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I. Introduction

The UW-Stout School of Education (SOE) Student Teaching Handbook serves as a guide for student teachers, on-site mentors, and university supervisors regarding SOE student teaching policies, procedures, and expectations. The information in this handbook applies to student teachers in the Career and Technical Education and Training program.

Please read this handbook carefully prior to the start of the student teaching experience and contact the program director or university supervisor with any questions or concerns at (715) 232-1443 or taylorju@uwstout.edu.

II. UW-Stout Conceptual Framework.

1. Conceptual Framework

The mission of the School of Education at UW-Stout is:

“The School of Education Faculty and Staff will provide exemplary teaching, research and service to ensure that graduates of the School become successful and effective leaders and educators in their chosen professional discipline.”

The vision of the School of Education is:

“The School of Education faculty and staff have the vision of preparing educational leaders who are reflective practitioners and bring diverse talents, perspectives and expertise to the field.”

The School of Education goals are:

1. Foster the development of educational leaders who are reflective in their practice.
2. Provide a program curriculum that incorporates diversity, research, theory and best practice.
3. Align program outcomes with state and national education standards.
4. Recruit, support and retain a diverse faculty/staff who model best practices in professional education.
5. Advance educational scholarship and research at the university, local, state, national and international levels.
6. Collaborate with PK-12 schools, universities, technical colleges, educational agencies, professional associations, and communities to improve teaching and learning.
7. Engage in leadership to the university, local, state, national and international professional organizations.
As a School of Education, we value:

“Excellence in teaching within high-quality, student centered undergraduate and graduate education involving active learning and appropriate technology; therefore we will:

- Model best practices
- Build upon a strong content background from the respective disciplines and subject areas
- Foster the understanding of growth and development and of learning processes.
- Actively engage students in learning and assessment.
- Challenge student’s thinking.
- Utilize appropriate technology.

Scholarship and Research within applied knowledge and general education; therefore we will:

- Conduct scholarly research.
- Mentor student research skills.
- Disseminate scholarship and research findings.
- Reward excellence in scholarship and research.
- Participate in professional scholarly organizations.

Collaborative Relationships with business, industry, education, community and government; therefore, we will:

- Cultivate educational partnerships.
- Collaborate with industry, business, government, and professional organizations.
- Nurture collegial relationships with on-site instructors/mentors and supervisors.
- Promote consistent, positive communication with internal and external audiences.

Growth and Development of students, faculty and staff through active participation in university and professional communities; therefore, we will:

- Participate in service at the school and university levels.
- Engage in professional development.
- Provide leadership at local, state, national and international professional communities.
- Support students with opportunities to engage in professional communities at the local, state, national and international levels.

Diversity of people, ideas and experiences; therefore, we will:

- Value student and faculty diversity.
- Model respect for differences.
- Recruit and support a diverse student and faculty population.
- Require student experiences that address diversity.
Active Involvement in shared governance, consensus-building teamwork, open and effective communication, and respectful, ethical behavior; therefore, we will:

- Model respectful and ethical behavior.
- Provide leadership.
- Promote open and effective communication.
- Collaborate with organizations to improve the quality of education.
- Participate in decision making that drives policy.”

The University of Wisconsin-Stout’s conceptual framework for PreK-16 Professional Education Program is based upon Danielson’s (1996) Reflective Practitioner Model. The Danielson framework is consistent with what we believe.

Within the University of Wisconsin-Stout professional education community, we believe that effective professional education programs must be based upon shared beliefs about teaching, learning, schools and education that guide program development and instruction from planning through assessment and evaluation. In keeping with our School of Education mission, vision and value statements, we hold the following beliefs:

We believe that reflective practitioners in professional education contexts model best practices by:

- Building upon a strong content background in their respective disciplines and subject areas.
- Foster the understanding of growth, development and learning processes.
- Creating a positive learning environment that challenges student thinking.
- Modeling respect for diversity of people, ideas and experiences.
- Exhibiting excellence in teaching.
- Actively engaging students in learning and assessment using appropriate technology.
- Building collaborative relationships within the institution and the community.
- Engaging in reflection to improve teaching/professional practice.
- Engaging in professional development and leadership.

Our Reflective Practitioner conceptual framework provides a system for ensuring coherence among curriculum, instruction, preclinical and clinical experiences and assessment across a student’s program. Students have a rich background of general education and content courses from our Colleges of Arts and Sciences, Human Development and Technology, Engineering and Management. Our professional education faculty and staff who teach educational foundations courses and discipline specific pedagogical courses provide advising, mentoring and supervision of preclinical and clinical experiences. Our partners include professionals in schools and community agencies in which our teacher education students observe and practice their emerging skills under professional supervision and mentoring from admission into the professional education program through their program completion.
UW-Stout School of Education values and beliefs align well with Danielson’s research based framework for professional practice (Danielson, 1996). This framework for teaching highlights the importance of planning and preparation, classroom environment, excellence in instruction and professional responsibilities. The process of being a reflective practitioner follows a framework for teaching that includes four domains: a) planning and preparation, b) classroom environment, c) instruction, and d) professional responsibilities (Danielson, 1996).

2. Domains/Components of Danielson Framework for Professional Practice

   **Domain 1: PLANNING AND PREPARATION**
   1.a Demonstrating Knowledge of Content and Pedagogy
   1.b Demonstrating Knowledge of Students
   1.c Selecting Instructional Goals
   1.d Demonstrating Knowledge of Resources
   1.e Designing Coherent Instruction
   1.f Assessing Student Learning

   **Domain 2: CLASSROOM ENVIRONMENT**
   2.a Creating an Environment of Respect and Rapport
   2.b Establishing a Culture for Learning
   2.c Managing Classroom Procedures
   2.d Managing Student Behavior
   2.e Organizing Physical Space

   **Domain 3: INSTRUCTION**
   3.a Communicating Clearly and Accurately
   3.b Using Questioning and Discussion Techniques
   3.c Engaging Students in Learning
   3.d Providing Feedback to Students
   3.e Demonstrating Flexibility and Responsiveness

   **Domain 4: PROFESSIONAL RESPONSIBILITIES**
   4.a Demonstrating Knowledge of Content and Pedagogy
   4.b Demonstrating Knowledge of Students
   4.c Selecting Instructional Goals
   4.d Demonstrating Knowledge of Resources
   4.e Designing Coherent Instruction
   4.f Assessing Student Learning

3. **Wisconsin Technical College System Teacher Certification**

Licensure as an instructor in the Wisconsin Technical College System requires that an individual meet educational preparation requirements in the areas of curriculum/course construction, philosophy of vocational, technical, and adult
education, teaching methods, educational psychology, educational evaluation, guidance and counseling, and educational diversity. The student teaching experience should be designed to supplement a student’s program coursework in as many of these areas as possible. However, it may not be possible for a student teacher to be actively involved in all seven certification areas during the student teaching experience. Efforts should be made to learn as much as possible about these areas within the institution and postsecondary teaching environment.

III. Policies and Procedures

1. Calendar
   Student teachers and intern trainers are expected to follow the daily and semester calendar of the institution in which they are teaching, including beginning and ending term dates, vacation, and professional development days. Student teachers and intern teachers are expected to work about half time (20 hours per week) for the duration of the semester for 8 credits of enrollment in the CTE-408 course.

2. Daily Attendance
   Student teachers are to assume the responsibility for a regular work load as stipulated by the on-site mentor. This includes time for class preparation, observations, in-services, and field trips.

   Student teachers and interns must arrive and depart the school day as stipulated by the on-site mentor.

3. Absences
   Illness and personal emergencies in the immediate family are considered legitimate reasons for absence from the student teaching assignment. Absence due to illness or other emergency must be reported following the procedure specified by the cooperating institution’s policy.

4. Work Load of a Student Teacher/Intern
   The student teaching experience is a half-time commitment (20 hours per week) for the duration of the assignment. An appropriate workload for the student teacher should be cooperatively arranged and agreed upon by the on-site mentor, the student teacher, and the university supervisor. A full range of activities should include but not be limited to:

   - Teaching responsibilities you and your on-site supervisor/mentor determine as appropriate for your level of expertise and experience.
   - Increased instructional responsibilities as the semester progresses. Initial responsibility may include observation, followed by team teaching, which will lead into complete instructional responsibilities.
   - Regular meetings with the on-site mentor for critique and evaluation.
   - Planning and delivery of small group, demonstration, laboratory and/or other types of classroom instruction.
   - Development of lesson plans, curriculum, and evaluation activities that measure learner achievement.
• Management of the learning environment through enthusiasm, motivation, respect and hard work.
• Attendance at all program, departmental, division and institutional meetings.
• Participation in planned staff development activities.
• Identification of institutional resources that will help you in the classroom. These might include student services, special needs, tutoring, ESL or other instructional support.
• Identification of institutional processes (i.e. for purchasing equipment and supplies, for curriculum revisions, etc.)
• Understanding the administrative structure of the institution.

Student teachers normally do not start out by carrying as heavy a teaching load as a regular teacher, they gradually assume more responsibility throughout the experience. The actual number of credits and classes assigned to student teachers vary across discipline areas.

5. Labor Disputes
If a system-wide strike, work stoppage, or work-to-contract situation occurs in the institution where a student teacher is assigned, he/she is to remain a non-participant until the negotiations are settled. Student teachers may not cross picket lines or participate in any institution-related activities until the issues have been resolved. Decisions about arranging an alternative placement will be made on an individual basis in consultation with the university supervisor/program director.

When a work stoppage or work-to-contract situation occurs in a cooperating institution where interns are assigned, it is the policy of the Wisconsin Improvement Program that interns be declared non-participants to either party involved. Interns will remain on a standby basis, without pay, during the period of time when schools are closed or during the period of time when schools are declared open without resolution of conflicting issues between the institution and the local teacher union.

6. Professional Liability
Professional Liability coverage is provided by the State of Wisconsin under provisions of S.S. 165.25 (6) and 895.46 (1) of the Chapter 81, Laws of 1975 for all University of Wisconsin System student teachers, intern teachers, or for any others assigned to field experiences. This coverage protects the university student against claims from third parties for personal injury or property damage caused while performing within the scope of duties as a student teacher or intern teacher. Students may also obtain professional liability insurance through private companies or professional organizations.

7. Health and Injury Coverage
At the University of Wisconsin-Stout, all graduate and undergraduate students who are registered as full-time students are eligible for medical care at the
University Health Service facility, which does not include hospitalization care. Unless you have other health and injury coverage, you need to secure more complete health coverage under either the Student Wisconsin Education Association plan or another insurance plan through a private company.

8. Resolution of Problems
All issues or problems that arise with a student teacher/intern should be directed by the on-site mentor(s) to the university supervisor/program director; likewise, issues or problems encountered by the student teacher/intern should be brought to the attention of the Coordinating Chair if the problem is with the university supervisor. It is the responsibility of the university supervisor/program director to mediate any conflicts between the student and school personnel. Issues may be brought to the attention of the Coordinating Chair by the university supervisor for adjunction if necessary.

9. Early Release from Student Teaching
Permission for early release from a student teaching experience will be granted only after the university supervisory and on-site mentor confirms the student teacher has made satisfactory progress during the experience.

10. Statement of Non-Discrimination
The University of Wisconsin-Stout does not discriminate on the basis of sex, race, religion, or ability in its teacher education programs. This statement is published, in part, to fulfill requirements of Section 86.9 of the title 45, Code of Federal Regulations, which implements Title IX of the Educational Amendments of 1972.

11. Access and Accommodation
The Americans with Disabilities Act (ADA) requires state and local governments and places of public accommodation to furnish appropriate auxiliary aids and services where necessary to ensure effective access and communication for individuals with disabilities, unless doing so would result in a fundamental alternation to the program or service or in an undue burden. Therefore, the University of Wisconsin-Stout, in conjunction with its cooperating institution and agencies, is accessible to student/intern teachers with disabilities and will make every attempt to provide reasonable accommodations for qualified individuals with disabilities. If you are so qualified, please indicate in writing upon application for student/intern teaching.

12. Other Compliance
Student teachers/interns must comply with all other applicable federal and state laws, social institutional policies outlined in the institution’s handbook, and discipline specific ethical codes.

13. Teaching Attire
Acceptable teaching attire and personal appearance is that which conform to the highest standards of teachers in the cooperating institution.
14. Professional Conduct for Student Teaching/Intern Teaching
   a. Enter the student teaching experience with a positive attitude and
determination to do your very best and learn as much as you can.

   b. Determine what is considered to be appropriate dress in your particular
institution and look the part of a professional. If you notice certain
informalities in dress of those around you, remember that this is a
privilege of regular faculty members and does not apply to you as a
student teacher.

   c. Maintain a professional relationship at all times with all individuals
involved in the total education program.

   d. Develop a receptive attitude toward suggestions and criticisms.
Constructive feedback from your on-site mentor and university supervisor
is essential for your continued growth as a professional.

   e. Keep communication lines open with your on-site mentor and university
supervisor. Your on-site mentor and university supervisor are there to help
you in any way that they can.

   f. Discuss special issues, concerns, circumstances directly with your on-site
mentor.

   g. Maintain confidentiality regarding students, families and school personnel.

   h. If you borrow school materials or tests from your on-site mentor, return
these materials promptly.

15. Code of Ethics for Student Teachers/Interns
   a. All information which the student teacher/intern receives about learners in
her/his class or institution is to be kept confidential.

   b. A student teacher/intern should be more concerned with what is being
achieved with the students than with impressions being made on the
supervising teacher or university supervisor.

   c. The student teacher/intern should maintain the dignity necessary to gain
the respect of her/his students.

   d. The student teacher/intern should show enthusiasm concerning the
learning experiences being developed with the students.

   e. The student teacher/intern should be sympathetic and courteous toward all
learners.
f. The student teacher/intern should consider her/himself a member of the community in which he/she is teaching and act accordingly.

g. Disciplinary measures used by the student teacher/intern should conform to the instructions of the on-site mentor.

h. The student teacher/intern must be an example to her/his students in every way: physically, mentally, ethically, and emotionally.

i. The student teacher/intern should be just as interested in and be as ready to assist with the improvement of a class as if it were her/his own.

j. The student teacher/intern must realize that each learner is an individual, and must take into consideration individual abilities, interests, and capacities for learning.

k. The student teacher/intern must be completely impartial in dealing with pupils, and must constantly strive to be fair while judging learners’ actions.

l. The student teacher/intern should refrain from imposing her/his religious or political views upon the students, and should exhibit a broad-minded, tolerant attitude toward other groups and individuals.

IV. Student Teacher/Intern Roles and Responsibilities

1. Responsibilities in the Institution

   1. Visit your student teaching/intern institution site prior to the actual beginning of the assignment.
      a. Contact the on-site mentor and appropriate administrator to arrange for your initial visit.
      b. Confer with on-site mentor about your expected responsibilities.
      c. Obtain copies of texts, study/reference materials for classes you will be teaching.
      d. Tour entire building.
      e. Obtain copies of student and faculty handbooks.

   2. Observe polices, rules, regulations and hours of the cooperating institution.

   3. Become aware and follow the line of authority in the institution.

   4. Dress, act, talk and conduct yourself as a member of the teaching profession.

   5. Observe standards of conduct as set forth by professional ethics and requirements of good citizenship.

   6. Understand that student teachers/interns are guests of the host institution and act accordingly.

   7. Learn about the physical facilities, the building and the resources available in the institution such as special equipment, computers, library, student services, etc.
8. Introduce yourself and become acquainted with the administration, faculty and staff (office staff, custodians, counselors, etc.)
9. Attend all faculty and other professional meetings.
10. Gradually assume responsibilities for non-teaching duties such as care and physical order of the classroom and labs, bulletin boards, etc.
11. Observe, with advance permission, teachers in other areas.

2. Responsibilities in the Classroom
   1. Get to know your students and plan according to their needs and abilities.
      Learn names of your students.
   2. Teach the curricula approved by the institution where you are student teaching. The on-site mentor(s), in conjunction with the student teacher/intern, will determine the courses and/or units to be taught.
   3. Prepare adequate lesson plans well in advance of actual classroom teaching and submit such plans as required to the on-site mentor.
   4. Respect student diversity, ethnic, and cultural backgrounds.
   5. Show enthusiasm and respect for all course/program areas.
   6. Assist in maintaining a positive and pleasant classroom-learning environment.
   7. Become knowledgeable of safety and sanitation regulations and the location of safety equipment.
   8. Use time, materials, and supplies economically.
   9. Protect and maintain equipment.
 10. Create and maintain appropriate classroom management strategies.
 11. Study and experiment with various physical arrangements in the classroom for different learning activities.
 12. Be a good role model for students.

3. Responsibilities to your Students
   1. Recognize that your primary responsibility is to the students, understanding that nothing must interfere with carrying out this obligation.
   2. Be caring, understanding and fair.
   3. Promote self-confidence and personal development of all your students.
   4. Encourage self-discipline and responsibility.
   5. Work toward the active engagement of all the students.
   6. Be tactful and considerate in your critique of others.
   7. Contribute to the development of higher order thinking.
   8. Be discreet in discussing students with your on-site mentor, other faculty, and the administration.
   9. Be safety conscious-it is your obligation to safeguard your students.
 10. Make assignments clear and definite.
 11. Make sure students understand lessons. Check for understanding.
 12. Be firm and fair in all matters of discipline.
 13. Teach students to cooperate with each other and follow directions.
 14. Assist students in developing positive attitudes and efficient work habits.
4. Responsibilities to the On-Site Mentor
   1. Turn in written lesson plans to your on-site mentor.
   2. Treat student records with confidentiality. Keep confidential information “confidential.”
   3. Follow the guidelines set up for the classroom/laboratory/department.
   4. React favorably to constructive criticism (be “coachable”).
   5. Show initiative and willingness to work.
   6. Be appreciative of the help and time your on-site mentor is giving you.
   7. Set up a conference time at least once a week and adhere to the schedule.
   8. Participate in parent conferences whenever possible.
   9. Make at least 5 sunshine calls to parents when you catch their child doing something good.
   10. Tactfully refer all parental requests for pupil data, evaluation, and progress to the classroom teacher.
   11. Become familiar with budgeting procedures for the school and department.
   12. Remember that the on-site mentor is legally responsible for the class. The student teacher/intern should assume no authority that has not been delegated to him/her by the on-site mentor.
   13. Leave at least one copy of each of the materials you used/developed during your teaching experience with your on-site mentor.

5. Responsibilities to the University Supervisor/Program Director
   a. New Teachers – See Appendix A (use these guidelines if this is your first teaching experience or you are in your first year of teaching)
   b. Experienced Teachers – See Appendix B

6. Responsibilities in the Community in Which You Teach
   1. Get to know the community in which you are teaching so that you have a better understanding of community and resources.
   2. Introduce yourself to the business community.
   3. Use community resources in your teaching such as UW Extension, community leaders, business personnel, and community members as guest speakers, fieldtrips to local businesses, etc.

7. Responsibilities to Yourself
   1. Learn all you possibly can.
   2. Using the competency listing, evaluate your performance four times during your semester of teaching experience or two times within your nine week period. Compare your self ratings with those of your on-site mentor.
   3. Evaluate your performance as a teacher weekly. Develop various means for assessing your strengths and weaknesses.
   4. Use audio and video equipment to observe and reflect upon your teaching.
   5. Maintain a professional attitude toward your work.
   6. Practice your skills.
   7. Cooperate with your fellow teachers.
   8. Enjoy your teaching experience.
V. On-Site Mentor Roles and Responsibilities

An exemplary student teacher/intern center provides a learning experience in which student teachers/interns can develop their teaching style in a supportive atmosphere, accepting of mistakes without threat of failure. If the student teacher/intern receives and gives feedback on the teaching action exhibited, progress can be made toward becoming a self-analytical, reflective, and self-directed teacher. The following suggestions are intended as a guide for the on-site mentor in helping the student teacher/intern achieve the greatest value from the experience.

1. Qualification Requirements for On-Site Mentors
   a. On-site mentors must hold Wisconsin Technical College System teaching certification or its equivalent in the discipline area.
   b. They must have a minimum of three years of full-time teaching.
   c. They must have taught in that institution or related system for at least one year.
   d. They must have volunteered for the assignment as an on-site mentor.

2. Orientation
   a. Preparing the class for the arrival of the student teacher/intern can promote the idea that another teacher can be worthwhile and enjoyable for the entire class.
   b. It is important to realize that the student teacher/intern may be initially apprehensive about the students, staff, and the relationship with the on-site mentor. Empathy, support, and early clarification of expectations for the experience may help create a feeling of security and direction.
   c. By assembling necessary materials describing the institution for the initial visit and identifying beginning teaching units, the student teacher/intern can work prior to the arrival at the site. Give the student teacher/intern an overview of the work previously covered and provide textbooks, manuals, and other appropriate materials.
   d. Copies of the faculty handbook, student handbook, procedures, regulations, polices, etc. should be available to the student teacher/intern.
   e. A desk and/or other personal space should be provided for the student teacher/intern.

3. Planning
   a. The student teacher/intern will need information on the overall program and course curriculums that are applicable.
   b. Guidelines for planning – the format to be used and times at which plans will be due – can provide continuity and security for the student teacher/intern. The on-site mentor may wish to encourage and approve experimentation with new materials, methods, and techniques.
c. A variety of teacher activities can be included for the student teacher/intern to experience: classroom teaching, preparation time, or observations of other teachers, small group and individual assistance.
d. Student teachers/interns should follow the department and/or institution’s process and requirements for lesson plans prior to teaching.
e. The importance of good planning based on the needs of the different students should be emphasized.
f. Encourage the student teacher/intern to plan for a wide variety of learning experiences to meet the needs of diverse students.
g. Make the student teacher/intern aware of materials and resources that are in the institution.
h. Your role is to assist in the development of unit and daily plans, tests and other materials. (The student teacher/intern must show growth toward independence in developing these teaching tools over time.)

4. Transfer of Responsibility
   a. Collaborate with the student teacher/intern to develop a plan to integrate him/her into the teacher role. Establish goals, expectations and a schedule for conferencing.
   b. Encourage the student teacher/intern to assume responsibilities that acquaint him/her with the students.
   c. Allow the student teacher/intern the opportunity to gradually increase responsibility for teaching and non-teaching tasks.

5. Observing
   a. The on-site mentor has two roles in the observation process-the observer and the observed. Frequent opportunities for the student teacher/intern to re-evaluate one’s own techniques by alternating periods of observation and teaching can facilitate growth.
   b. Interrupting the student teacher/intern when teaching a class is a generally undesirable growth experience. Problems can be discussed later in a conference.

6. Conferencing
   a. Conferencing on classroom performances and experiences of the student teacher/intern are one of the most important contributions of the on-site mentor. This is a time to jointly brainstorm, reflect on performance, plan future lessons, raise questions and discuss educational issues. Planning and evaluation are two important functions of frequent conferencing.
   b. A regularly scheduled in-depth conference promotes better teaching and critical reflection.
   c. Evaluative comments in a continuous, specific, and constructive process can be offered in an empathetic matter.
d. By fostering an environment that is conducive to self-reflection. The student teacher/intern can acquire confidence with on-site mentor assistance in analyzing strengths and weaknesses.

e. Forms and written evaluations used in the observation process can service as a basis for specific items to focus on. Provide verbal and written feedback.

f. Analyzing with the student teacher/intern the value and results of different experiences in the classroom, particularly the creation of a constructive atmosphere for learning, can provide an important basis for future teaching.

g. Talking with the student teacher/intern about goals and the on-site mentor’s educational philosophy as related to learners and practices within the classroom, can help the formulation of the student teacher/intern’s own educational philosophy.

h. Three-way conferencing with University Supervisor and student teacher/intern may be held during the semester placement as needed.

7. Professionalism
a. The attitude of an on-site mentor who reflects a positive real liking and respect for teaching is likely to influence the student teacher/intern.

b. Student teachers/interns look to the on-site mentor as a model of professional behavior.

8. Evaluation
a. Evaluation occurs on an ongoing basis and is shared with the university supervisor, mentor, and student teacher.

b. The on-site mentor completes the On-Site Mentor Observation Evaluation form (See Appendix D) as required by the new teacher (See Appendix A) or experienced teacher (See Appendix B) process guidelines.

c. Continuous feedback and assurance that the on-site mentor knows his/her work is important to the student teacher/intern’s progress. This evaluation process needs to be open, honest, and fair.

VI. University Supervisor Roles and Responsibilities
1. Observes
a. The University of Wisconsin-Stout university supervisor has the responsibility to visit and observe the student teacher/intern in the institution. Written evaluations of classroom observation will be made at each visit and communicated to the student teacher/intern.

b. These visits are planned to coincide with the university supervisor’s campus responsibilities and also the schedule of the student teaching/interning institution. An itinerary of visits is to be shared with the student teacher/intern and the on-site mentor (who in turn, may need to notify an on-site administrator of such visits).
c. In the event that more than the normal number of visitations is necessary, such arrangements will be discussed by all of the individuals concerned.

2. Guides
   a. The university supervisor is one who provides direction and guidance in the planning and evaluation phases of student teaching/interning.
   b. The supervisor objectively analyzes and clarifies the role and responsibilities assigned to the student teacher/intern.
   c. He/she helps to build meaning and relationship between college courses and the student teaching/intern situation.
   d. The supervisor promotes good relationships among those involved in the student teaching/interning experience.
   e. Establishing and maintaining positive relationships between the university and cooperating institutions or agencies are a supervisor responsibility.
   f. He/she helps on-site mentors to understand their supervisory role and the assessments in the career and technical teacher education program.
   g. The university supervisor meets separately with the student teacher/intern and the on-site mentor.
   h. Conferences with the on-site mentor and student teacher/intern will be held during the semester.

3. Collaborates
   a. The university supervisor acts as a resource for both the student teacher/intern and the on-site mentor. They share new resources and teaching ideas; up-to-date research and current trends in the profession.
   b. He/she acts as a campus liaison.
   c. If the university supervisor is not the career and technical education program director, the university supervisor has the responsibility to maintain communication with the program director of the program in which the student teacher/intern is enrolled.
   d. The university supervisor has the responsibility to comply with all procedures and policies of the School of Education including use of School of Education evaluation forms adapted for the B.S. in Career and Technical Education program.

4. Evaluates
   a. The university supervisor/program director provides each student teacher/intern written evaluations based on classroom observation(s) during the semester experience.
   b. The university supervisor/program director has the responsibility for assigning the final grade for the student teaching/internship course. A combination of the on-site mentor evaluations and feedback,
completion and quality of student teacher/intern assignments, and university supervisor evaluations are used in the final grade decision.

c. The university supervisor/program director assists in the continuous examination and improvement of the student teaching/internship program.
Appendix A
Student Teaching Process – New Teachers
CTE 408 Student Teaching
New Teachers

The following process is designed to provide you with experiences that will start you on the road of your professional teaching career. Use these guidelines if this is your first semester or first year of teaching. The following expectations are to be completed during the semester in which you are registered for CTE-408 Student Teaching. This process consists of 8 semester credits. It is expected that you will work about half time (20 hours per week) for the duration of the semester. Please share this information with your on-site mentor.

Assignments and Activities

1. Submit your teaching schedule and contact information of the on-site mentor you are working with and an email address, personal address and phone number where you can be reached. Submit this information during the first week of your assignment. (See Appendix C)

2. Submit three summary reports throughout the semester. The first will be due after the first 4-5 weeks of the experience, the second after the 8-9 weeks into the experience, and the third report is due at the end of the semester. These reports will include a summary and self-critique of activities engaged in during the previous weeks.

3. Ask your on-site mentor to observe you during each period prior to submitting a summary report. Submit a copy of the on-site mentor observation evaluation form along with any written supervisor/mentor comments to the university supervisor.

4. Schedule an observation visit with the university supervisor for one of your classes/labs. The university supervisor may want to meet privately with your on-site supervisor/mentor during this visit. You will arrange for a debriefing time for you to meet with the university supervisor following the observation.

5. Visit another institution that offers a program similar to the one where you are student teaching. Review facilities, curriculum, teaching schedules, observe a lab and class session, and interview one of the instructors about the program. Include your observations in the summary report following your visit.

6. Write a plan for improvement that covers the next 3 years. It should sustain development from the information learned through this process.

7. If at any time you have questions, or problems, do not hesitate to contact your university supervisor.

8. Call your university supervisor immediately in case of labor disputes.
New Teachers Assignments/Activities Scoring Rubric

This sheet will be used to record your scores for the Student Teaching activities.

Student’s Name_________________________________________________

Average Score_________   Final Grade_______

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th>Room for improvement</th>
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</thead>
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<tr>
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<td>Reports</td>
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<tr>
<td>Comments:</td>
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</tbody>
</table>

| 2. On-Site Mentor        | 4         | 3          | 2                    | 1        | 0        |
| Observations             |           |            |                      |          |          |
| Comments:                |           |            |                      |          |          |

| 3. University Supervisor | 4         | 3          | 2                    | 1        | 0        |
| Observations             |           |            |                      |          |          |
| Comments:                |           |            |                      |          |          |

| 4. Visit to Other        | 4         | 3          | 2                    | 1        | 0        |
| Institution              |           |            |                      |          |          |
| Comments:                |           |            |                      |          |          |

| 5. Self-Improvement      | 4         | 3          | 2                    | 1        | 0        |
| Plan                     |           |            |                      |          |          |
| Comments:                |           |            |                      |          |          |
Appendix B
Student Teaching Process – Experienced Teachers
The following steps are designed to help you improve your teaching. The focus of student teaching in the CTET program is to build on your strengths and find opportunities for improvement. It is helpful if others have observed you in the past. Those observations can be used as a benchmark to measure improvement. The CTET teaching observation instrument is categorized into broad areas and allows for adaptation to your teaching situation. You may use this instrument; your school instrument or develop your own. Remember, what ever instrument you select is useful for identifying general areas of instruction and organizing critique.

Assignments and Activities

1. Submit your teaching schedule and contact information of the on-site mentor you are working with and an email address, personal address and phone number where you can be reached. Submit this information during the first week of your assignment. (See Appendix C)

2. Observation 1--Partner with a fellow instructor or supervisor after about 1 month of teaching.
   a) Have your mentor/partner observe your teaching. Select an observation instrument (your institution’s, the form in Appendix D, or other). This instrument will be used throughout this activity.
   b) After the observation, discuss the observation with your mentor/partner; identify areas of strength and areas for improvement. Compare this with your initial benchmarks.
   c) Submit an activity and analysis paper that reflects on the activities and your performance during this period. Submit this to the university supervisor.

3. Observation 2--Partner with a fellow instructor or supervisor after about 2 months of teaching.
   a) Use the same format as used in Observation 1.
   b) Submit an activity and analysis paper that reflects on the activities and your performance during this period. Submit this to the university supervisor.

4. Videotape yourself.
   a) Videotape yourself in a typical teaching situation.
   b) Self-critique your video. Use your observation instrument to record your observations.
   c) Submit your tape, completed observation sheet, and a self-reflection report to the university supervisor.

5. Observation 3--University Supervisor.
   The university supervisor will set up an observation time during one of your classes/labs. It is expected that you will demonstrate improvement in focused areas or showcase new delivery, technologies, or other instructional improvements.

6. Action Plan
   Submit a one to two page action plan for self-improvement and professional development that you will engage in for the next three years. It should sustain development from the information learned through this process.
Experienced Teachers Assignments/Activities Scoring Rubric

This sheet will be used to record your scores for the Student Teaching activities.

Student’s Name_________________________________________________

<table>
<thead>
<tr>
<th>Average Score</th>
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<td>2. Observation 1</td>
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<td>Comments:</td>
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<tr>
<td>3. Video Tape</td>
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<td>4. Observation 2</td>
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<td>6. Action Plan</td>
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<td>Comments:</td>
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Appendix C
Student Teaching Contact & Benchmark Information
CTE-408 Postsecondary Student Teaching  
Contact & Benchmark Information

Student Teacher Name ________________________________ ID#____________________
Semester Enrolled __________________________ Email Address ______________________
Mailing Address During Student Teaching _________________________________________
Office Phone ________________________________ Home Phone _________________________
Student Teaching Department ____________________________________________________
Institution Name __________________________________________________________________
Institution Address __________________________________________________________________
On-Site Mentor Name______________________________ Position/Title ______________________
On-Site Mentor Email ______________________________ Phone __________________________
Dean/Mentor’s Supervisor________________________ Email ____________________________

Teaching Schedule:

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</table>
Experienced Teachers Must Complete the Following Benchmark Information:

1. Gather any evaluations or observation information you have had in the past two years. If you have none, do a self assessment of your teaching strengths and weakness to use a baseline for improvement (contact the university supervisor for guidelines if necessary).
2. Review these with your on-site mentor.
3. List areas that are your strengths:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. List areas in which you need improvement:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Appendix D
On-Site Mentor Observation Evaluation
University of Wisconsin – Stout
School of Education
On-Site Mentor Observation Evaluation
of Postsecondary CTE Student Teacher Competencies

Student Teacher: ________________________________

Discipline/Course: _____________________________ Date: _________

EVALUATION SCALE
NA-Not applicable/not observed in this teaching situation
1= Unsatisfactory/not achieved
2= Emerging/achieved with limited degree
3= Basic/achieved with moderate degree
4= Advanced Basic/achieved with a high degree: Equivalent to quality teacher with 3 or more years teaching experience

DOMAIN 1: PLANNING AND PREPARATION

1a. Demonstrating Knowledge of Content and Pedagogy
- Knowledge of content
- Knowledge of prerequisite relationships
- Knowledge of content-related pedagogy
NA  1  2  3  4

1b. Demonstrating Knowledge of Students
- Knowledge of characteristics (intellectual, social, and emotional of age group)
- Knowledge of students’ varied approaches to learning
- Knowledge of students’ skills and knowledge
- Knowledge of students’ interests and cultural heritage
NA  1  2  3  4

1c. Selecting Instructional Goals
- Value
- Clarity
- Suitability for Diverse Students
- Balance
NA  1  2  3  4

1d. Demonstrating Knowledge of Resources
- Resources for teaching
- Resources for students
NA  1  2  3  4

1e. Designing Coherent Instruction
- Learning activities
- Instructional materials and resources
- Instructional groups
- Lesson and unit structure
NA  1  2  3  4

1f. Assessing Student Learning
- Congruence with instructional goals
- Criteria and standards
- Use for planning
NA  1  2  3  4

Comments: ____________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
### EVALUATION SCALE
NA - Not applicable/not observed in this teaching situation
1 - Unsatisfactory/not achieved
2 - Emerging/achieved with limited degree
3 - Basic/achieved with moderate degree
4 - Advanced Basic/achieved with a high degree: Equivalent to quality teacher with 3 or more years teaching experience

### DOMAIN 2: THE CLASSROOM ENVIRONMENT

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<th>2a. Creating an Environment of Respect and Rapport</th>
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<td>Student interaction</td>
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<td>Student pride in work</td>
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<td>Expectations for learning and achievement</td>
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<table>
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<td>Management of transitions</td>
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<td>Management of materials and supplies</td>
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**Comments:**

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### DOMAIN 3: INSTRUCTION

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<td>Activities and assignments</td>
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<td>Instructional materials and resources</td>
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## EVALUATION SCALE

NA = Not applicable/not observed in this teaching situation  
1 = Unsatisfactory/not achieved  
2 = Emerging/achieved with limited degree  
3 = Basic/achieved with moderate degree  
4 = Advanced Basic/achieved with a high degree: Equivalent to quality teacher with 3 or more years teaching experience

## DOMAIN 4: Professional Responsibilities

4a. Reflecting on Teaching  
- Accuracy  
- Use in future teaching

4b. Maintaining Accurate Records  
- Student completion of assignments  
- Student progress in learning  
- Non-instructional records

4c. Contributing to the Institution  
- Relationships with colleagues  
- Service to the Institution  
- Participation in department and institutional projects

4d. Growing and Developing Professionally  
- Enhancement of content knowledge and teaching skills  
- Service to the profession

### Comments:

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<th>On-Site Supervisor</th>
<th>Date</th>
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<table>
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<tr>
<th>Student Teacher/Intern</th>
<th>Date</th>
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Student Teacher: ________________________________

Discipline/Course: ____________________________ Date: ____________

**EVALUATION SCALE**

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<td>1= Unsatisfactory/not achieved</td>
<td>4=Advanced Basic/achieved with a high degree: Equivalent to quality teacher with 3 or more years teaching experience</td>
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<td>2= Emerging/achieved with limited degree</td>
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**DOMAIN 1: PLANNING AND PREPARATION**

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<tr>
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<td>Knowledge of content-related pedagogy</td>
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<tr>
<th>1b. Demonstrating Knowledge of Students</th>
<th>NA 1 2 3 4</th>
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<td>Knowledge of characteristics (intellectual, social, and emotional of age group)</td>
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<tr>
<td>Knowledge of students’ varied approaches to learning</td>
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<td>Knowledge of students’ interests and cultural heritage</td>
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<td>Clarity</td>
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<td>Balance</td>
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<table>
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<td>Instructional groups</td>
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<td>Lesson and unit structure</td>
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<table>
<thead>
<tr>
<th>1f. Assessing Student Learning</th>
<th>NA 1 2 3 4</th>
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<tbody>
<tr>
<td>Congruence with instructional goals</td>
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<tr>
<td>Criteria and standards</td>
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<tr>
<td>Use for planning</td>
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**Comments:**
**EVALUATION SCALE**
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   Equivalent to quality teacher with 3 or more years teaching experience

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**

<table>
<thead>
<tr>
<th>2a. Creating an Environment of Respect and Rapport</th>
<th>NA</th>
<th>1</th>
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<tbody>
<tr>
<td>Teacher interaction with students</td>
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<td>Student Interaction</td>
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<table>
<thead>
<tr>
<th>2b. Establishing a Culture for Learning</th>
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<tr>
<td>Importance of the content</td>
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<tr>
<td>Student pride in work</td>
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<td>Expectations for learning and achievement</td>
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<th>2c. Managing Classroom Procedures</th>
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<tr>
<td>Management of instructional groups</td>
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<td>Management of transitions</td>
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<td>Management of materials and supplies</td>
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<td>Performance of non-instructional duties</td>
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<table>
<thead>
<tr>
<th>2d. Managing Student Behavior</th>
<th>NA</th>
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<tr>
<td>Expectations</td>
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<tr>
<td>Monitoring of student conduct</td>
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<td>Response to student misconduct</td>
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<tr>
<th>2e. Organizing Physical Space</th>
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<tbody>
<tr>
<td>Safety and arrangement of furniture and equipment</td>
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<td>Accessibility to learning and use of physical resources</td>
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**Comments:**

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**DOMAIN 3: INSTRUCTION**

<table>
<thead>
<tr>
<th>3a. Communicating Clearly and Accurately</th>
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<tbody>
<tr>
<td>Directions and procedures</td>
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<tr>
<td>Oral and written language</td>
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<table>
<thead>
<tr>
<th>3b. Using Questioning and Discussion Techniques</th>
<th>NA</th>
<th>1</th>
<th>2</th>
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<tbody>
<tr>
<td>Quality of questions</td>
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<td>Discussion techniques</td>
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<td>Student participation</td>
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<th>3c. Engaging Students in Learning</th>
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<td>Representation of content</td>
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<td>Activities and assignments</td>
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<td>Grouping of students</td>
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<tr>
<td>Instructional materials and resources</td>
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<td>Structure and pacing</td>
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<table>
<thead>
<tr>
<th>3d. Providing Feedback to Students</th>
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<td>Quality: Accurate, substantive, constructive &amp; specific</td>
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<td>Timeliness</td>
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<table>
<thead>
<tr>
<th>3e. Demonstrating Flexibility and Responsiveness</th>
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<td>Lesson adjustment</td>
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<td>Response to students</td>
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<td>Persistence</td>
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### DOMAIN 4: Professional Responsibilities

<table>
<thead>
<tr>
<th></th>
<th>4a. Reflecting on Teaching</th>
<th>4b. Maintaining Accurate Records</th>
<th>4c. Contributing to the Institution</th>
<th>4d. Growing and Developing Professionally</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Accuracy</td>
<td>Student completion of assignments</td>
<td>Relationships with colleagues</td>
<td>Enhancement of content knowledge and teaching skills</td>
</tr>
<tr>
<td></td>
<td>Use in future teaching</td>
<td>Student progress in learning</td>
<td>Service to the Institution</td>
<td>Service to the profession</td>
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<td></td>
<td></td>
<td>Non-instructional records</td>
<td>Participation in department and institutional projects</td>
<td></td>
</tr>
</tbody>
</table>

|   | NA 1 2 3 4                     | NA 1 2 3 4                     | NA 1 2 3 4                      | NA 1 2 3 4                           |

**Comments:**

University Supervisor

Date

Student Teacher/Intern

Date
Appendix F
Self-Improvement Plan
Self-Improvement Plan

Name: ____________________________   Date: _______________________

These questions are provided to encourage reflection as you determine self-improvement goals and actions:

- What areas of your work at your institution and/or teaching do you find rewarding? Challenging?
- What are your strengths?
- How could your enjoyment of teaching be enhanced?
- What changes are taking place in your content/discipline area? In your department or institution?
- What areas of Planning and Preparation can you improve?
- What are the areas of the Classroom Environment that you want to strengthen?
- How can you improve your Instruction to positively impact student learning?
- How do you plan to maintain and grow areas of Professional Responsibility?

<table>
<thead>
<tr>
<th>Goals/Objectives (Specific areas of focus which will improve teaching and learning - knowledge, skills, attitudes, and values)</th>
<th>Learning Resources/Strategies (How will these objectives be accomplished? Include potential costs, resources needed, and a timeline for completion)</th>
<th>Evidence of Accomplishment (How will you know that you have accomplished your goals?)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>