form subjects the holder to revocation of his/her certificate pursuant to chapter 181-85 WAC.</p> | | | | |
| _____ Original Signature of Participant | | | _____ Date | |

SECTION II

| TO BE COMPLETED BY INSTITUTION/EMPLOYER | | |
|--|---|----------------------------------|
| <p>This statement MUST be prepared by the college/school district/approved private school/agency authorized to verify continuing education credit hours (clock hours) per WAC 181-85-033, as claimed by the applicant in Section I item #8 above. When signed by the authorized institution/employer, this form serves as verification that the person listed in Section I completed the requirement or provided documentation for the clock hours as claimed. Stamped signatures MUST be initialed by the individual using the stamp. <u>Please give this form, with Section II completed, directly to the applicant.</u></p> | | |
| NAME OF INSTITUTION/EMPLOYER Pacific Lutheran University | | DATE |
| ADDRESS 12180 Park Ave S | CITY/STATE/ZIP Tacoma, WA 98447 | TELEPHONE 253.535.7272 |
| NAME (PRINTED) | SIGNATURE AND TITLE (Employer/Designee) | E-MAIL educ@plu.edu |