

University of Arkansas

Professional Education Unit



Student Teaching Handbook Career and Technical Education

Spring 2020

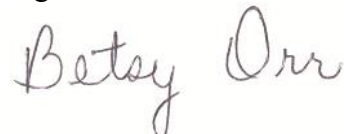
A Message to the Candidates/Interns

Greetings! On behalf of Dean Brian Primack and the College of Education and Health Professions, I want to welcome you to the career and technical education program at the University of Arkansas. Grounded in theory, research, and best practices, this innovative, field-based teacher preparation program integrates pedagogical coursework with content-specific courses into a full one-semester student teaching experience. Field-based experiences are based on the Scholar-Practitioner Curriculum Model developed by public school and university faculty. During the next few months you will have opportunities to demonstrate professional knowledge, skills, and dispositions in authentic settings with guidance and support from an instructional team.

This handbook is designed to serve as a guide for the student teaching experience and to provide information common to all areas of specialization. You will receive supplemental program-specific information as appropriate throughout the semester. Always feel free to contact me or a member of your instructional team whenever you have questions or need additional information.

We are most appreciative of all University and public school administrators and faculty who have spent many hours in planning, developing, and implementing the experiences that you will enjoy during the upcoming year. The effectiveness of the program depends on collaboration between public school administrators and faculty, university administrators and supervisors, and candidates. I want to challenge each of you to make the most of each activity and to join with us in making this a successful and rewarding experience.

Again, welcome!

A handwritten signature in cursive script that reads "Betsy Orr". The ink is dark and the handwriting is fluid and legible.

Betsy Orr, Ed.D.
Career and Technical Education Program Coordinator

**University of Arkansas Professional Education Unit
Internship Handbook
Spring 2020**

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Director of Field Placement

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Contact Information – Arkansas State Department

Arkansas Department of Education Licensure Contact Information and Procedures

Professional Licensure Contact Information

The Office of Educator Licensure of the Arkansas Department of is responsible for the licensure of all Arkansas educators and provides technical assistance to educators who are licensing for the first time through an Arkansas college/university, renewing their Arkansas educator license, adding additional areas of licensure to a current educator license and licensing by reciprocity from another state.

Darrick Williams, Director of Educator Licensure
Office phone: (501) 682-4342
Fax Number: 501-682-4898
Darrick.Williams@arkansas.gov

Location: The office is located in Room 106B of the Arch Ford Education Building, Four Capitol Mall, in Little Rock.

Mailing Address:
Arkansas Department of Education
Office of Educator Licensure
Four Capitol Mall, Room 106B
Little Rock, AR 72201

Accessing Licensure Information and to Check the Status of Your Application

General licensure information on teachers and administrators may be accessed at the following Web site address: <https://adeaels.arkansas.gov/>

Click on the AELS Public Site link and search by the last four of the SSN and last name.

Background check status is listed as “approved” once all three components of the background check are cleared (Arkansas State Police, FBI, and Child Maltreatment Central Registry). If a specific portion of the background has not cleared, then the status will be listed as “Pending.”

To check the approval date of a specific agency background check use the “educator log in” link in the upper right hand corner of the screen. Use the first name, last name, date of birth and SSN.

Click “view current license information.” Background check approval dates will be listed by individual agency.

Important Web Sites and Phone Numbers

Students may contact the following for questions regarding the status:

▶ **Child Maltreatment Central Registry (Department of Human Services)**

Monica Pierson (501) 682-0405

▶ **Arkansas State Police**

(501) 618-8500

▶ **Division of Elementary & Secondary Education (Formerly Arkansas Department of Education)**

<http://dese.ade.arkansas.gov/>

Clara Toney (501) 682-4342 or ade.educatorlicensure@arkansas.gov

▶ **College of Education and Health Professions**

<http://coehp.uark.edu/>

▶ **Office of Teacher Education**

<https://teacher-education.uark.edu/>

▶ **Arkansas Department of Career Education Curriculum Frameworks**

<http://www.arcareereducation.org/>

▶ **Arkansas Business Educators website**

This website has lesson plans, rubrics, pacing guides, EOC testing, useful links, resources

<http://www.arbusinesseducators.com>

▶ **Arkansas Business Educator's List-Serv**

All business education students need to join this list serv. Job opportunities will be posted to the list serv.

<http://lists.state.ar.us/mailman/listinfo/voedbus>

▶ **Arkansas Family and Consumer Science Educator's List-Serv**

All family and consumer science education students need to join this list serv. Job opportunities will be posted to the list serv.

Contact Beth Wilson: facs-teachers@harding.edu

University of Arkansas: Vision and Mission

Vision

By 2021, the University of Arkansas will be recognized as one of the nation's top 50 public research universities with nationally ranked departments and programs throughout the institution. (*Source: Catalog of Study, 2015 – 2016*)

Mission

The mission of the College of Education and Health Professions is to enhance the quality of life of the citizens of Arkansas, the nation, and the world through the development of scholar-practitioners in education, health, and human services.
(*Source: Catalog of Study, 2019-20*)

College of Education and Health Professions: Mission and Goals

Goals

The goals of the College of Education and Health Professions are as follows:

- Strengthen the academic quality and reputation of the College of Education and Health Professions by development and enhancing programs of excellence in teaching, research and service;
- Improve the quality and diversity of our students, faculty and staff.
- Generate increased private and public support for the college's research, academic and service initiatives.

(*Source: Catalog of Study, 2019-20*)

Career and Technical Education Teacher Education Mission Statement

The overall mission of the career and technical education teacher education program at the University of Arkansas is developing professional career and technical educators who are knowledgeable, skillful, caring and inquiring for Arkansas and the world.

Business Education Mission Statement

The business education program at the University of Arkansas strives to become a cutting-edge, internationally renowned program with high standards for preparing tomorrow's business educators. (Developed by business education students, 2006)

Professional Education Unit: Philosophy and Goals

Philosophy

The philosophy of the Professional Education Unit is based on a set of beliefs which guide faculty in program development:

- Educational strategies recognize that teaching and learning are dynamic and developmental in processes.
- The curriculum reflects contemporary knowledge-bases.
- Diversity in practices, faculty, and students is a hallmark of exemplary educational programs.
- Exemplary programs are responsive to changes in educational systems.
- Professional standards and ethical principles direct practice.
- Best practices guide and serve as models for the faculty and students.
- Continuing assessment is essential to an effective professional education program.

In essence, the philosophy of the unit is based on the strong belief that educators must master knowledge-bases appropriate to their discipline; access and use knowledge; generate knowledge; use and model best practices; approach learning as developmental and life-long; be skillful in interpersonal relations; practice on the basis of professional standards and ethical conduct; and honor diversity.

Goals

The preceding philosophy provides the foundation for the goals for the Professional Education Unit. These goal statements reflect the importance of a commitment to organize knowledge-bases and philosophies; to conduct inquiry and research; to operationalize this framework in course development and student interactions; to guide faculty development; and to assess the outcomes of the unit.

The goals are:

- To conduct courses that reflect the understanding of teaching and learning as dynamic processes.
- To attract and retain diverse faculty and students.
- To incorporate a variety of teaching methods and models into the curriculum.
- To design the curriculum based on developmental perspective.
- To offer a curriculum that incorporates contemporary findings about educational systems.
- To recruit and retain faculty who are knowledgeable about their fields and regular contributors to the knowledge base.
- To explicate professional standards and principles for each program of the unit.
- To identify and model best practices in each program.

Scholar-Practitioner Curriculum Model

Instructional Team: Composition, Roles, and Responsibilities

Each instructional team consists of: licensed public school mentors, university supervisors and administrators from the teacher preparation program in the Professional Education Unit of the University of Arkansas. **Public school mentors must hold a standard teaching license in business education, have a minimum of a master's degree, completed three years of successful public school teaching in business education, and be Pathwise trained.**

Expectations of the University Faculty

- Provide feedback to candidates on a regular basis.
- Share examples of lesson plans.
- Review lesson plans and provide feedback.
- Promote communication between public school and University faculty.
- Facilitate/coordinate relationships between public school and the University of Arkansas.
- Keep public school faculty informed of university activities and classes.
- Provide final grade for the candidate.
- Ensure actions decided upon during meetings are carried out.
- Conduct three evaluations using the Charlotte Danielson model (see form in Appendix).
- Complete the Summative Evaluation Form (see form in Appendix).

Expectations of the Mentor Teacher

- Provide feedback to the candidate in a **formal setting once a week**, preferably after school and to last at least one hour. Discuss both strengths and areas of concern. Close the meeting with both a review of events recording strengths and also generate some items requiring attention for the next lesson, if appropriate.
- Model effective instructional practices in order to maximize learning opportunities for candidates.
- Share models of lesson and unit plans.
- Review lesson plans prior to teaching by the candidate and provide feedback and suggestions.
- Discuss expectations with the candidate. Be specific.
- Provide a desk and school supplies for the candidate.
- Provide the candidate with a classroom seating chart for all classes by the end of the first week.
- Discuss household duties with the candidate. See if there are some activities the candidate could do the first week.
- Explain methods of classroom attendance. Make clear your expectations.
- When you leave the classroom, let the candidate know where you are in case an emergency occurs. **Leave the room sparingly during the first two weeks.**
- Prepare an information packet for the candidate that contains class schedules, emergency plans, alternate schedules, faculty handbook, student handbook, school discipline policy,

classroom discipline policy, seating charts for student names labeled, school procedures for copying and using school supplies.

- Discuss with candidate personal beliefs about teaching, classroom management, assessment, and dispositions.
- Provide opportunities for the candidate to observe other master teachers in business education.
- Communicate **immediately** with the university supervisor if the candidate appears deficient in performance, disposition, and/or knowledge.
- Notify the university supervisor **immediately** of any absences and/or tardies by the candidate. **Keep track (document) of all absences and/or tardies of the candidate.**
- Document all situations, instances of inappropriate behavior, both verbal and non-verbal. Provide written feedback to the candidate. Use the appropriate form in the back of this handbook. Keep the university supervisor informed of the progress.
- Complete one evaluation using the Charlotte Danielson model (see form in Appendix).
- Complete the end of semester Summative Evaluation Form (see form in Appendix).

Expectations of the Candidate

- Obtain copies of the school student handbook, class schedule, faculty handbook, and supplementary materials being used. Get a map of the school.
- Dress professionally every day. No exceptions.
- Candidates may not administer medication. This includes Tylenol, aspirin, cold medications, etc.
- Take the initiative and offer assistance to the mentor teacher.
- Take constructive advice in a positive manner and implement strategies suggested.
- Do not gossip or talk negatively about any of the teachers or administrators in your school.
- Be early every day. **Tardiness is not acceptable.** Any personal activities are never considered as reasonable excuses. **Absences and tardies can lead to being requested to postpone student teaching to another semester.**
- Attend all professional training workshops and duties required. There will be instances where you may be asked to assist your mentor teacher in other duties such as workshops, bus duty, etc.
- Attend all U of A classes.
- Collect evidence of work and performance as part of an ongoing portfolio.
- Doctor's appointments, dentist appointments, graduate school visits, job interviews, etc. should be made outside the school day.
- Report absences and tardies of any kind to the university supervisor immediately.
- Take an active role in the professional student organization.
- Submit written assignments to the university supervisor by the due date.
- University assignments and/or personal correspondence must be conducted outside the school day. **You are not allowed to complete assignments for the university liaison or work on your resume or portfolio, etc. during the school day. This includes working on your lesson plans.**
- Refrain from promoting religious activities and/or beliefs in school. This is illegal.

- You are expected to have a lesson plan for each lesson you present. Plan in cooperation with your mentor teacher. Lesson plans must be emailed to your mentor teacher at the beginning of each week (Monday morning BEFORE school begins!). Failure to submit lesson plans BEFORE the school day each Monday will result in probation for you. Failure to do this two times and you may be asked to withdraw from the program. Mentor teachers are responsible for the instruction of THEIR students. It is critical to the mentor teacher that he/she knows your plans for instruction well in advance to make changes, if needed.
- Prepare a class schedule showing the beginning and ending times for each class period you are teaching. Turn this schedule in to your university supervisor via email.
- Ask for feedback from your mentor teacher weekly.
- Review state department of career education curriculum frameworks.

Teaching Schedule

Week 1	Observation Week See Suggested Schedule section Week One
Week 2	Transitioning Week See Suggested Schedule section Week Two
Week 3 - beyond	Assume All Teaching Responsibilities See Suggested Schedule Week Three to the End
Last week	On campus for U of A classes

Guidelines for the Student Teaching Experience

Introduction

The internship experience is an integral and vital part of the business education degree program. It is a full-time one-semester field experience that allows the candidates to make further application of theoretical principles of teaching and learning which have been formulated during an undergraduate studies program. It is the initial preparation program for future teachers.

It is an opportunity to develop appropriate attitudes and understanding and to acquire knowledge, skills, and techniques under the guidance of an instructional team consisting of University liaisons, mentor teachers, and the building principal.

The internship will begin with the school district calendar and end the day before the University Commencement. Candidates will observe the holidays and other breaks in accordance with the public school calendar. Candidates are expected to be in class every day.

Factors Determining Placement

Candidates are placed in settings to provide a variety of experiences. Experiences include socioeconomic background, ethnic, racial, gender, and student with exceptionalities. Candidates will be placed in a school by the university liaison based on diversity data provided by the Department of Curriculum and Instruction or the public schools. Candidates will not be placed in schools where they previously attended or have a child attending. **Public school mentors must hold a standard teaching license in business education or family and consumer sciences education or technology education, have a minimum of a master's degree, and completed three years of successful public school teaching in the program area where the student teacher is placed.**

Length of Student Teaching

The length of the student teaching is one full-semester at a local public high school. The candidate follows the schedule of the public school, not the university. In all cases, the candidate will begin the internship much earlier in January than the U of A. Candidates will be expected to attend in-service meetings and faculty meetings. Candidates will have different starting dates but all will end his/her requirements the day before the University of Arkansas commencement. If a candidate must go beyond the U of A commencement date, a grade of "Incomplete" will be given in the course(s) until all requirements are fulfilled. Any candidate making up days after Commencement should be expected to make up those days during the next semester. The university supervisor will not be available following commencement. If excessive days/tardies are documented the candidate will be asked to withdraw from the internship experience.

Terminology

Candidate: University of Arkansas candidate participating in an internship experience in a public school setting.

Mentor Teacher: Classroom teacher. Also referred to as cooperating teacher.

Program/University Liaison: University faculty member.

Suggested Schedule

Week One

1. Become familiar with the school building, policies and handbooks.
2. Assist the mentor teacher in preparing the classroom for the first day of school.
3. Begin to learn the students' names.
4. Observe the mentor teacher's teaching style: how to start class, classroom management strategies, and routines. Take notes.
5. Assist the mentor teacher with all duties.
6. Collaborate with the mentor teacher on next week's lesson plans.
7. Circulate the room on the first day. For example, you could work with individual students on a specific task.
8. Conduct tasks which are low risk but which put you in a position of control.
9. Submit your teaching schedule to your University Supervisor via email.
10. Work on the lesson plan for next week **on your own time at home**. Become familiar with the curriculum frameworks for the classes you will be teaching.
11. Start an organization system for each class.

Please do not share interesting facts about your students with anyone other than your mentor teacher. This is called "talking out of school" and it is not professional of a candidate or teacher. Do not talk about your students in the teacher's lounge or workroom. Gossip is unnecessary, unneeded and unprofessional.

Week Two

1. Teach one class, minimum.
2. Distribute graded papers.
3. Assist mentor teacher in grading.
4. Record attendance.
5. Assume responsibility for some classroom routines, such as transition between classes (stand at door and greet students, giving permission for restroom breaks, etc.)

Weeks Three to the End

1. Assume teaching responsibilities for all of the courses.
2. Plan, implement, manage and assess independently as much as possible.
3. Maintain full teaching responsibility.
4. You will maintain full teaching responsibilities until your last day.
5. Attendance and full involvement is **mandatory** until the last day. Working on required university assignments at your school is not permitted.

Faculty Visits

The Professional Education Unit instructional team will observe candidates three times. Advance notification is not necessary. Your mentor teacher will conduct one evaluation and university faculty will conduct three observations. Additional observations will be conducted as needed. At a minimum, you will have three documented evaluations.

Professionalism

Professionalism requires a high level of mature judgment concerning confidential matters. Student records and information relating to parents, school, staff, and administrative personnel are professional concerns. Confidential matter relating to either school activities or to teacher or pupil behaviors are not to be discussed with persons outside the professional experience. Some examples of confidential matters would include, but not be limited to: students' IQ scores, individual achievement test scores, psychological test information, or any other test results used to determine eligibility for special programs; names of students on free or reduced lunch; family information gained from parent teacher conferences or from student records.

Attendance and punctuality are important aspects of professionalism. Candidates are expected to be in class and on time every day. No exceptions. In cases where this is not happening, after consulting with the participating school, the candidate will be terminated from the student teaching experience.

Portfolios

It is the candidate's responsibility to check with his/her university liaison for more detailed information concerning this requirement. The portfolio must be an electronic portfolio.

Policies and Procedures

Code of Ethics of the Education Profession

The Professional Education Unit adheres to the Code of Ethics of the Education Profession as established by the Department of Education at

<http://www.arkansased.org/divisions/human-resources-educator-effectiveness-and-licensure/professional-licensure-standards-board/code-of-ethics-for-arkansas>

Violation of these principles may result in probation, suspension, or dismissal of the internship.

Code of Ethics for Arkansas Educators Overview

Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom.

Standard 2: An educator maintains competence regarding skills, knowledge, and dispositions relating to his/her organizational position, subject matter, and/or pedagogical practice.

Standard 3: An educator honestly fulfills reporting obligations associated with professional practices.

Standard 4: An educator entrusted with public funds and property honors that trust with honest, responsible stewardship.

Standard 5: An educator maintains integrity regarding acceptance of any gratuity, gifts, compensation or favor that might impair or appear to influence professional decisions or actions and shall refrain from using the educator's position for personal gain.

Standard 6: An educator keeps in confidence secure standardized test materials and results, and maintains integrity regarding test administration procedures.

Standard 7: An educator maintains the confidentiality of information about students and colleagues obtained in the course of the educator's professional services that is protected under state law or regulations, federal law or regulations, or the written policies of the educator's school district, unless disclosure serves a professional purpose as allowed or required by law or regulations.

Standard 8: An educator, while on school premises or at school-sponsored activities involving students, refrains from:

- a) Using, possessing and/or being under the influence of alcohol or unauthorized drugs/substances, and/or possessing items prohibited by law, or
- b) Possessing or using tobacco or tobacco-related products, e-cigarettes, e-liquid, or vapor products, or
- c) Abusing/misusing prescription medications or other authorized substances as evidenced by impairment

Dress Code

Professional dress and grooming are expected from all candidates. Each candidate should check with the instructional team regarding appropriate dress for the classroom setting.

Professional dress includes refraining from wearing the following: tank tops, tee shirts, short skirts, hats or caps, casual flip flops, see-through clothing, and shorts. Candidates with multiple piercings may be asked to remove some of their jewelry. Candidates may be required to cover any tattoos visible. Remember you are on a semester-long interview; first and consistent impressions are important. Be aware of oral language (including grammar and use of appropriate words). Note that all schools are tobacco-free and weapon-free zones. Do not take any tobacco product or weapon onto school property, including the parking lot.

Promptness and Attendance

Promptness and regular attendance are a part of each candidate's professional requirements. Adequate travel time should be allowed to arrive at the school assignment on time. Absences and tardiness may result in a grade of incomplete, failure, or dismissal from the program. Candidates are expected to make up all absences. **There are NO allowances for personal days. If the candidate is aware IN ADVANCE of a pending absence, the candidate is required to obtain approval from the university faculty.** Again, candidates are REQUIRED to be in the classroom EVERY day unless there is a family (death, hospitalization) emergency.

Two late arrivals, two early departures, or a combination of the previous will equal to one absence.

Candidates are to be present every day, all day for the internship (except for seminars) unless there is a serious illness or documented emergency clearly beyond control. **Should an absence be necessary, candidates should inform both the mentor teacher and university supervisor prior to the assigned time of arrival at school. *The candidate must provide alternate lesson plans for the mentor teacher for the classes he/she is responsible for. The plans must be provided in advance.*** Should it be necessary for candidates to leave school for the same reasons, they should call the university supervisor's office and leave a message prior to departure. In any case, the university supervisor must be notified of all absences, in advance if possible.

Candidates are expected to attend any and all activities as mutually agreed upon by the instructional team. Attendance at regular faculty meetings is expected. In addition to teaching assignments, candidates are expected to assist mentor teachers in performing certain duties, including bus and/or lunch duties; sponsoring or helping with classroom parties, sponsoring special field trips or other projects, and participating in team projects and student organizations. Participation is expected of the candidates for all committee meetings that are logical for their assignment (i.e. department meetings, program curriculum meetings, etc.) If the mentor teacher is involved in other activities, such as the district calendar committee, district personnel committee, facilities committee, etc. the candidate is not required to attend those meetings since they do not relate to the business education assignment. The commitment to teaching extends beyond the school day and often to weekends. Candidates having campus or community

commitments or job responsibilities that interfere with the quality of assigned work may be required to withdraw from the internship.

Attendance at professional meetings and conferences is beneficial and a critical part of professional development and professional behavior. Mentors should model participation in professional organizations through active membership and attendance at professional meetings. Meetings and conferences outside the immediate purview of the partnership school and district are offered and candidates are encouraged to attend. Candidates will be granted professional leave to attend professional conferences in their program area and will not be counted absent or otherwise penalized. Candidates will attend all parent-teacher conferences which do not conflict with regularly schedule university classes or seminar.

Candidates should not be involved in school activities beyond the regular school hours or off the school campus unless they are related to professional development or student organizations. This includes volunteer coaching.

There will be times of inclement weather and emergency school closings. The mentor teacher should inform the candidate what stations announce closings for that district. Candidates do not make up snow days if the snow days are made up after commencement.

Teaching in the Absence of Certified Personnel

The academic University programs set their own guidelines for teaching in the absence of certified personnel. **Career and technical education candidates are ONLY allowed to substitute for his/her mentor teacher.** The candidate must also contact human resources and/or the personnel office in the school/district for particular requirements to follow. In some cases; however, the public school does not allow candidates to substitute for the mentor teacher. In that case, the public school must also have a substitute teacher in the classroom with the candidate.

Corporal Punishment

Corporal punishment is the responsibility of the public school district. The candidate must not be given the responsibility to administer corporal punishment nor serve as a witness to corporal punishment.

Firearms and Restricted Items

Candidates are not permitted to have a firearm or other restricted items (knives, mace, pepper spray, laser pointers, etc.) in his/her bodily possession at any time while on school property.

All school grounds are declared firearms, tobacco, alcohol and drug free. Smoking, the use of smokeless tobacco, use of alcohol or any illegal drug(s) are prohibited on school property at all times.

Withdrawals

If it becomes necessary for a candidate to withdraw from the internship experience, it is the responsibility of the candidate to provide a written explanation to the mentor teacher and the university liaison. The candidate is expected to follow standard University procedures to withdraw from school. In addition, a candidate whose progress is considered unsatisfactory by the mentor teacher and the university liaison, if applicable, may be withdrawn from the student teaching experience. Should the candidate be permitted to re-enroll in student teaching at a later date, he/she may be advised of additional course work and/or additional requirements necessary before being allowed to re-enroll. Re-enrolling in student teaching is neither guaranteed nor automatic.

Grievance or Appeal Procedures

During student teaching, problem situations may arise which require special attention. When such situations do arise, it is recommended that specific procedures be followed to resolve the problem at the level closest to the situation prior to moving to the next level. If a candidate believes that a situation is becoming uncomfortable and could lead to a poor experience, he/she should first discuss these concerns with the mentor teacher. If unresolved at that level, the principal and University liaison should be consulted. The third level involves the University of Arkansas Department Head and the Associate Dean for Academic Affairs in the College of Education and Health Professions along with the public school superintendent.

If the mentor teacher and university supervisor feel that the candidate is not progressing satisfactorily in student teaching, the university supervisor will counsel with the candidate and attempt to remedy the situation. If the candidate continues to have problems, the university supervisor and mentor teacher will complete the *Corrective Action* form. At this point the candidate is given the opportunity to respond to the stated concerns. The candidate may or may not agree with the content on the *Corrective Action* form. If the candidate continues to not progress to the satisfaction of the mentor teacher and university supervisor, the candidate will be dismissed from the program.

Problems that remain unsolved may be appealed through the normal procedures established by the College of Education and Health Professions.

Summary of Procedures:

1. Mentor communicates concerns to the candidate. If not resolved, then...
2. Mentor, university supervisor or representative of the university will consult and advise the candidate. The problem will be identified with recommended solution.
3. When the inappropriate behavior or problem continues, the mentor teacher completes the Corrective Action form. A copy is maintained by the mentor teacher with the original maintained by the university faculty member.
4. If the problem persists, the candidate may be dismissed from the program.

Dismissal Policy

Candidates may be dropped from further study if at any time their performance is considered unsatisfactory as determined by the school/district, program liaison or the Dean of the College of Education and Health Professions. The Candidate Corrective Action form must be completed by the mentor teacher and university liaison when a serious problem or issue arises.

Academic dishonesty and failure to maintain a specified cumulative grade-point average may lead to immediate dismissal from the internship program and/or the University of Arkansas. Academic dishonesty involves acts which may subvert or compromise the integrity of the educational process at the University of Arkansas. Included is an act by which a student gains or attempts to gain an academic advantage for himself/herself or another by misrepresenting his/her or another's work or by interfering with the completion, submission, or evaluation of work. See the University of Arkansas's Catalog of Studies under "Academic Regulations" for a more detailed description.

All candidates are expected to comply with rules, regulations, and expectations of the school/district in which they are placed. It is the candidate's responsibility to obtain a copy of the school manual, handbook, policy guidelines, or master contract for teachers, and become familiar with it. Upon request from the school where the candidate is placed, the student teaching may be terminated by the school's administration at any time during the experience. Causes of termination may include, but are not limited to, inappropriate language, dress or behavior, breaches of a school district policy, illegal activity on the part of the candidate, not attending required meetings, inability to perform teaching duties, inappropriate conduct with a student, etc. If a candidate is removed from the public school setting under such circumstances, a subsequent placement is neither automatic nor guaranteed. This may also lead to immediate dismissal from the College. Further, candidates are expected to adhere to the NEA's code of Ethics for Teachers, Principle I and Principle II and the guidelines as established by the University of Arkansas and the Professional Education Unit.

Any candidate who has been convicted of a felony is not allowed to participate in the teacher preparation program. Candidates who have been arrested for crimes which could result in a felony conviction will be immediately removed from their public school placement pending legal resolutions. Please note that the Arkansas Department of Education will not issue a teaching license to individuals with a felony conviction.

Other reasons for dismissal from the internship may include, but are not limited to:

- lack of responsibility in fulfilling student teaching requirements
- behaviors indicating an attitude of indifference
- poor language skills (verbal and/or written)
- unprepared for class, poor lesson plans, poor classroom management, etc.
- lack of interpersonal skills
- violation of school policies and/or procedures
- multiple absences
- multiple tardies

- failure to demonstrate satisfactory work
- illegal activity
- unprofessional conduct of a teacher
- failure to seek approval for an absence that is not an emergency
- not knowing the content
- giving out incorrect information to students

Conceptual Framework

The Conceptual Framework for the Professional Education Unit (PEU) is derived from the mission of the University and College and from professional literature and represents the views of numerous constituencies, including PEU faculty, public school teachers, administrators, and candidates. University of Arkansas graduates are prepared to become knowledgeable, skillful, caring, and inquiring scholar-practitioners in diverse educational settings who can balance the needs and aspirations of each learner with the expectations of an increasingly complex and technological society. Scholar-practitioners are teachers, administrators, counselors, and other school professionals who value theory and research, understand that theory and practice are complementary and mutually reinforcing, and are committed to the enhancement of teaching, learning, and professional practice.

The Conceptual Framework for the Professional Education Unit of the University of Arkansas serves to establish a “shared vision for ... efforts in preparing educators to work effectively in P-12 schools.” In so doing, it “provides direction for programs, courses, teaching, candidate performance, scholarship, service and unit accountability” (Professional Standards for the Accreditation of Teacher Preparation Institutions, 2008, p. 14).

The goal of the PEU, preparing professional educators to be scholar-practitioners, is fully congruent with broader state and institutional mission and goals. The Scholar-Practitioner Model forms the basis for preparing teachers, administrators, and other school professionals. This preparation occurs at the basic and advanced levels and ties directly into the COEHP mission of enhancing the quality of life of citizens of Arkansas and the nation. Teachers, administrators, counselors, and other school professionals play a significant role in the quality of life for all of our citizens.

The underlying philosophy of the University of Arkansas PEU espouses public education as the basis for our liberty, form of government, and economic viability. Moreover, the quality of public education and its ability to support our liberty, form of government, and economic viability rests directly on the quality of professional educators in schools.

Scholar-practitioners, whether classroom teachers, school administrators, or other school personnel, must be knowledgeable, skillful, caring, and inquiring. They must possess the seven tenets that represent scholar-practitioners. These educational professionals are among the most critical professionals in our society. Without an educated populace, democracy cannot survive. This was an understanding of our nation's founders and continues to be evident in our society.

The overarching goal of the PEU is to offer effective, academically-rigorous preparatory programs for future educators as scholar-practitioners who advocate for the learning of all children. Professional educators are prepared for teaching, administration, counseling, and other school professions. The scholar-practitioner reflects a professional who is knowledgeable about subject matter and pedagogy; skillful in teaching and managing classrooms and schools; caring about students, families, school staff and the community; and constantly inquiring to better the profession and increase the success of students, schools and the community.

Knowledgeable. Professional educators must possess general knowledge, content knowledge, pedagogical knowledge, and professional knowledge to be effective. The scholar-practitioner

tenets that accompany knowledgeable are: 1) One who accesses, uses, or generates knowledge, 3) One who understands, respects, and values diversity, and 7) One who is knowledgeable about teachers and teaching, learners and learning, and schools and schooling.

Skillful. This includes the pedagogy required to be an effective teacher, administrator, or other school professional. Tenets associated with skillful include: 2) One who plans, implements, and models best practices and 5) One who communicates, cooperates, and collaborates with others.

Caring. Caring about students, fellow educators, parents, and the community is also important. The caring component includes dispositions. In the context of this definition, the PEU has identified those dispositions that we seek to inculcate in our professional education candidates. Tenets associated with *caring* include: 3) One who understands, respects and values diversity and 6) One who makes decisions based upon ethical standards and professional criteria.

Graduates from the University of Arkansas are expected to be scholar-practitioners who advocate for the learning of all children in diverse settings. Proficiencies reflect the knowledge, skills, and dispositions identified by specialized professional associations (SPAs) and CAEP. The outcomes of the University of Arkansas PEU focus on the preparation of professional educators who will be scholar-practitioners. They will assume leadership roles in education that will enable them to enhance the quality of life of citizens in Arkansas, the nation and the world.

Teaching Tips from Other Candidates

- √ Make sure you ask about any hidden rules that are not told to you but the ones that you are just suppose to know. Make sure you ask if you can make copies of their lesson plans, or any materials that might be helpful to you later. I wish I would have done that when I did my student teaching.
- √ Keep in contact with your supervising teacher, a world of experience and information will come in handy later on. Especially when it comes to knowing how to deal with admin on certain issues that you may disagree.
- √ Keep in mind that you will come in contact with students with different personalities and working habits. Some students are very needy and will test you first thing. Good luck!
- √ You should make sure to take a lot of pictures of the student activities, school, teachers, etc. because they help make your portfolio come to life. You should also keep samples of students work when they do one of your lessons. I would also recommend that you document everything.
- √ This did not happen to me, but I have seen it happen to others—you must start out being tough. Get your bluff in on the students early. If you start out trying to be friends with all of them, they will take advantage of you.
- √ It does not mean you cannot show compassion for them. Just let them know who is in control. I believe that this means that you cannot be buddies with them as if they are your best friends. You will make “friends” with the students later. Trust me; respect is a lot easier to get from the start, than to try to get it later.
- √ If you are very young (21-23), you must dress professionally every day. Your attire is part of what sets you apart from the students.
- √ The main thing I would advise is to remember that kids are all different in their abilities and in their motivation. Just because you (or anyone else) was a motivated student, doesn't mean that all students are going to be that way. Sometimes we tend to expect students to be "just like us" and that just isn't reality. I have had student interns and observers in my room say "I can't believe these students don't want to do the assignments, or I can't believe the students act like this - I never did this when I was in school!" Our job is to do our best to motivate/teach/train/ and nurture these kids to the best of our ability, whatever their capabilities are. (Remember, you don't know what goes on in their homes at night that might affect them)

I guess what I'm trying to say is look at individual students and don't lump them all into one category. After all, as my co-workers get tired of me saying, "People change." Hooligans of today could very well grow up to become responsible citizens. Just give them a chance.

- √ The other thing is to do your best to treat all students the same. The good students who make good grades and always act respectful are much easier to like than those who don't; however, the other type student will shut down in a heartbeat if they think the teacher is playing favorites. I would make it my goal to pick out the "hard nose" in every class and be determined to make them like me. If they like you and they feel like you like them, that can make all the difference. Remember, PEOPLE CHANGE. (Of course, there are always exceptions to everything, and there will be some students along the way that are just lost causes, regardless of what you do.
- √ There is a lot of great information I use from Harry Wong.
<http://teachers.net/gazette/wong.html>
A great tool we have implemented recently in our classrooms is the "pink slip" idea for missing homework assignments. I think you will learn very quickly that documentation is everything now, and this is a tool that will back you up with the responsibility being put directly on the student for failure. Good luck. It is a great profession to be in!
(most days :))
- √ Learn quickly the discipline procedures at the school. You will be tested as students want to see how professional you are. Always maintain professionalism.
- √ I would highly recommend (if you haven't already done this) read and/or watch the Harry Wong First Days of School. I would never have survived if I had not read this book. I watched the video series from the coop this summer.
- √ Advice: Be as organized as you possibly can. I use a contract. Let your students know what routines (policies) you expect. I have found if they know what you want they will try to please.
- √ When you go in to the classroom for the first time, for heaven's sake, don't smile!!! Put your best professional self forward and show them from the beginning that you are not a "push over" and that this is not a "dumb class" and that you are showing how a professional should be.
- √ Also, be prepared!!!! Have way too much stuff planned. The first time you teach, time will drag and you will run out of stuff quicker than you plan. Have a variety of activities, such as reading, questions, a quick game, then back to reading, then wrap up with a summary of what they should have learned. Also be prepared for questions like "why do we have to take this class" and "why do we need to know that" and "I'll never use that in my life". If you are in high school level classes, relate to the current events if possible. Be sure you can give them current examples of how this subject is working in today's world.
- √ I surely do wish you the best!!!! We need good teachers coming along. The teaching field is more challenging that it has ever been and a teacher has to be a social worker, a career planner, a knowledgeable teacher all at the same time. You might ask about the socio-economic level of your students, also. This has a lot to do with how well they will listen

to you and what their paradigms are. Also I find that students are hungry when they come and they cannot learn as well. Encourage them to eat breakfast and lunch if you see this happening. It is not good to load them up with candy.

Teaching Tips from U of A BUED Candidates

1. Be sure to create lesson plans **two weeks in advance**. See your mentor teacher before you go out for your student teaching and get the information about what you are going to teacher and start creating your lesson plans then.
2. Always stay calm and motivated to teach. When the students are being disruptive, be strong and forceful. But also show that you care for them. Know when you are caring too much.
3. Always talk to your students and understand their backgrounds. Watch some of their extra curricular activities. Ask them about their extra curricular activities and be interested in their lives. Get involved with students and student activities early – It will pay off in your classroom. Ask them questions.
4. Speak to the principal and fellow teachers. Get ideas from them. Speak to the superintendent.
5. Meet with previous candidates to get a first-hand look at what to expect.
6. Find out about IEP and 504 plan for each student during the 1st week of school and research their disorder/modification.
7. Always act as a role model for the students and not a friend. This will help with classroom management.
8. Remember, if you say you are going to do something...do it. For example, if a student misbehaves and you tell him/her you'll send them to the office next time, do it. Otherwise you will lose control and respect in the classroom.
9. Jump in and make yourself a part of the class on the first day. Don't sit by passively while your mentor runs the show. This tells the students that you are a subordinate if you do that. Let them know that you demand the same respect as the mentor participating.
10. Do your best to get a feel for the curriculum from the start. Pick up books from the classroom the first day and take them home. Compare the books to state frameworks; textbooks don't always cover everything in the frameworks, especially for BUED classes.
11. Start your lesson plans early and be prepared to be flexible. Concepts you think your students will grasp easily they may not, and concepts you think could be hard they may grasp easily.
12. Learn software early. You will be required to teach from software that you have had no experience with at the post-secondary level. Even if you've used the software, go back over it. Software changes!

13. Start your lesson plans at least one to two weeks ahead of time. My goal was to have 2 weeks of lesson plans complete.
14. Be 15 minutes early everyday. Never leave any room for doubt that you are not 100% dedicated.
15. Think about your portfolio from the 1st day of school and save (in an organized way) anything you might use.
16. Wear comfortable shoes.
17. Get to know the teachers and the faculty and the people in the front office.

Teaching Tips from First-Year Teachers

(Source: www.abea.us)

1. Prepare for success! Before the first day of school you should do the following:
 - a. Arrange your classroom for effectiveness and efficiency.
 - b. Become familiar with your school's rules, guidelines, and regulations. (These should be spelled out in the school handbook.)
 - c. Plan and post classroom rules. (3-5 is the ideal number.)
 - d. Develop course requirements and produce a class policy sheet for each class.
 - e. Generate and have copies made of student profile sheets for each class.
 - f. Prepare lesson plans for the first week.
 - g. Become familiar with the school's physical layout.
 - h. Check all computer equipment and software to be used in your classroom.
 - i. Locate the curriculum frameworks for business/marketing education:
<http://dwe.arkansas.gov/CurriculumFrameworks/CGBusinessandMarketing.htm>
You will most likely be asked to tie your lesson plans in with the state frameworks for each class. (*An actual lesson plan with framework notations is attached in this manual.*)

2. On the first day of school:
 - a. Dress appropriately. If you want to be treated as a professional, you must dress like one.
 - b. Write your name, room number, and class on the board at the front of the class.
 - c. Stand outside the door and welcome students into your classroom. Be enthusiastic and smile!
 - d. Tell students where to sit. Don't do a seating chart the first day, but explain to students that you will have a seating chart soon.
 - e. Introduce yourself. Tell students your name, college attended, your degree, past work experience related to what you are teaching, that you are excited to be here and how much you love teaching!

- f. Pass out student profiles for students to fill out. When students have completed these, check the class roster and note if a student wants to be called by a different name.
 - g. Pass out the class policy sheet and carefully go over it so the students know exactly what is expected of them.
 - h. Do a mixer activity. (For example, a human scavenger hunt is good.)
 - i. Make a note of the special problems that come to you during the first day. Discuss these with your mentor teacher or another teacher.
3. What students want to know on the first day (in order):
- a. Am I in the right room?
 - b. Where am I supposed to sit?
 - c. What are the rules of this teacher?
 - d. What will I be doing in this class?
 - e. How will I be evaluated?
 - f. Who is the teacher as a person?
 - g. Is this teacher going to be interested in me as an individual?

Miscellaneous information:

1. Once you are hired, you will most likely receive your first check in August. Many vocational teachers are hired on a 9 ½ or 10 month contract and receive a check every month over 12 months.
2. As quickly as possible after you are hired, go look over your classroom. Take home textbooks to help in your planning. It is never too early to begin!
3. To keep track of traffic in and out of your room, consider using a check-in/check-out sheet (*attached*). Impress upon students that they must sign in and out on this sheet every time they leave your classroom for any reason. Post this at the door in your classroom along with a pen on a chain.
4. Post your class objective on the board or at the front of the class EVERYDAY. This will help end the question, “What are we doing today?”
5. Have a “bell activity” for students to do each day when they enter the room. Get your students into the habit of entering class and starting work on the bell activity each day without your prompting them.
6. If you really want the students to keep something, put it on colored paper (not white, off-white or gray.)

7. After your classes have “settled down” (i.e. no more drops/adds), assign each student in your class a number in alphabetical order, starting with 1. (In other words, the first student in your grade book alphabetically is assigned number 1; the next person alphabetically is number 2, etc.) Have them write their assigned number beside their name on each paper when they turn it in to you. When you grade papers, put the numbers in order and you can enter grades easier.

8. If you have a class where students have to give rather detailed answers to questions (such as case studies) on an assignment or test, use labels. Key the correct answer on a sheet of labels and just put the label with the correct answer on the student’s paper. You can still add your own comments. This will save a LOT of time!



How to Survive Your First Year And . . . Come Out Smiling! (Source: www.abea.us)

Lesson Plans

Stay ahead of the game. Life is so much easier with lesson plans! (See example)

Use a lesson plan folder with copies of frameworks, lesson plans, handouts etc.

Keep copies of extra projects, class related puzzles, worksheets etc. for those times students finish work early.

Grading

Start taking grades from day one! Use a printout of your roster if necessary to keep up with them.

Two ways to grade, give credit for turning it in or actually check and deduct points for incorrect answers. Even high school students love stickers or happy notes on their papers!

Keep an answer key folder. I actually complete each assignment and print it out for my key.

Future Business Leaders of America

Use the national website, especially the adviser section. The entire handbook is online!

Start off easy. Pick projects or activities that you are comfortable with then expand or add to them.

Other tips

Keep a folder with all meeting agendas, programs, and certificates of completion. It comes in handy at the end of the year and when creating resumes or portfolios.

Keep copies of all documents sent to your principal, central office, workforce education etc.

Don't be afraid to ask questions. Use the list serve.

“I wish all teachers would . . . “
(Source: www.abea.us)

- Don't choose favorites in the classroom.
- Meet individual needs.
- Don't “smart off” to students or be sarcastic.
- Treat students with respect and patience.
- Be consistent.
- Be firm but fair.
- Encourage and compliment us.
- Remember my name. (and use it often!)
- Smile and be friendly.
- Don't take anger out in the class.
- Admit you are wrong if you are.
- Don't embarrass students and don't encourage them to put each other down.
- Don't assume we already know something.
- Listen to your students.
- Do not let a student treat you disrespectfully.
- Don't be afraid to share your feelings with us.
- Be a real person—the real you.
- Print rules for the class and explain what types of tests you give.
- Stand up when you teach.
- Don't chew gum or drink cokes or coffee in front of students.
- Dress appropriately for class.

--Compiled from ACTE Journals and others

Candidate Corrective Action Form

To be completed by the Mentor Teacher and University Supervisor

Candidate _____

Mentor Teacher _____

University Liaison _____

Please describe in detail the problem/issue and the corrective action required:

Candidate Signature _____ Date _____

Mentor Teacher Signature _____ Date _____

University Supervisor Signature _____ Date _____

Mentor Evaluation and Input – Spring 2020
To Be Completed at the End of the Student Teaching Experience

Student Name:

Mentor Name:

Date:

Based on your experiences with this candidate, please **highlight** the number that reflects your estimation of the student's overall performance.

1 - (Poor), 2 - (Fair), 3 - (Satisfactory), 4 - (Above Average), 5 - (Excellent)

Lesson Plans	1	2	3	4	5
Lesson Presentations	1	2	3	4	5
Professionalism	1	2	3	4	5
Classroom Management	1	2	3	4	5
Disposition	1	2	3	4	5

How successful do you feel this student will be in the teaching profession?

Comments: Please provide any comments that you feel would help us place candidates in the future.

**Mentor Teacher Evaluation Form to be completed by Candidate
Spring 2020 Career and Technical Education Program**

Mentor Teacher _____

Candidate _____

Subjects Taught _____

Rating scale: 4 = Always
3 = Usually
2 = Seldom
1 = Never
NA = Not applicable

During my student teaching experience, my mentor teacher

- _____ 1. Scheduled a meeting with me weekly and spent time with me in helping me decide what teaching method and activities to use.
- _____ 2. Team taught with me and developed her part of the lesson plans during the team teaching experiences.
- _____ 3. Provided feedback to me at least twice a week on my progress and how I did on that day's lesson.
- _____ 4. Told me specific things I could do to improve, if needed.
- _____ 5. Was always positive with me.
- _____ 6. Allowed me to use some of her/his past lesson plans and bulletin board materials.
- _____ 7. Was professional as a teacher and had a positive attitude.
- _____ 8. Showed a genuine interest in me as a candidate.
- _____ 9. Would explain policies and procedures with me.



UNIVERSITY OF ARKANSAS

Intern/Student Teacher:	Date:	School:
Observer:	Grade:	Rotation / Observation #:
Mentor Teacher:	Subject:	Program: CATE

This form should be completed one time by the mentor teacher and 3 times by the university supervisor.

Key: 1=Unsatisfactory 2=Basic 3=Proficient 4=Distinguished (See rubric for performance criteria)

Domain 1: Planning and Preparation		Score	Comments
1A	<p>Demonstrating knowledge of content and pedagogy</p> <ul style="list-style-type: none"> Teacher is familiar with the major concepts/skills of the subject he/she teaches. Teacher is familiar with the connections between subject and other disciplines. <p>Key “Look Fors” <u>Items highlighted were evidenced in the lesson plan.</u></p> <ul style="list-style-type: none"> ✓ Some disciplines have important prerequisites; teacher knows how to use them in designing lessons and units. ✓ Lesson and unit plans reflect important concepts in the discipline. ✓ Selects appropriate teaching strategies for all students, including those with special needs. ✓ Teacher anticipates student misconceptions and addresses them in planning the lesson. ✓ Instructional artifacts are appropriate. 		
1B	<p>Demonstrating knowledge of students</p> <ul style="list-style-type: none"> Teacher knows subject but also his/her students. Teacher plans and practices understanding of prerequisite relationships among topics and concepts and understands the students’ prior knowledge of the subject. Awareness of the students where English is not their first language. <p>Key “Look Fors” <u>Items highlighted were evidenced in the lesson plan.</u></p> <ul style="list-style-type: none"> ✓ Lesson plan includes current research. ✓ Lesson plan activities engage inquiry and learning. ✓ Teacher gathers formal and information about students for use in planning instruction. ✓ Teacher participates in community cultural events. ✓ Teacher designed opportunities for families. ✓ Teacher displays understanding of individual students’ skills, knowledge and language proficiency. 		

<p>1C</p>	<p>Selecting instructional outcomes</p> <ul style="list-style-type: none"> <i>The outcomes do not describe what students will do, but what they will learn. Instructional outcomes reflect important learning and lend themselves to various forms of assessment so that all students are able to demonstrate their understanding of the content.</i> <p>Key “Look Fors” <u>Items highlighted were evidenced in the lesson plan.</u></p> <ul style="list-style-type: none"> ✓ Outcomes/Goals/Objectives are measurable and are statements of student learning, not student activity. (Bloom’s) ✓ Outcomes/Goals/Objectives connect to national and state standards. ✓ Outcomes/Goals/Objectives reflect actual and higher-order thinking. ✓ Outcomes/Goals/Objectives are clear and relate to what it is that the students are intended to learn. ✓ Outcomes/Goals/Objectives must be appropriate for the diverse students. ✓ Outcomes/Goals/Objectives connect to previous and future learning. 		
<p>1D</p>	<p>Demonstrating knowledge of resources</p> <ul style="list-style-type: none"> <i>Teacher selects resources that align directly with the learning outcomes and which will be of most use to the students.</i> <i>Teacher looks beyond the school for resources to bring his/her subjects to life.</i> <i>Teacher resources are appropriately challenging.</i> <i>Student interactions with other students, both words and actions</i> <p>Key “Look Fors” <u>Items highlighted were evidenced in the lesson plan.</u></p> <ul style="list-style-type: none"> ✓ District provided materials. ✓ Range of texts. Supplemental texts. ✓ Guest speakers. ✓ Internet resources. ✓ Materials provided by professional organizations. ✓ Teacher continuing professional education courses or professional groups to obtain resources. ✓ Community resources. ✓ Member of a list serv in your program and uses resources obtained. 		

<p>1E</p>	<p>Designing coherent instruction</p> <ul style="list-style-type: none"> • <i>Teacher has a clear understanding of the state, district, and school expectations for student learning, and the skill to translate these into a coherent plan.</i> • <i>Teacher understands the characteristics of the students he/she teach and the active nature of student learning.</i> • <i>Lessons contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students.</i> • <i>Teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning.</i> <p>Key “Look Fors” <u>Items highlighted were evidenced in the lesson plan.</u></p> <ul style="list-style-type: none"> ✓ Lesson has opportunities for student choice. ✓ Lesson uses a variety of resources. ✓ Learning groups are thoughtfully planned. ✓ Structured lesson plan. ✓ Activities represent high-level thinking. ✓ Time allocations are reasonable, with opportunities for students to engage in reflection and closure. 		
<p>1F</p>	<p>Assessing student learning</p> <ul style="list-style-type: none"> • <i>Assessments match learning outcomes.</i> • <i>Expectations are clearly defined.</i> • <i>Assessments for learning are planned as part of the instructional process.</i> • <i>Results of assessment guide future planning.</i> <p>Key “Look Fors” <u>Items highlighted were evidenced in the lesson plan.</u></p> <ul style="list-style-type: none"> ✓ Assessment types are suitable to the style of outcome. ✓ Variety of performance opportunities for students. ✓ Modified assessments are available for individual students as needed. ✓ Expectations clearly written with descriptors for each level of performance. 		

Domain 2: The Classroom Environment		Score	Comments
2A	<p>Designing an environment of respect and rapport</p> <ul style="list-style-type: none"> • <i>Teacher interactions with students, both words and actions.</i> • <i>Student interactions with other students, both words and actions</i> <p>Key “Look Fors” <u>Items highlighted were evidenced from the observation.</u></p> <ul style="list-style-type: none"> ✓ Teacher calls students by name ✓ Listens to students with care ✓ Polite language ✓ Teacher checks with students to find out how they feel about the class/lesson ✓ Respectful talk and turn taking ✓ Teacher and student body language ✓ Physical proximity ✓ Encouragement ✓ Fairness 		
2B	<p>Establishing a culture for learning</p> <ul style="list-style-type: none"> • <i>The importance of the content.</i> • <i>Expectations of learning and achievement.</i> • <i>Student pride in work.</i> <p>Key “Look Fors” <u>Items highlighted were evidenced from the observation.</u></p> <ul style="list-style-type: none"> ✓ Voice and body language convey enthusiasm. ✓ Students have a choice about how they show what they have learned. ✓ Teacher shares the learning goal for the lesson and explains the lesson’s importance and purpose. ✓ Teacher reinforces students’ development of conceptual understanding in order for students to demonstrate proficiency of content. ✓ Expectation for all students to participate. ✓ Quality is expected and recognized. ✓ Confidence in ability is evidenced by teacher and students language and behaviors. 		

<p>2C</p>	<p>Managing classroom procedures</p> <ul style="list-style-type: none"> • <i>Routines are clearly established to minimize loss of instructional time.</i> • <i>Teacher has established procedures for group work making sure students understand what they are to do and how they are to accomplish it.</i> • <i>There are clear procedures to manage transitions, distribution of materials and supplies.</i> <p>Key “Look Fors” <u>Items highlighted were evidenced from the observation.</u></p> <ul style="list-style-type: none"> ✓ Guidelines for group work are specified ✓ Routines are established ✓ Roles are used when appropriate ✓ Group members listen respectfully ✓ Group works to meet learning goal ✓ Worked productively ✓ Used time well (little or no loss of instructional time) ✓ Voice level appropriate ✓ Materials and supplies are handled smoothly and efficiently. All necessary materials on hand. 		
<p>2D</p>	<p>Managing student behavior</p> <ul style="list-style-type: none"> • <i>Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards.</i> • <i>The teacher’s response to student misbehavior is appropriate and respects the students’ dignity.</i> <p>Key “Look Fors” <u>Items highlighted were evidenced from the observation.</u></p> <ul style="list-style-type: none"> ✓ Expectations for student conduct have been established and are being implemented. Clear standards of conduct, possibly posted, and possibly referred to during a lesson. ✓ Alert to student behavior at all times. ✓ Consistency ✓ Clear consequences ✓ Demonstrate positive behavior ✓ Sense of respects. ✓ Responds to serious behavior problems ✓ Rationale for standards. ✓ Preventive action when needed by teacher. ✓ Fairness. ✓ Reinforcement of positive behavior. 		

<p>2E</p>	<p>Organizing physical space</p> <ul style="list-style-type: none"> • <i>Classrooms must be safe (no dangling wires or dangerous traffic patterns), and all students must be able to see and hear what's going on so they can participate actively. Both the teacher and students make effective use of computer (and other) technology.</i> • <i>Physical arrangement is appropriate for the learning activity.</i> <p>Key "Look Fors"</p> <p><u>Items highlighted were evidenced from the observation.</u></p> <ul style="list-style-type: none"> ✓ Class arrangement ✓ Use of space appropriate for learning ✓ Safety ✓ Access to instruction ✓ Lesson adjustments if needed ✓ Traffic pattern ✓ Pleasant, inviting atmosphere ✓ Accessibility for all students ✓ Furniture arrangement suitable for the learning activities 	
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Domain 3: Instruction	Score	Comments
<p>3A Communicating with students</p> <ul style="list-style-type: none"> • <i>Expectations for learning. Goals are communicated clearly to students.</i> • <i>Directions for activities.</i> • <i>Explanations of content. Explanations are clear and anticipate possible student misconceptions where appropriate.</i> <p>Key “Look Fors” <u>Items highlighted were evidenced from the observation.</u></p> <ul style="list-style-type: none"> ✓ Written and verbal explanation of lesson purpose. ✓ Directions and procedures are clear to students. ✓ Explanation of content is appropriate and connects to student knowledge and experience. ✓ Clear and correct spoken and written language. ✓ Students understand the content. ✓ Absence of content errors. 		
<p>3B Using questioning and discussion techniques</p> <ul style="list-style-type: none"> • <i>Questions of high quality cause students to think and reflect (Bloom’s)</i> • <i>Discussion techniques (teacher poses a question, invites all students’ views to be heard, and establishing students to engage in discussion with one another, not always mediated by the teacher.</i> <p>Key “Look Fors” <u>Items highlighted were evidenced from the observation.</u></p> <ul style="list-style-type: none"> ✓ Teacher’s questions are high quality (higher order thinking, Bloom’s upper level). ✓ Adequate time provided for response. ✓ Genuine discussion among students. ✓ Teacher successfully engages all students in discussion. Teacher uses a range of techniques to ensure that all students contribute to the discussion, and enlist the assistance of students to ensure this outcome. ✓ High levels of student participation in discussion. 		

<p>3C</p>	<p>Engaging students in learning</p> <ul style="list-style-type: none"> • Lesson has a beginning, a middle and an end (old P.E.T. model) • Student tasks are organized to provide cognitive challenge, and then students are encouraged to reflect on what they have done and what they have learned. • There is closure to the lesson, in which students derive the important learning from their own actions. • In observing lesson, it is essential not only to watch the teacher, but also to pay close attention to the students and what they are doing. <p>Key “Look Fors” <u>Items highlighted were evidenced from the observation.</u></p> <ul style="list-style-type: none"> ✓ Assignments are appropriate and students are cognitively engaged. ✓ Instructional groups are productive and appropriate for the lesson. ✓ Materials and resources are appropriate and engage students mentally. ✓ Lesson has a clearly defined structure. ✓ Pacing is appropriate. Keeping things moving. Neither dragging nor rushed, with time for closure and student reflection. ✓ Students actively “working,” rather than watching their teacher “work.” 		
<p>3D</p>	<p>Using assessment in instruction</p> <ul style="list-style-type: none"> • It is essential that students know the criteria for assessment. At its highest level, students themselves have had a hand in articulating the criteria for, for example, a clear oral presentation. • Making mid-course corrections when needed, seizing on a “teachable moment.” • Monitoring of student learning. Planned carefully in advance. Monitoring of student learning uses a variety of techniques. • Feedback to students must be timely, constructive, and substantive, and provide students the guidance they need to improve their performance. • Students monitor their own learning. They can check their work against clear criteria. <p>Key “Look Fors” <u>Items highlighted were evidenced from the observation.</u></p> <ul style="list-style-type: none"> ✓ Teacher pays close attention to evidence of student understanding. ✓ Teacher poses specifically-created questions to elicit evidence of student understanding. ✓ Teacher circulates to monitor student learning and to offer feedback. ✓ Students assess their own work against established criteria. ✓ Teacher adjusts instruction in response to evidence of student understanding or lack of it (monitor and adjust) 		

3E	<p>Demonstrating flexibility and responsiveness</p> <ul style="list-style-type: none"> • <i>Teacher makes adjustments in a lesson to respond to changing conditions. When a lesson is well planned, there may be no need for changes during the course of the lesson. On occasion a lesson will not go as planned and or a teachable moment has presented itself. Teacher is ready for such situations.</i> • <i>Teachers seek alternate approaches to help their students be successful. In these efforts, teachers display a keen sense of efficacy.</i> <p>Key “Look Fors” <u>Items highlighted were evidenced from the observation.</u></p> <ul style="list-style-type: none"> ✓ Incorporation of student interests and events of the day into a lesson. ✓ Visible adjustment in the face of student lack of understanding. ✓ Teacher seizing on a “teachable moment.” 		
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Domain 4: Professional Responsibilities	Score	Comments
<p>4A Reflecting on teaching in terms of accuracy and use in further teaching</p> <ul style="list-style-type: none"> As teacher gains experience, his/her reflections on practice become more accurate, corresponding to the assessments that would be given by an external and unbiased observer. Not only are the reflections accurate, but teacher can provide specific examples from the lesson to support his/her judgments. Reflecting on future teaching in analyzing instruction becomes a habit of mind, leading to improvement in teaching and learning. <p>Key “Look Fors”</p> <ul style="list-style-type: none"> ✓ Accurate reflections on a lesson. ✓ Citations of adjustments to practice, drawing on a repertoire of strategies. ✓ Teacher is able to suggest future adjustments to lesson. 		
<p>4B Maintaining accurate records</p> <ul style="list-style-type: none"> Teacher is able to keep accurate records of both instructional and non-instructional events. This includes student completion of assignments, student progress in learning, and records of non-instructional activities that are part of the day-to-day functions in a school setting, including such things as the return of signer permission slips for a field trip and money for school pictures, organization dues, etc. In order to plan instruction, teacher knows where each student “is” in his or her learning. This information is collected formally or informally, but is updated frequently. <p>Key “Look Fors”</p> <ul style="list-style-type: none"> ✓ Routines and systems that track student completion of assignments. ✓ System of information regarding student progress against instructional outcomes. ✓ Process of maintaining accurate non-instructional records. 		

<p>4C</p>	<p>Communicating with families</p> <ul style="list-style-type: none"> • <i>Teacher establishes relationships with families by communicating to them about the instructional program, about individual students and invite them to be part of the educational process itself.</i> • <i>Frequent information is provided to families, as appropriate, about the instructional program.</i> • <i>Frequent information is provided to families, as appropriate, about students' individual progress.</i> • <i>Successful and frequent engagement opportunities are offered to families so they can participate in the learning activities.</i> <p>Key "Look Fors"</p> <ul style="list-style-type: none"> ✓ Frequent and culturally appropriate information sent home regarding the instructional program, and student progress. ✓ Two-way communication between the teacher and families. ✓ Frequent opportunities for families to engage in the learning process. 		
<p>4D</p>	<p>Participating in a professional community</p> <ul style="list-style-type: none"> • <i>Teacher works with colleagues to share strategies, plan joint efforts, and plan for the success of individual students.</i> • <i>Teacher contributes to and support larger school and district projects designed to improve the professional community.</i> • <i>Teachers contribute to and participate in a learning community that supports and respects its members' efforts to improve practice.</i> <p>Key "Look Fors"</p> <ul style="list-style-type: none"> ✓ Regular teacher participation with colleagues to share and plan for student success. ✓ Regular teacher participation in professional courses or communities that emphasize improving practice. ✓ Regular teacher participation in school initiatives. ✓ Regular teacher participation and support of community initiatives. ✓ Teacher attends school and district curriculum meetings, or engagement with the parent teacher organization. ✓ Teacher attends all professional development activities. ✓ Teacher participates in an action research project. 		

<p>4E</p>	<p>Developing and growing professionally</p> <ul style="list-style-type: none"> • <i>Continuing to stay informed and increasing skills.</i> • <i>Growth in content, pedagogy, and information technology.</i> • <i>Networking with colleagues through such activities as joint planning, study groups, and lesson study provide opportunities to learn from one another.</i> • <i>Teacher remains current by belonging to professional organizations, reading professional journals, attending educational conferences, and taking university classes.</i> <p>Key “Look Fors”</p> <ul style="list-style-type: none"> ✓ Frequent teacher attendance in courses and workshops; regular academic reading. ✓ Participation in learning networks with colleagues; feedback freely shared. ✓ Participation in professional organizations supporting academic inquiry. 		
<p>4F</p>	<p>Demonstrating professionalism</p> <ul style="list-style-type: none"> • <i>Teacher acts with honesty and integrity.</i> • <i>Student needs are known and teachers access resources to step in and provide help that may extend beyond the classroom.</i> • <i>Teacher consistently adheres to school and district policies and procedures.</i> • <i>Teachers put students first in all considerations of their practice.</i> • <i>Teachers solve problems with students’ needs as a priority.</i> <p>Key “Look Fors”</p> <ul style="list-style-type: none"> ✓ Teacher has a reputation as someone who can be trusted and is often sought as a sounding board. ✓ During committee or planning work, teacher frequently reminds participants that the students are the utmost priority. ✓ Teacher consistently fulfills school district mandates regarding policies and procedures. 		

General Commendations	Focus areas for next observation
<p>Date of this observation _____</p>	

SUMMATIVE EVALUATION

This form is completed at the end of the student teaching experience by the teacher candidate and mentor teacher.

Intern/Student Teacher:	Date:	School:
Observer:	Grade:	Rotation / Observation #:
Mentor:	Subject:	Program:

Domain 1: Planning and Preparation
To be completed from responses to questions before and after a lesson. Additional information may be obtained during classroom observation of teaching.

Score		
	a:	Demonstrating knowledge of content and pedagogy
	b:	Demonstrating knowledge of students
	c:	Selecting instructional outcomes
	d:	Demonstrating knowledge of resources
	e:	Designing coherent instruction
	f:	Assessing student learning

Key Proficient “Look Fors”	Criteria
<p>Classroom Observation</p> <ul style="list-style-type: none"> • Clear explanation of content • Accurate response to student questions • Questions build on prior k/s <p>Teacher Lesson Plans/Interview</p> <ul style="list-style-type: none"> • Explains how discipline is organized and has evolved • Identifies concepts to be taught • Shares relationship to other disciplines • Selects appropriate teaching strategies 	<p>a. Teacher is familiar with major concepts/skills of the subject he/she teaches. Familiar with connections between subject and other disciplines.</p> <ul style="list-style-type: none"> - Knowledge of prerequisite relationships - Knowledge of content-related pedagogy <p>Comments:</p>
<p>Teacher Lesson Plans/Interview</p> <ul style="list-style-type: none"> • Age appropriate • References current research • Activities engage inquiry and reciprocal learning process • Activities/strategies based in formal / informal and ongoing assessment • Seeks input from parents • Interest surveys and interviews • Cultural sensitivity • Meets with key school personnel • Accommodations 	<p>b. Teacher demonstrates knowledge of students.</p> <ul style="list-style-type: none"> - Knowledge of child and adolescent development - Knowledge of the learning process - Knowledge of students' skills, knowledge, and language proficiency - Knowledge of students' interest and cultural heritage - Knowledge of students with special needs <p>Comments:</p>
<p>Teacher Plans/Interviews</p> <ul style="list-style-type: none"> • Connects to national, state, and local standards • Represents big ideas • Scaffolded on prior and establishes foundation for future learning that represent the discipline • Written in terms of LEARN not DO • Are specific, doable, observable • Reflect different types of learning • Provide opportunities for coordination 	<p>c. Teacher selects instructional outcomes.</p> <ul style="list-style-type: none"> - Value, sequence, and alignment - Clarity - Balance - Suitability for diverse learners <p>Comments:</p>

<ul style="list-style-type: none"> • Reflect actual and higher-order thinking • Reflect procedural knowledge • Reflect conceptual understanding • Reflect communication skills • Reflecting reasoning skills • Reflecting collaboration skills • Are suitable for all students 	
<p>Teacher Plans/Interviews</p> <ul style="list-style-type: none"> • Utilizes several and differentiated resources • Stays abreast of subject(s) teaches • Aware of and familiar with resources in and out of school/district <ul style="list-style-type: none"> • Guest speakers • Field trips • Internet • Professional organizations • Media center, computer lab • Multidisciplinary resources • Artifacts 	<p>d. Teacher demonstrates knowledge of resources.</p> <ul style="list-style-type: none"> - Resources for classroom use - Resources to extend content knowledge and pedagogy - Resources for students <hr/> <p>Comments:</p>
<p>Teacher Plans/Interviews</p> <ul style="list-style-type: none"> • Suitable to students and learning outcomes • Represent significant cognitive challenge • Differentiated • Engaging • Varied grouping • Clearly defined structure • Reasonably timed 	<p>e. Teacher designs coherent instruction.</p> <ul style="list-style-type: none"> - Learning activities - Instructional materials and resources - Instructional groups - Lesson and unit structure <hr/> <p>Comments:</p>
<p>Teacher Plans/Interviews</p> <ul style="list-style-type: none"> • Assesses all outcomes • Adapts for groups/students • Identifies clear criteria/standards • Develops appropriate strategies • Uses to plan for future instruction 	<p>f. Teacher assesses student learning.</p> <ul style="list-style-type: none"> - Congruent with instructional outcomes - Criteria and standards - Design of formative assessments - Used for Planning <hr/> <p>Comments:</p>

Summary:
Suggestions:

Domain 2: The Classroom Environment		
<i>To be completed during observation of a lesson</i>		
Score		
	a:	Designing an environment of respect and report
	b:	Establishing a culture for learning
	c:	Managing classroom procedures
	d:	Managing student behavior
	e:	Organizing physical space

Criteria	Key Proficient “Look Fors”
<p>a: Teacher interactions with students. Students’ interactions with one another.</p> <p>Comments:</p>	<ul style="list-style-type: none"> • Teacher calls students by name • Teachers uses “we” statements to make students feel part of the group • Listens to students with care • Polite language is used in interaction between the students and the teacher • Teacher checks with students to find out how they feel about the class/lesson
<p>b: The importance of the content. Expectations of learning and achievement. Student pride in work.</p> <p>Comments:</p>	<ul style="list-style-type: none"> • Voice and body language convey enthusiasm • Student have a choice about how they show what they have learned • Teacher shares the learning goal for the lesson and explains the lesson’s importance and purpose • Teacher reinforces students’ development of conceptual understanding in order for students to demonstrate proficiency of content
<p>c: Routines are clearly established to minimize loss of instructional time. Teacher has established procedures for group work making sure students understand what they are to do and how they are to accomplish it. There are clear procedures to manage transitions, distribution of materials and supplies.</p> <p>Comments:</p>	<ul style="list-style-type: none"> • Guidelines for group work are specified • Routines are established • Roles are used when appropriate • Group members listen respectfully • Group works to meet learning goal • Worked productively • Used time well • Voice level appropriate • Materials and supplies are handled smoothly and efficiently
<p>d: Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher’s response to student misbehavior is appropriate and respects the students’ dignity.</p> <p>Comments:</p>	<ul style="list-style-type: none"> • Appropriate and clear standards of behavior • Alert to student behavior at all times • Consistency • Clear consequences • Demonstrate positive behavior • Sense of respect • Responds to serious behavior problems • Rationale for standards
<p>e: Classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate to the learning activities. The teacher makes effective use of physical resources, including computer technology.</p> <p>Comments:</p>	<ul style="list-style-type: none"> • Class arrangement • Use of space appropriate for learning • Safety • Access to instruction • Facilitates learning • Lesson adjustments • Traffic pattern

Summary:
Suggestions:

Domain 3: Instruction		
<i>To be completed during observation of a lesson</i>		
Score		
	a:	Communicating with students
	b:	Using questioning and discussion techniques
	c:	Engaging students in learning
	d:	Using Assessment in Instruction
	e:	Demonstrating flexibility and responsiveness

Key Proficient “Look Fors”	Criteria
<ul style="list-style-type: none"> • Written and verbal explanation of lesson purpose • Directions and procedures are clear to students • Explanation of content is appropriate and connects to student knowledge and experience • Clear and correct spoken and written language 	a: Expectations for learning. Directions and procedures. Explanations of content.
	Comments:
<ul style="list-style-type: none"> • Teacher’s questions are of high quality • Adequate time provided for response • Genuine discussion among students • Teacher successfully engages all students in discussion 	b: Quality of questions. Discussion techniques. Student participation.
	Comments:
<ul style="list-style-type: none"> • Assignments are appropriate and students are cognitively engaged • Instructional groups are productive and appropriate for the lesson • Materials and resources are appropriate and engage students mentally • Lesson has a clearly defined structure • Pacing is appropriate 	c: Activities and assignments. Grouping of students. Instructional materials and resources. Structure and pacing.
	Comments:
<ul style="list-style-type: none"> • Students are fully aware of criteria 	d: Assessment criteria. Monitoring of student learning. Feedback to students. Student self-assessment and monitoring of progress.

<p>and performance standards by which work will be evaluated</p> <ul style="list-style-type: none"> • Monitors the progress of groups making use of diagnostic prompts • Feedback to students is timely and high quality • Students frequently assesses and monitors quality of their own work against criteria 	<p>Comments:</p>
<ul style="list-style-type: none"> • Makes minor adjustments to lesson in a smooth manner • Successfully accommodates for students' questions and interests • Anticipates and responds to student differences • Persists in seeking approaches for students who are struggling 	<p>e: Lesson adjustment. Response to students. Persistence.</p> <p>Comments:</p>

Summary:
Suggestions:

Domain 4: Professional Responsibilities		
Score		
	a:	Reflecting on teaching in terms of accuracy and use in further teaching
	b:	Maintaining accurate records
	c:	Communicating with families
	d:	Participating in a professional community
	e:	Developing and growing professionally
	f:	Demonstrating professionalism

Domain D: Teacher Professionalism	
Key Proficient "Look Fors"	Criteria
<ul style="list-style-type: none"> • Accurately assess lesson's effectiveness in meeting outcomes • Generally supports judgments • Suggests future adjustments 	<p>a. Reflecting on teaching.</p> <ul style="list-style-type: none"> - Accuracy - Use in future teaching <p>Comments:</p>
	<p>b. Maintaining accurate records</p> <ul style="list-style-type: none"> - Student completion of assignments - Student progress in learning - Non-instructional records <p>Comments:</p>
<ul style="list-style-type: none"> • Fully effective system for maintaining information on student completion of assignments. 	<p>Comments:</p>

<ul style="list-style-type: none"> • Provides frequent information to families • Communicates regularly about students' progress • Engages families frequently and successfully • Volunteers in school events making substantial contribution • Coordinates with specialists 	<p>c. Communicating with families</p> <ul style="list-style-type: none"> - Information about the instructional program - Information about individual students - Engagement of families in the instructional program <hr/> <p>Comments:</p>
<ul style="list-style-type: none"> • Mutual support and cooperation <ul style="list-style-type: none"> • Grade-level/departmental meetings • Engages in analysis, reflection, discussion and debate with intent to improve • Actively participates in a culture of professional inquiry <ul style="list-style-type: none"> • Professional development • Action research • Collaboration 	<p>d. Participating in a professional community</p> <ul style="list-style-type: none"> - Participating in a professional community - Involvement in a culture of professional inquiry - Service to the school - Participation in school and district projects <hr/> <p>Comments:</p>
<ul style="list-style-type: none"> • Seeks out opportunities for professional development to enhance content knowledge and pedagogical skill • Welcomes feedback and responds/asks for further feedback 	<p>e. Growing and developing professionally</p> <ul style="list-style-type: none"> - Enhancement of content knowledge and pedagogical skill - Receptivity to feedback from colleagues - Service to the profession <hr/> <p>Comments:</p>
<ul style="list-style-type: none"> • Displays high standards of honesty, integrity, and confidentiality in interactions with colleague, students, and the public. • Volunteers to participate in before/after school programs • Ensures all students have fair opportunity to succeed. • Open minded and participates in team/departmental decision-making. • Consistent and on time in attendance • Consistent and on time in attendance at team and faculty meetings 	<p>f. Showing professionalism</p> <ul style="list-style-type: none"> - Integrity and ethical conduct - Service to students - Advocacy - Decision making - Compliance with school and district regulations <hr/> <p>Comments:</p>

- Dresses appropriately

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Summary:

Suggestions:

**Formal Classroom Observation
Interview Protocol for a Postconference (Reflection Conference)**

This form is completed by the university supervisor during each post conference visit.

Teacher's Name	Grade/Subject	TESS Track
Evaluator Observation	Pre-Conference	Date of

- 1. How would you describe today's lesson?**

- 2. (4a) What evidence is there that students did or did not learn the goals of the lesson?**

- 3. (4a) What do samples of student work show about students levels of engagement and understanding during the lesson?**

- 4. (4a) If you had the opportunity to work with the same students on this lesson again, what would you do the same? What would you do differently?**

- 5. (4b) Please share your system for recording student assessment results.**

- 6. (4b) Describe the system you have established to maintain your records of formative and summative assessments.**

- 7. (4b/4c) How do you provide feedback on assessments for students and/or families? Share your record system to support that feedback?**

- 8. (4b) What role do your students have in maintaining their own records of learning? How do your students determine their learning status from records and communicate this to their families?**

- 9. (4c) How do you communicate with parents/guardians? How do they respond to your communications?**

- 10.(4c) How do you address the concerns of parent/guardians during the school year?**

- 11.(4c) Please describe the roles that families have in your classroom? What methods do you use to encourage family involvement?**

- 12.(4c) How do your students participate in conversations with their families and with you, i.e., student led conferences, etc.?**

- 13.(4d) How have you worked with colleagues on learning activities this year? Please describe some successes and areas for improvement for that collaboration.**

- 14.(4d) What influence has your professional learning experiences had on your instruction this year? Describe some specific examples of change resulting from professional learning?**