



**STUDENT TEACHING  
FALL 2011  
MENTOR TEACHER  
HANDBOOK**



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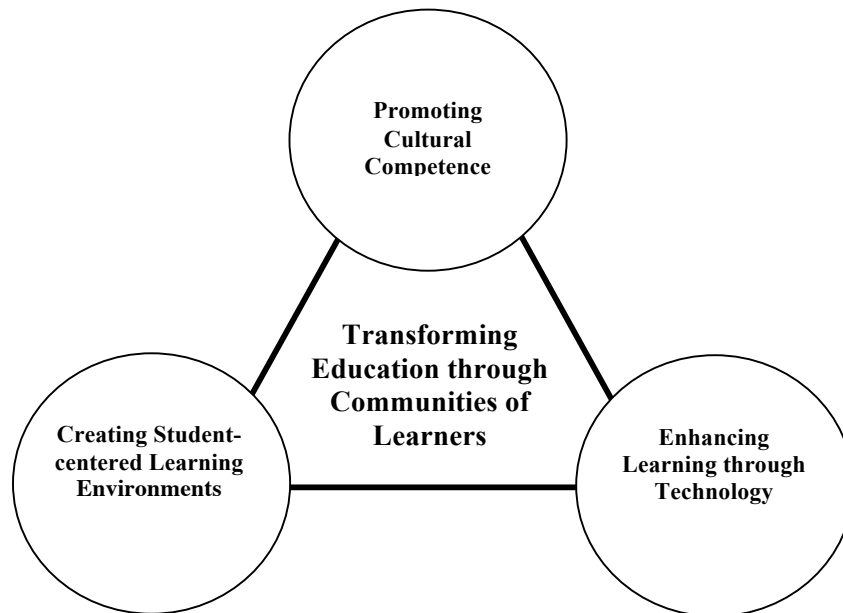


# MISSION AND STANDARDS

## Mission of the College of Education

The Pacific University College of Education embraces the mission and values of Pacific University along with its commitment to the liberal arts and sciences as we seek to prepare aspiring and practicing educators to promote and nurture learners' intellectual, ethical, social, and emotional growth within a learning community that is committed to equity and diversity. In our shared vision, the College of Education exemplifies the values of the University, emphasizing academic rigor, integrity, individual growth, deep understanding, close community and ethical responsibility.

Since there are several programs in the COE there are various program goals and objectives. Uniting all our programs is the intersection of the COE vision statement (Transforming education through communities of learners) and three focus themes that capture our COE conceptual framework: (1) Promoting cultural competence; (2) Creating student-centered classrooms; and (3) Enhancing learning through technology. As shown below, these themes summarize our conceptual framework, thus letting all our constituents know what we value.



### PHILOSOPHICAL FOCUS OF THE CONCEPTUAL FRAMEWORK

We are committed to increasing our sphere of influence and deepening our commitment to quality. Thus, our licensure programs are approved by the Oregon Teacher Standards and Practices Commission (TSPC) and our degree programs are accredited by the Northwest Commission on Colleges and Universities (NWCCU). Further, the College of Education is a candidate (March 2008) for national accreditation by the National Council for Accreditation of Teacher Education (NCATE).



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*The dream begins with a teacher who believes in you, who tugs and pushes and leads you to the next plateau, sometimes poking you with a sharp stick called "truth." Dan Rather*

Our students are so fortunate to have you helping them along the road to their dream. Pacific University cannot thank you enough for all you do for our students as you mentor them. We know that our students' real learning takes place in your classrooms. We also know that mentoring a student teacher can be difficult and challenging. We appreciate the contribution you make to the teaching profession each time you mentor a practicum or student teacher in your classroom.

## Program Descriptions

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**MAT/5<sup>th</sup>** ~ This program begins in mid-September. Students will graduate 15 months later in December with a Master's of Arts in Teaching and an initial license. The program is composed of 3 semesters, fall, spring, and fall. The first semester consists primarily of foundational and theoretical coursework. During the first semester, our candidates are placed in schools at one of their authorization levels for at least two days a week and are observing and assisting teachers in the classroom. Semester two is an opportunity for students to apply the foundational and theoretical coursework as they take methodology coursework. Candidates continue in their placements from the first semester and at this point begin to do some teaching. This semester will also find them creating and teaching a unit of study, work sample (see below for description), in their placement. Summer semester is an optional semester for candidates in the MAT/5<sup>th</sup> program. They may take the summer off, take coursework to add an additional endorsement such as ESOL, or do some international travel through opportunities in the College of Education. Candidates' third semester consists of student teaching.

**Flex** ~ This program begins in September and ends 16 months later in January with a Master's of Arts in Teaching and an initial license. The coursework in this program follows the same sequence as the MAT/5<sup>th</sup> program. The only difference is that their minor/2<sup>nd</sup> authorization placement follows their student teaching in January. To ensure that they are ready to student teach in the fall, these students are involved in 2 additional placements in the schools.

**Work sample** ~ **As part of both programs, students are required to develop and teach a work sample. This work sample is a unit of study that demonstrates that students are able to design a unit based on state standards. The work sample requires students to develop lessons, incorporate different types of assessment, reflect on their teaching, and suggest ways in which instruction could be improved. The focus is on the students in their classroom and ways in which their learning can be enhanced.**

## Student Teaching

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At the elementary school level, the process of accepting responsibilities during the student teaching experience should be a gradual one, varying with each individual while still allowing the student teacher to assume increased classroom duties and instruction each week. At the secondary level, students are responsible for teaching classes from the beginning of the school year. The six stages, discussed in more detail later in the handbook, include: orientation, observation, planning for teaching, participation as a team member, assuming teaching responsibilities, and teaching without full-time supervision.

Throughout the experience, student teachers should schedule regular conference times with their mentor teachers to share observations, raise and answer questions, socialize, and plan. Student teachers should plan carefully with their mentors, submitting unit or lesson plans in advance to facilitate review and discussion. Recording in a weekly log allows student teachers to summarize major responsibilities and activities. In addition, each student teacher will visit other classrooms, schools, and districts in order to observe and teach in settings that represent a broad range of teaching styles, methods of classroom organization, and students from varying socio-economic levels.

Evaluation is a continual process, not only through daily comments and observations by the mentor teacher, but through regular discussions and reference to the student teacher's progress toward the requirements of the TSPC and Pacific University College of Education Evaluations. Student teachers assess their own performance and discuss evaluations with their mentors.

Acting as liaison between the school and Pacific is the university supervisor who visits approximately every two weeks, or more often if needed, during the student teaching semester. Student teachers also meet with university faculty at regularly scheduled seminars.

At the conclusion of the student teaching semester, student teachers receive a grade of Pass (equivalent of a C or above) or No Pass (failure to meet established standards for student teaching). The grade, given by the university supervisor, incorporates feedback and recommendations from mentor teachers. At the end of each semester, the College of Education will assess individual progress toward meeting the program requirements. Student teachers must meet the program requirements in order to continue in the program.

## **The Student Teacher Role**

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During the semester, the student teacher moves from an observing and assisting role to a teaching role, practicing and demonstrating competencies under the guidance of a qualified mentor teacher. The student teacher's primary responsibilities are to:

- Develop competence in six key areas:
  1. Planning for instruction
  2. Classroom management
  3. Implementing plans for instruction
  4. Evaluation of student achievement
  5. Professionalism
  6. Endorsement area knowledge
- Maintain high standards of professional and personal ethics in working with staff and students, maintaining confidentiality at all times.
- Attend all classes and meetings regularly and punctually.
- Develop, with the mentor teacher(s), a schedule for assuming classroom responsibilities.
- Encourage evaluation of lesson plans and teaching performance by the mentor teacher and through self-assessment.
- Learn and adhere to school, district, and state rules and policies pertaining to the school program.
- Participate in the total school program, extra curricular activities, in-service programs and other staff development activities.
- Create and teach two work samples.
- Read and progress toward requirements of the TSPC and Pacific University College of Education Summary Reports.
- Invite the appropriate administrator to observe 2-3 times so that person can write a letter of recommendation.



## The Mentor Teacher Role

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The mentor teacher serves as the primary guide, support and model for the student teacher while sharing classroom responsibilities and expertise. Through regular planning and feedback, the mentor teacher will suggest, demonstrate, analyze, evaluate, and reinforce learning experiences.

Perhaps the most difficult and challenging responsibility of a mentor teacher is allowing the student teacher to develop a personal teaching style. While the university expects the student teacher to work within the general curriculum that has been established in a school and to follow all school rules and procedures, the student teacher should be given opportunities to try alternative instructional approaches and develop curriculum material in areas that have been approved by the mentor teacher.

Among other responsibilities, mentor teachers will:

- Provide the student teacher with a faculty handbook or source of information pertaining to building and district policies.
- Introduce the student teacher as a colleague to students and staff.
- Create an atmosphere of acceptance for the student teacher with the students, staff, and community.
- Guide the student teacher in setting goals and objectives through planning, writing and revising lesson plans using a variety of teaching strategies, measuring and evaluating student growth, and designing feedback techniques.
- Give the student teacher feedback as they create their work sample
- Inform the student teacher concerning background information of students and introduce available resource persons and materials.
- Guide the student teacher in advancing from an assisting role to a primary teaching role while the mentor teacher moves to a supporting role.
- Require the student teacher's self-evaluation through suggestions, constructive criticism, and encouragement.
- Provide written comments on lesson plans following observations of the student teacher's teaching.
- Provide opportunities for the student teacher to observe other teachers and programs.
- Consult regularly with the university supervisor about the student teacher's progress.
- Assist the student teacher in the development and implementation of one work sample.
- Assist the student teacher in developing an individual teaching style.
- Assist in developing and monitoring the student teacher's progress on the TSPC and Pacific University Summary Reports.
- Recommend a Pass/No Pass grade based on the student teacher's proficiency and completion of program requirements.

# Checklist of Mentor Responsibilities

## **September**

Due to a change in the way the ethics laws are interpreted in Oregon pertaining to public employees, mentor teacher payments are now sent directly to the District Office.

## **October**

Complete Midplacement Student Teaching Progress Report

## **December**

Complete Student Teacher Summary Evaluation and return to the College of Education

## **Responsibilities During Student Teaching Placement**

- ✓ At the midpoint of the placement, complete the Midplacement Student Teaching Progress Report with the student and university supervisor.
- ✓ At the end of the placement complete the Student Teacher Summary Evaluation with the student and the university supervisor.
- ✓ Write a letter of recommendation for your student teacher.
- ✓ Complete the university program evaluation survey, which will be emailed to you at the end of the year.

## Student Teaching Placements:

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Pacific University prepares teachers for four authorization levels: early childhood, elementary, middle school, and high school. Students are strongly encouraged to prepare for two contiguous authorizations. Students are placed in preparation strands accordingly. Practicum and student teaching requirements vary somewhat with each of the three strands. Students will successfully teach two work samples, preferably one at each authorization level. Both work samples need to include a literacy component.

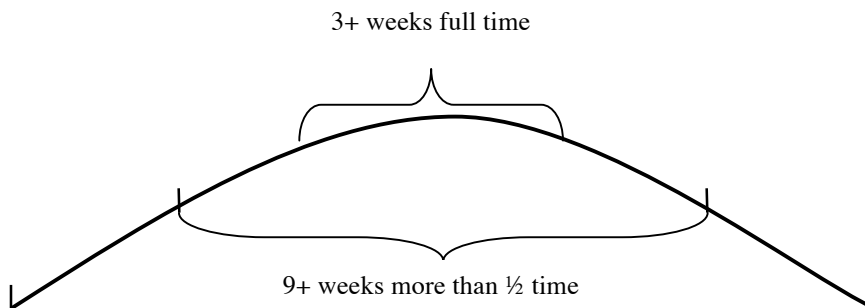
### *Early Childhood/Elementary Education*

Students require two placements – for early childhood education in grades K-4, and for elementary education in grades 3-6. In the fall, fifteen weeks of full-time student teaching are required. This translates to fifteen weeks full-time in the school and will entail at least nine weeks of more than half-time teaching. Within the nine weeks, students will need to complete at least three weeks of full-time teaching.

### *Elementary/Middle School*

Students require two placements – one in an elementary school at the upper elementary level (any of grades 3-6) and one in the middle school in an endorsement area appropriate to their academic preparation. In the fall, fifteen weeks of full-time student teaching are required. This translates to fifteen weeks full-time in the school and will entail at least nine weeks of more than half-time teaching. Within the nine weeks, students will need to complete at least three weeks of full-time teaching. Middle School fall student teacher placements: please refer to the bold information below in the Middle School/High School information section.

## ELEMENTARY CHART



**This is a visual of what the 15 full weeks of student teaching looks like at the elementary level**

### *Middle School/High School*

Students may choose to obtain a license at one authorization level only, or they may prepare for both authorization levels, with either middle school or high school as their first authorization level. Two placements are then required – one in a middle school in an appropriate endorsement area, and one in a high school in an appropriate endorsement area. At the student teaching placement in the fall, it is required that students attend school full time for fifteen weeks at the placement site for their authorization level. **Student teachers must teach more than half of a full-time teacher's load for at least nine weeks, though we recommend teaching as much as possible within the fifteen week period.**

## **Criteria and Selection of Mentor Teachers**

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Mentor teachers are responsible for a major portion of the *learning to teach* process. Criteria and selection procedures reflect the importance of this person's role in educating teachers. School districts and university faculty collaborate in the selection of mentor teachers. The following selection criteria have been reviewed and approved by the University's Educational Consortium. The mentor teacher requirements include:

- Preparation in supervising, evaluating, and/or instructing student teachers.
- A minimum of three years of successful classroom teaching preferably in the district, and at least one year in that particular school. We have used teachers who have completed two years of teaching based on building administrator recommendations.
- A current Oregon teaching certificate with appropriate endorsements for current assignments.
- Demonstrated competence as a teacher.
- A positive, professional attitude and enthusiasm for teaching.
- Understanding effective teaching strategies.
- Ability to relate to and communicate with other teachers, administrators, staff, children, and parents.
- Skills in evaluating the performance of student teachers and a willingness to constructively share the evaluation with the student teacher and university supervisor.
- Ability to work cooperatively with the student teacher and university supervisor.
- Willingness to participate in meetings with the student teacher and supervisor. These meetings will include, but not be limited to, an initial meeting during inservice week and a mid-placement conference.

## **Benefits for Mentor Teachers**

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As an expression of appreciation, all mentor teachers receive an honorarium. Please refer to your individual school district's policy and agreement regarding disbursement. The University agrees to cooperate with District policies and regulations as well as provide appropriate supervision for each student teacher placed. This honorarium is subject to future adjustments. Mentor teachers sharing a student teacher will share the honorarium. Major and minor placement mentor teachers receive different honorarium amounts.

## **The Building Administrator**

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In assuming responsibility for student teachers within the building, the building administrator:

- Assists in selecting mentor teachers;
- Orients the student teacher to the school's philosophy, policies, regulations and the physical plant;
- Helps the student teacher become acquainted with the school staff;
- Confers with the mentor teacher about the student teacher's progress;
- Suggests teachers or schools as possible observation sites;
- Communicates with the university supervisor.

## The University Supervisor

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The university supervisor serves as the liaison between the public schools and Pacific University. The university supervisor will:

- Inform the district personnel about the program expectations and requirements;
- Meet with the mentor teacher and student teacher to plan, implement, and evaluate the experience;
- Visit and observe the student teacher's performance approximately every two weeks during the fall semester, more visits may be necessary if a student teacher needs more support from the University;
- Confer with the student teacher and mentor teacher after observations, and supply copies of written reports for the student teacher, mentor teacher, building administrator, and the College of Education;
- Schedule conferences with the student teacher and mentor teacher to evaluate the experience at the middle and end of student teaching;
- Consult with the student teacher to discuss the student teacher's progress with the work samples;
- Assess one, possibly two, work samples required of each student teacher;
- Monitor the student teacher's progress toward requirements listed on Pacific's Midterm Student Teaching Evaluation and the TSPC Student Teaching Summary Report.



*Student Teaching  
Experience*





## Stages of Responsibility

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The student teacher experience is a progression of opportunities beginning with observations, shared responsibilities, and moving toward full-time teaching responsibilities. This learning process is guided by the expertise and modeling of the mentor teacher, other building personnel, and the university supervisor.

Student teachers assume responsibility in teaching through the following stages: orientation, observation, planning for teaching, participation as a team member, assuming teaching responsibilities for one or more periods per day, and teaching without full-time supervision. Each stage is described below, but it is important to remember that the process is not linear and that individual elements of any stage often occur in earlier stages or is repeated in later stages.

### *Stage 1: Orientation (elementary and secondary student teachers)*

Becoming acquainted with staff members, students, and the school building is the initial step in student teaching. Student teachers should familiarize themselves with the instructional and the non-instructional duties that teachers perform each day. This introduction begins during the spring practicum.

The student teacher's orientation should include the following:

#### School

- Information about the school community.
- Tour of the building.
- Awareness of faculty/student handbooks and policies:
  - Building hours and calendar for students and staff
  - Parking facilities
  - Appropriate dress
  - Rules: bus, cafeteria, fire drill, hall, etc.
  - Discipline policies
  - Duties: bus, cafeteria, hall, etc.
- Introduction to administrators, secretaries, custodians, resource personnel, and other teachers.
- Use of school services:
  - AV and office equipment
  - Health services
  - Guidance and counseling
  - Ordering films
  - Special education
  - Media centers
- Use of building forms: attendance, accident, referral, student records, etc.
- School related activities (open house, plays, sports, etc.).
- Faculty meetings and functions.
- Phone numbers to contact school, mentor teacher, and the university supervisor in case of illness.

#### Classroom

- Desk or work space for the student teacher.
- Class schedule - daily, weekly, term.
- Arrangement of materials, equipment, bulletin boards, desk.

- Seating plans.
- Student files and backgrounds.
- Oregon Content and Performance Standards, curriculum guides, unit plans, and textbooks.
- District graduation requirements and planned course statements.
- Classroom policies: discipline, bathroom, pencil sharpening, absences, etc.
- Introduction of the student teacher to students and staff.
- Systems for evaluating student performance, determining and recording grades, preparing report cards, and meeting with parents.

**Stage 2: Observation (elementary student teachers)**

At the elementary school level, the student teacher spends the first weeks of student teaching observing the mentor teacher in the classroom focusing on how expectations are clarified to students, interpersonal style with students, methods of instruction, time management, etc. Length of time will vary with the individual and each situation, but it is necessary to include this stage. In the past, some eager student teachers have volunteered to teach lessons early in the experience, only to find themselves at a disadvantage later in dealing with class routines and management. During this observation period, the student teacher may also benefit from observing other teachers. Several observations are required during the year; these may be in other grade levels or subjects in schools and districts with various socioeconomic levels. While observing during the first weeks and continuing throughout the year, the student teacher should note the following:

- Class routine:
  - Attendance taking procedure
  - Lunch routines
  - Policies for bathroom, drinks, pencil sharpeners, etc.
  - Method of collecting and distributing papers, etc.
  - Follow-up on absences, late assignments
  - Classroom rules and discipline policy
- Record keeping, evaluation criteria, test construction, grading system, reporting method.
- Student names (Seating charts, class photos and school annuals can be useful).
- Characteristics of students:
  - Behavior and work habits (alone/with others)
  - Physical development
  - Peer relations
  - Emotional development
- Means of assessing students:
  - Observation
  - Pre-testing
  - Samples of students work
  - School records and test scores
  - Conference with mentor teacher, counselors, and parents
- Variety of methods of instruction
- Use of materials and equipment

### Stage 3: Planning for Teaching (elementary student teachers)

Also during the observation period, the student teacher and mentor develop a tentative schedule of when the student teacher will assume classroom responsibilities. The plan should call for the student teacher to gradually add teaching tasks each week. During the planning stage, it is essential to become familiar with classroom routines and curriculum materials as well as to plan objectives, appropriate learning experiences, and the evaluation of future units of study. The student teacher should also become acquainted with the students' backgrounds and the subject area(s).

### Stage 4: Participation as a Team Member (elementary student teachers)

This stage is often concurrent with other stages. The student teacher now begins to assume minor roles in the classroom by helping with class routines, monitoring students and working with individuals and small groups. Some of these tasks may also be performed during stage 2, the observation period:

- Taking roll.
- Preparing bulletin boards and charts.
- Performing housekeeping duties.
- Monitoring students' group and independent practice of skills.
- Helping a student or a small group.
- Assisting students with make-up work.
- Answering questions during supervised study.
- Giving directions for an activity.
- Grading papers.
- Assisting with extra duties (hall, cafeteria, bus, and the playground).
- Contacting parents about student problems and successes.

As student teachers familiarize themselves with the various roles of teachers, they are encouraged to participate in the school's extracurricular programs. Activities might include school programs, musical events, carnivals, clubs, athletics, publications, etc. At the same time, student teachers should always keep in mind that their first responsibility is in the classroom, avoiding outside involvement at a level that might diminish classroom performance.

### Stage 5: Assuming Teaching Responsibilities (elementary and secondary student teachers)

During this stage, the student teacher begins to take responsibility for an entire lesson or class period. The student teacher and mentor should jointly determine when the student teacher is ready to begin this phase. In some cases, **student teachers begin the school year taking full responsibility of a class or subject.**

Frequently, the student teacher may begin teaching a lesson from the mentor teacher's plans. Often it is advantageous to first observe the mentor teaching, then model and adapt the plans during a subsequent class period. Later, of course, the student teacher should create his/her own plans.

Before teaching lessons, the student teacher should discuss plans with the mentor checking for appropriateness of objectives, time allotments, types of activities, prepared handouts, tests and any suggestions the mentor might have.

Should the mentor teacher remain in the classroom during initial lessons? This will vary. The student teacher and mentor teacher, in any event, should definitely discuss their preferences with each other during the initial stages of the student teaching practicum. Some student teachers find it easier to assert their authority in the beginning if they are alone with students in the room; others appreciate the extra support of their mentor's presence. Often mentor teachers may be absent from the first part of the lessons and discreetly reappear later (While in the class, mentors

will invariably find that their students continue to ask them questions. It is useful to redirect students to the student teacher, letting them know that "\_\_\_\_\_ is your teacher today.").

Although constant observation by a mentor teacher is not necessary, it is important to frequently monitor lessons and provide regular feedback, reinforcement and suggestions, both orally and in writing. A weekly formal observation followed by a conference can be extremely valuable. (See Supervision section.) Periodic lessons can also be videotaped, and student teachers and mentors should debrief the session together.

Once the student teachers take responsibility for their own lessons, they must write lesson plans for them. **Those plans need to be shared with the mentor before the lessons are taught.** This is important not only to inform the mentor teacher but also to solicit suggestions. Although consistency is important for students in the class, student teachers should also be guided to experiment with new approaches and to develop their own teaching styles.

Unless the school district requires specific lesson plan formats, lesson plans should be completed using the official university lesson plan format (see Lesson Plan Format form).

Students must write and implement two work samples. Each work sample must address specific literacy components.

***Stage 6: Full-Time Solo Teaching (elementary and secondary student teachers)***

Ample time should be given for the student teacher to direct the activities of the class independently. All student teachers must teach a minimum of nine weeks of more than one half a full-time teacher's responsibilities. (This need not necessarily be back-to-back.) During this stage, mentor teachers should continue to observe specific lessons, both on a planned and unplanned basis. The student teacher will also invite a building administrator, staff evaluator, and/or department chairperson to observe.

The student teacher should share plans with the mentor teacher, complete assessments of lessons, inform the mentor teacher about the class progress, and ask for suggestions. By this time, student teachers find that their mentor teachers' time management suggestions are particularly appreciated.

Near the end of the term it is helpful for the student teacher to return class responsibilities to the mentor teacher as gradually as they were assumed. Student teachers find that observations not only of their mentor teachers, but of other role models are even more valuable after experiencing full-time teaching responsibility. This is an appropriate time, too, to confer with building or district specialists, e.g., principal, guidance counselor, resource room teacher, special education teacher. The student teacher should also continue to develop resource files of subject matter and teaching ideas.

## Suggestions for Student Teacher Involvement

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### *Observe:*

- Behavior/discipline policies
- Student activities: games, dances, clubs, music, etc.
- Follow a student throughout the day
- Student services activities
- Neighborhood when school is out
- Other teachers/grade levels/alternative schools, classrooms, programs
- Special education classroom
- Office staff, administrators, vice principal, janitor
- Playground activities
- Interactions between teachers, etiquette of room sharing
- Culture of the school especially multicultural view

### *Attend:*

- Staff advisory committee
- Meetings: student, staff, department, central office, community, school board, site councils
- Open House, Curriculum Night
- Parent conference

### *Investigate:*

- Libraries (building library and public library)
- Lane Education Service District (Lane ESD)
- Professional organizations: NEA, OEA, EEA
- Standardized testing
- Computer facilities
- How to order materials, films, books, kits
- How to copy materials, restrictions
- Communicate to school population, announcements, letters home, etc.
- Grants, pilot projects, specialized programs
- School policies and procedures
- Grading practices

### *Analyze:*

- School test scores on state or other assessments
- Professional development needs
- School progress towards goals
- Content and performance standards implementation

## Supervision and Mentoring

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Pacific University's program of supervision is based on a professional supervising cycle. This cycle involves planning, preconference, observation, analysis, and conference, all focused on a specific lesson or set of lessons. Steps leading to the successful use of this cycle are as follows:

- Early in the semester, the mentor teacher, student teacher and university supervisor confer to discuss university requirements, responsibilities of each person, the guidelines for planning and implementing lessons, and the process of observing and evaluating the student teachers.

➤The student teacher and the university supervisor meet to discuss the supervision cycle and clarify the role of the university supervisor during the observations and the role of the mentor during mentor observations.

## **The Professional Supervision Cycle:**

### *Planning*

At the beginning of each week, the student teacher is expected to have an outline of all lessons that will be taught that week. The student teacher is expected to have complete lesson plans prepared and available for examination no later than the morning of the day these lessons will be taught. It is recommended that the student teacher and mentor teacher discuss lesson plans and review lessons on a daily basis.

### *Preconference*

Prior to an observation, the student teacher meets with the university supervisor and explains objectives and plans. The student teacher then notes components of the lesson that may be strengths or weaknesses. The supervisor provides feedback about the lesson and provides suggestions. There is a discussion about the elements of that lesson on which the supervisor will focus.

### *Observation*

The supervisor observes the lesson and records data based on the preconference as well as other observations and insights.

### *Analysis*

Immediately after the lesson, the student and the supervisor take the time to reflect on the lesson noting areas of strength and areas to be improved.

### *Conference*

The supervisor meets with the student teacher to discuss the lesson. Together they analyze the lesson sharing observations, perceptions and insights. Typically the student teacher might be guided to analyze the lesson through the following questions:

1. Did you meet your lesson objectives?
2. What were the strengths of your lesson?
3. What would you do differently?

Some other questions for eliciting reflection from your student include:

1. Overall, how do you think the lesson went? Why?
2. In what ways do you think the lesson met your intended objectives of outcomes?
3. What did you observe about the students as you taught – what kind (or level) of learning that was going on?
4. What are some skills or strategies you think you need to improve your teaching?
5. What do you mean when you said (or did) \_\_\_\_\_?
6. I observed \_\_\_\_\_, what did you intend?
7. I observed \_\_\_\_\_, what do you think was happening?
8. What are the assumptions behind \_\_\_\_\_?
9. What are you assuming about \_\_\_\_\_?
10. On what have you based your reasoning?

It is recommended that this cycle also be used for observations by the mentor teacher. Each observation is recorded on a Supervisor Report Form, and copies are given to the student teacher, the building administrator, and to the university supervisor and mentor teacher as appropriate.

Mentor teachers and building administrators are encouraged to contact the university supervisor with any questions or concerns. Should the university supervisor be unavailable, mentor teachers and administrators should contact the appropriate strand coordinator.

## Evaluation of Student Teachers

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Student teachers are evaluated according to their mastery of Pacific University's student teacher competencies. These are organized around six major areas:

1. Planning for instruction
2. Establishing a classroom climate conducive to learning
3. Implementing instructional plans
4. Evaluating student achievement
5. Professionalism
6. Subject matter competence

The first four areas are criteria set by the Teacher Standards and Practices Commission (TSPC) for certification. The final two are Pacific University requirements.

It is essential that supervising teachers provide regular feedback, noting growth as well as areas for improvement. Near the conclusion of both the seventh and fourteenth weeks of student teaching, the student teacher and supervisors should each complete the appropriate student teacher evaluation forms (see both midterm and summary report forms). A three-way conference is held with the student teacher, the mentor teacher and the university supervisor.

In order to pass and be recommended for certification, students must meet competencies in each of the four areas designated for TSPC and Pacific College of Education's student teaching summary report form. Performance is assessed jointly by university supervisor and mentor teacher and recorded on the report.

In cases of disagreement concerning the student teacher's final evaluation, students should appeal to the appropriate appellate body.

## Policies Regarding Student Teachers

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### *Dress:*

Student teachers are expected to dress professionally. Style of dress should be consistent with that of teachers at the school.

### *Absences:*

Prompt and regular attendance is essential. When student teachers must be absent, it is essential that they notify the mentor teacher and the university supervisor as early as possible and certainly prior to the time school begins on the morning of the absence.

### *Vacations:*

Student teachers follow the school district's schedule for holidays and in-service days.

### *Participation in outside responsibilities during student teaching:*

Since the student teaching is a full-time professional experience, working outside of school or taking additional courses is discouraged.

### *Liability:*

School districts do not provide liability coverage for student teachers; however, student teachers may have homeowner's insurance policies that include personal liability insurance. This policy usually does not provide coverage while working as non-paid employees. In addition, insurance companies may regard the placement site as the party responsible for providing personal liability insurance for non-paid students. Those who have their own personal liability policy may wish to ask their agents about the limits and coverage of their policies. One option is the policy included in a membership in student NEA-OEA Educators Employment Program. This policy is summarized in a brochure/application available on request from the NEA-OEA at 1-800-858-5505.

## Oregon Laws and Student Teachers

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According to Oregon school law, school boards may contract with approved teacher education institutions to allow the use of their schools for training students of approved teacher education institutions.

Student teachers or interns have full authority to teach during their assignment times, and such assignments have the same effect as if they held valid teaching licenses.

**Student teachers may not serve as substitute teachers.** In the absence of the mentor teacher, a regular substitute teacher **must** be assigned to the class.

### Procedures for Dealing with Deficiencies in Student Teacher Performance, Removal and/or Termination of a Student Teacher from Placement

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When a university supervisor becomes aware of a serious problem with the teaching performance of a student teacher, the following procedures apply:

1. Notify the Associate Dean and set up a meeting to include the Associate Dean, mentor teacher, university supervisor and student teacher.
2. The university supervisor and the mentor teacher will have the following materials available for the meeting: All observation reports and a completed midplacement evaluation.
3. At that meeting the following should occur:
  - a. The student teacher is apprised of the specific deficiencies in performance relative to the competencies required of teachers in OAR 584-060-0040.
  - b. A plan is devised for the student teacher to correct deficiencies.
  - c. A timeline for correcting the deficiencies is determined.
  - d. The results of meeting – the deficiencies, plan and timeline – will be communicated by the Associate Dean in written format to the student teacher. Copies will be sent to the Dean of the College of Education, building administrator, university supervisor and student file.
4. At the end of the determined timeline, the university supervisor, mentor teacher, and student teacher will meet to assess progress. The university supervisor will provide a written record of this meeting, including further plans and timelines. Copies will be sent to the student teacher, mentor teacher, Dean of the College of Education, building administrator, and student file.
5. If the university supervisor and mentor teacher consider the progress insufficient to continue student teaching, the Associate Dean will meet with the student teacher, university supervisor, mentor teacher and building administrator.
  - a. The university supervisor should bring observation reports and an updated midplacement evaluation.
  - b. The student teacher will be notified at the meeting that student teaching will not continue.
  - c. The student teacher will subsequently be notified in writing that student teaching is terminated. Copies of the letter will be sent to the Dean of the College of Education, building administrator, university supervisor, mentor teacher and student file.
  - d. The Associate Dean and university supervisor will make a recommendation to the Dean of the College of Education concerning a second placement, remedial process, or termination from program.
6. If a second placement is deemed appropriate:
  - a. The student teacher will receive an incomplete in student teaching. The incomplete will not be removed until all requirements are met.
  - b. With respect to confidentiality and reason, the building administrator and mentor teacher at the second placement site will be made aware that it is a second placement.



- c. If the placement continues into the following semester, the student teacher will not be charged again for student teaching.
  - d. If appropriate and with the agreement of the student teacher, a new university supervisor will be assigned.
  - e. The TSPC requirement for 15 weeks of student teaching may be, but not necessarily shall be, met by combining successful experience in the first and second placements.
  - f. The student teacher must meet the requirement to teach two work samples.
  - g. The university supervisor will make weekly observations in the new placement if necessary.
  - h. At the direction of the Associate Dean, the student teacher must participate in any remedial coursework, tasks, or plans of assistance in advance of or during student teaching.
7. If the student teaching is terminated:
- a. The student teacher will be notified in writing that student teaching is terminated. Copies will go to the university supervisor, mentor teacher, Dean of the College of Education, building administrator, and student file.
  - b. The student teacher will receive a “No Pass” for student teaching.
  - c. The student may request a transfer to the Master of Arts in Education (MAE) program, and with the appropriate and required number of hours, may be granted an MAE, a non-licensure degree.
  - d. The Registrar, Business Office, and Financial Aid are notified.

In the event that a school or school district elects to discontinue a student teaching placement, the university will determine the appropriateness of a new placement with consideration given to the length of time remaining in the student teaching term and stated reasons for the school district decision.

## **Procedures for Differing Evaluation and Appeals**

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The Dean of the College of Education will insure that the following procedures are implemented, as required by Oregon Administrative Rule 584-15-070.

1. Procedure to resolve differing evaluations between University and school district supervising teachers.
  - a. In the event of a disagreement regarding midplacement evaluation, additional observations will be scheduled.
  - b. If a concern is expressed by the student, the University, or the school district, observation(s) shall be made by representatives from both the school district and the University. If the student requests, (s)he may select a third observer.
  - c. At the conclusion of student teaching, if disagreement exists between the university supervisor and school district mentor teacher regarding the Summary Evaluation, the College of Education appeals committee will arbitrate the matter.
  - d. Failing resolution of the matter at this level, the student may carry an appeal to the appropriate University appeals committee.
  
2. Procedure for student appeal if the University declines to nominate the student for certification:
  - a. The student will receive written notification from the Dean that he or she will not be recommended for certification.
  - b. The student may submit a written petition to the College of Education Appeals Committee appealing that decision.
  - c. The committee will review and respond to the petition within one week.
  - d. Failing resolution of the matter at this level, the student may carry an appeal to the appropriate University appeals committee.

## Placement and Job Search Information

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During student teaching, student teachers will attend seminars designed specifically to support them during their student teaching. The seminar includes information on resume writing and interviewing. Information is also given to students about the annual Oregon Educator's Fair, which is held in the spring.

## Licensure

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Students must assume responsibility for applying for teaching licenses in Oregon and other states. A licensing workshop will be held to assist student teachers in this process. Appropriate forms for Oregon licensure are available in the office. Specific questions should be addressed to either Shelley Smolnisky at (541) 485-6812 or [smol0924@pacificu.edu](mailto:smol0924@pacificu.edu) or Teacher Standards and Practices Commission (503) 378-3586.

## Writing a Letter of Recommendation for Your Student Teacher

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Mentor teachers are asked to write a letter of recommendation for their student teachers. Below is a list of possible topics you might include. It is easiest to write about those areas that are most developed for your student teacher. Describing specific situations or learning activities may also help elucidate student strengths. Try to provide information about the level of student teacher performance.

Ideas to consider:

- Planning for instruction
- Instructional strategies
- Engaging students in learning activities
- Assessing instruction
- Classroom Management
  - Community of learners (classroom climate)
  - Meeting the needs of a range of learning styles and intelligences
  - How students relate to the student teacher
  
- Cultural Competency
- Pedagogical knowledge for subject area
- Use of tools of technology; resources used with students in planning
- Collaboration with fellow teachers and parents (contribution to the whole school community)
- Ethical and professional behaviors
- Reflective practice
- Projected success for first years of teaching

# *Forms*



## LESSON PLAN FORMAT

**LESSON TITLE:**

**GRADE LEVEL/SUBJECT:**

**CLASS:**

**OBJECTIVE(S):**

**LOGISTICS:**

- Materials

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**TIME**  
**(Pacing)**

**PROCEDURES:**

**CHECKING FOR UNDERSTANDING**

INTRODUCTION (SET)

STATED OBJECTIVE

TEACHER PRESENTATION/  
STUDENT ACTIVITIES: (Listing of  
activities, questions, key vocabulary)

INDEPENDENT PRACTICE

CLOSURE:

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**EVALUATION OF STUDENTS:**

**SELF EVALUATION:**



**Lesson Plan Design Elements**  
**Pacific University College of Education**  
**(for lessons other than work sample)**

1. Title: What is the title of your lesson?
2. Context: What is the grade or developmental level of the students? How does this lesson fit into the larger unit structure? What previous lessons support or provide a foundation for this lesson? What are the relevant time frame dimensions (class length, season, location...)?
3. Objectives: Carefully construct 1-4 Specific Objectives (including Context, Concept, Behavior) that reflect a taxonomic range across a group of lessons.
4. Preparation: What is needed to prepare the room, the students, relevant materials, computers, helpers...
5. Lesson Introduction/Set: (time)  
What will you do to introduce the lesson, to activate previous schemes, to begin to engage the students in the materials and ideas planned for this lesson?
6. Stated Objectives: (time)  
What will you do to share the purpose or objectives of the lesson with students? If appropriate, how are you going to encourage students to participate in the construction of lesson objectives and personally relevant learning goals?
7. Learning Activities: (time for each)  
What is the organized flow of activities that you have planned and how much time is allotted for each activity? Lessons might include a variety of learning activities such as teacher led activities, student led activities, individual work, small group work, modeling, gathering resources, exploring materials, etc. It is also critical to include means for checking for students' understanding and providing feedback to students about their progress towards attaining the objectives. Be sure to include ideas for creative extensions and/or differentiations for those with special needs. Note how you might support students who are able to go beyond the basic lesson.
8. Closure: (time)  
How do you plan to end, have students summarize, or wrap up the lesson in such a manner that it fosters understanding or higher level thinking about lesson concepts?
9. Lesson Assessment: What will you do to assess the students' attainments of the objectives? Keep in mind the utility of authentic assessments. Across a number of lessons, work for a thoughtful and utilitarian mix of formative and summative assessments (where appropriate). Be sure that the assessment dimensions of interest correspond to the objectives you have constructed.
10. Teacher Self-Reflection: (Before) What elements of this lesson are you anticipating will be particularly challenging, how will you work to facilitate a smooth and effective lesson? (After) How did the lesson go? What elements went well, how did you do, how did the students do, what things might you change in the future?





PACIFIC UNIVERSITY COLLEGE OF EDUCATION

MIDPLACEMENT STUDENT TEACHING PROGRESS REPORT

Student Teacher (Candidate) \_\_\_\_\_ Semester/Year \_\_\_\_\_

Mentor Teacher \_\_\_\_\_ Subject/Grade \_\_\_\_\_

School \_\_\_\_\_ District \_\_\_\_\_

**Directions:** This evaluation form provides midplacement feedback to the student teacher and Pacific University faculty members. The following standards, set by Teacher Standards and Practices Commission (TSPC) and Pacific University College of Education faculty members, require student teachers to demonstrate the knowledge, skills, and competencies necessary for good teaching and learning at the following license level (check appropriate level):

Early Childhood \_\_\_\_\_ Elementary \_\_\_\_\_ Middle Level \_\_\_\_\_ High School \_\_\_\_\_

Circle the level of proficiency demonstrated by the student teacher at this point in the student teaching experience. By the conclusion of the student teaching experience, student teachers should be able to demonstrate proficiency at a level 3 or above in each of the standards in order to earn the Oregon Initial Teaching License.

**Rating Scale for Standards One through Five:**

0	1 – 2	3 – 4	5 - 6
<b>Not yet able</b> to demonstrate the knowledge, skills, and competencies needed to meet the needs of <b>many</b> learners. <b>(Has not met the standards</b> for the Initial Teaching License during this practicum.)	<b>Developing awareness</b> and beginning to demonstrate the knowledge, skills, and competencies needed to meet the needs of <b>most</b> diverse learners. <b>(Has the potential to meet the standards</b> for the Initial Teaching License.)	<b>Knows and demonstrates</b> the knowledge, skills, and competencies needed to meet the needs of <b>most</b> diverse learners. <b>(Regularly meets the standards</b> for the Initial Teaching License.)	<b>Knows and demonstrates well</b> the knowledge, skills, and competencies needed to meet the needs of <b>most</b> diverse learners. <b>(Exceeds the standards</b> for the Initial Teaching License. Candidate performs at the level expected of an experienced teacher.)

<b>STANDARD 1: PLAN FOR INSTRUCTION</b> Candidate plans instruction that supports student progress in learning and is appropriate for the developmental level and demonstrates ability to:	No opportunity to demonstrate proficiency	Rating Scale – circle the appropriate number that describes the level of proficiency at this time.						
a. Select or write learning goals for units of instruction that are consistent with the school's long term curriculum goals, State content standards and district standards, research findings on how students learn, and the physical and mental maturity of one's students;		0	1	2	3	4	5	6
b. Determine the current performance level of one's students with respect to the learning goals established for a unit of instruction;		0	1	2	3	4	5	6
c. Establish objectives within the unit of instruction that will be useful in formulating daily lessons and in evaluating the progress of students toward the attainment of unit goals;		0	1	2	3	4	5	6
d. Determine content, skills and processes that will assist students in accomplishing desired unit outcomes, and design learning activities that lead to their mastery;		0	1	2	3	4	5	6
e. Select and organize materials, equipment, and technologies needed to teach a unit of instruction;		0	1	2	3	4	5	6
f. Design and adapt unit and lesson plans for all learners an exceptional learners, including but not limited to students with varying cultural, social, socio-economic and linguistic backgrounds;		0	1	2	3	4	5	6
g. Estimate the time required within a unit for teacher-directed instruction, student-managed learning and practice, student evaluation/reporting and re-teaching/problem solving.		0	1	2	3	4	5	6
<b>Composite Score for Standard One:</b>		<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

<b>STANDARD 2: ESTABLISH CLASSROOM CLIMATE</b> Candidate establishes a classroom climate conducive to learning and demonstrates ability to:	No opportunity to demonstrate proficiency	Rating Scale – circle the appropriate number that describes the level of proficiency at this time.
a. Affirm the dignity and worth of all students and provide the positive support students need to be effective learners;		0 1 2 3 4 5 6
b. Establish, communicate, and maintain rules, procedures and behavioral expectations that provide a safe and orderly environment for learning, are appropriate to the level of development of students, and are consistent with laws governing student rights and responsibilities;		0 1 2 3 4 5 6
c. Employ equitable practices that are just and that support a least restrictive environment for all students;		0 1 2 3 4 5 6
d. Model and reinforce classroom social behavior that supports student learning and development;		0 1 2 3 4 5 6
e. Use knowledge of the influence of the physical, social, and emotional climates of students' homes and the community to optimize motivation, learning, and behavior;		0 1 2 3 4 5 6
f. Monitor student conduct, and take appropriate action when misbehavior occurs;		0 1 2 3 4 5 6
g. Interact thoughtfully and courteously with all students and their families and seek to resolve conflicts in a professional manner, respecting familial and community cultural contexts;		0 1 2 3 4 5 6
h. Use classroom time effectively to provide maximum time for learning;		0 1 2 3 4 5 6
i. Manage instructional transitions decisively and without loss of instructional time;		0 1 2 3 4 5 6
j. Arrange and set up instructional materials and equipment in advance of class to facilitate their effective and efficient use during lessons;		0 1 2 3 4 5 6
k. Coordinate the use of instructional assistants, parent volunteers, student assistants, and other support personnel to achieve instructional objectives, if these resources are available in the school setting.		0 1 2 3 4 5 6
<b>Composite Score for Standard Two:</b>		<b>0 1 2 3 4 5 6</b>

<b>STANDARD 3: STANDARDS BASED TEACHING</b> Candidate engages students in planned learning activities and demonstrates ability to:	No opportunity to demonstrate proficiency	Rating Scale – circle the appropriate number that describes the level of proficiency at this time.
a. Choose organizational structures appropriate for the objectives of instruction;		0 1 2 3 4 5 6
b. Communicate learning outcomes to be achieved and focus student interest on tasks to be accomplished;		0 1 2 3 4 5 6
c. Implement instructional plans that employ knowledge of subject matter and basic skills;		0 1 2 3 4 5 6
d. Use a variety of research-based educational practices that promote student learning and are sensitive to individual differences and diverse cultures;		0 1 2 3 4 5 6
e. Emphasize instructional techniques that promote critical thinking and problem solving, and that encourage divergent as well as convergent thinking;		0 1 2 3 4 5 6
f. Monitor the engagement of students in learning activities, and the progress they are making, to determine if the pace or content of instruction needs to be modified to assure that all students accomplish lesson and unit objectives.		0 1 2 3 4 5 6
<b>Composite Score for Standard Three:</b>		<b>0 1 2 3 4 5 6</b>

<b>STANDARD 4: ASSESSMENT</b> <b>Candidate evaluates, acts upon, and reports student progress in learning and demonstrates ability to:</b>	<b>No opportunity to demonstrate proficiency</b>	<b>Rating Scale – circle the appropriate number that describes the level of proficiency at this time.</b>
a. Select or develop non-biased, valid and reliable tests, performance measures, observations, student interviews, or other formal or informal assessment procedures to determine the progress of all students;		0 1 2 3 4 5 6
b. Document student progress in accomplishing State-adopted content standards and district standards, prepare data summaries that show this progress to others, and inform students, supervisors, and parents about progress in learning;		0 1 2 3 4 5 6
c. Refine plans for instruction, establish alternative goals or environments, or make referrals when appropriate;		0 1 2 3 4 5 6
d. Assemble, reflect upon, interpret and communicate evidence of one's own effectiveness as a teacher including evidence of success in fostering student progress in learning and use evidence of effectiveness in planning further instruction.		0 1 2 3 4 5 6
<b>Composite Score for Standard Four:</b>		<b>0 1 2 3 4 5 6</b>

<b>STANDARD 5: CONTENT KNOWLEDGE</b> <b>Candidate employs pedagogical content knowledge and demonstrates ability to:</b>	<b>No opportunity to demonstrate proficiency</b>	<b>Rating Scale – circle the appropriate number that describes the level of proficiency at this time.</b>
a. Understand the subject(s) being taught and appreciate how knowledge in that subject is created, organized, and linked to other disciplines and applied in real-world settings;		0 1 2 3 4 5 6
b. Select and sequence disciplinary content to support future learning in and out of school;		0 1 2 3 4 5 6
c. Evaluate students' initial conceptions and provide opportunities to gain a deeper and more useful understanding;		0 1 2 3 4 5 6
d. Present content in a variety of ways that are clear and appropriate for students;		0 1 2 3 4 5 6
e. Adapt/modify content knowledge for exceptional learners, including talented and gifted;		0 1 2 3 4 5 6
f. Link content to students' knowledge, experience and interests as well as to other content disciplines and real world phenomena;		0 1 2 3 4 5 6
g. Utilize a range of instructional resources and technology tools to enhance learning;		0 1 2 3 4 5 6
h. Engage students in pedagogically powerful applications of technology that foster learning;		0 1 2 3 4 5 6
i. Provide opportunities for students to use content knowledge to think and problem solve.		0 1 2 3 4 5 6
<b>Composite Score for Standard Five:</b>		<b>0 1 2 3 4 5 6</b>

**Rating Scale for Standard Six: PROFESSIONAL BEHAVIOR**

0	1 – 2	3 – 4	5 - 6
Not yet able to demonstrate professional behaviors, ethics, and values required of a licensed educator. (Has not met Standard Six for the Initial Teaching License during this student teaching practicum.)	Developing awareness and beginning to demonstrate professional behaviors, ethics, and values required of a licensed educator. (Has the potential to meet Standard Six for the Initial Teaching License.)	Knows and demonstrates on a regular basis the professional behaviors, ethics, and values required of a licensed educator. (Regularly meets Standard Six for the Initial Teaching License.)	Knows and demonstrates well professional behaviors, ethics, and values required of a licensed educator. (Exceeds Standard Six for the Initial Teaching License. Candidate performs at the level expected of an experienced teacher.)
<b>STANDARD 6: PROFESSIONAL BEHAVIOR</b> Candidate exhibits professional behaviors, ethics, and values and demonstrates ability to:		No opportunity to demonstrate proficiency	Rating Scale – circle the appropriate number that describes the level of proficiency at this time.
a. Be dependable, conscientious, and punctual;		0 1 2 3 4 5 6	
b. Meet work schedule demands;		0 1 2 3 4 5 6	
c. Be aware of the importance of dressing appropriately;		0 1 2 3 4 5 6	
d. Be aware of, and act in accordance with, school policies and practices;		0 1 2 3 4 5 6	
e. Understand the organizational culture and expectations that operate within a school and that impact students and student learning;		0 1 2 3 4 5 6	
f. Interact constructively and respectfully with students, colleagues, administrators, supervisors, school staff, families, and members of the community;		0 1 2 3 4 5 6	
g. Collaborate with parents, colleagues, and members of the community to provide internal and external assistance to students and their families to promote student learning;		0 1 2 3 4 5 6	
h. Perform advisory functions for students in formal and informal settings;		0 1 2 3 4 5 6	
i. Function as a member of an interdisciplinary team to achieve long-term curriculum goals, and State content standards and district standards;		0 1 2 3 4 5 6	
j. Exhibit energy, drive and determination to make one's school and classroom the best possible environment for teaching and learning;		0 1 2 3 4 5 6	
k. Exhibit energy, drive and determination to become a professional educator.		0 1 2 3 4 5 6	
<b>Composite Score for Standard Six:</b>		<b>0 1 2 3 4 5 6</b>	

**Comments:** If you gave a rating of less than '3' on any competency, please elaborate.

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**Goals for remainder of student teaching:**

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\_\_\_\_\_  
Name of Evaluator

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

*Please return completed form to University Supervisor  
Copies to Mentor Teacher, Student Teacher, and Candidate's file  
Revised 8/07*

**PACIFIC UNIVERSITY COLLEGE OF EDUCATION**  
**STUDENT TEACHER SUMMARY EVALUATION**

Student Teacher (Candidate) \_\_\_\_\_ Semester/Year \_\_\_\_\_

Mentor Teacher \_\_\_\_\_ Subject/Grade \_\_\_\_\_

School \_\_\_\_\_ District \_\_\_\_\_

**Directions:** This evaluation form will provide summary feedback to the student teacher and Pacific University faculty members. The following standards, set by Teacher Standards and Practices Commission (TSPC) and Pacific University College of Education faculty members, require student teachers to demonstrate the knowledge, skills, and competencies necessary for good teaching and learning at the following license level (check appropriate level):

Early Childhood \_\_\_\_\_ Elementary \_\_\_\_\_ Middle Level \_\_\_\_\_ High School \_\_\_\_\_

Circle the level of proficiency demonstrated by the student teacher at the conclusion of the student teaching experience for each of the competencies listed below. Student teachers should be able to demonstrate proficiency at a **level 3 or 4** in each Standard in order to earn the Initial Teaching License. Indicate whether the student teacher has met or not met the requirements for each standard. **The Pacific University Supervisor and the Mentor Teacher both need to indicate that each of the Standards has been met in order for the student teacher to be eligible for the Initial Teaching License.**

**Rating Scale for Standards One through Five:**

0	1 – 2	3 – 4	5 - 6
Not yet able to demonstrate the knowledge, skills, and competencies needed to meet the needs of <b>many</b> learners. ( <b>Has not met the standards</b> for the Initial Teaching License during student teaching.)	<b>Developing awareness</b> and beginning to demonstrate the knowledge, skills, and competencies needed to meet the needs of <b>most</b> diverse learners. ( <b>Has the potential to meet the standards</b> for the Initial Teaching License.)	<b>Knows and demonstrates</b> the knowledge, skills, and competencies needed to meet the needs of <b>most</b> diverse learners. ( <b>Regularly meets the standards</b> for the Initial Teaching License.)	<b>Knows and demonstrates well</b> the knowledge, skills, and competencies needed to meet the needs of <b>most</b> diverse learners. ( <b>Exceeds the standards</b> for the Initial Teaching License. Candidate performs at the level expected of an experienced teacher.)

<b>STANDARD 1: PLAN FOR INSTRUCTION</b> Candidate plans instruction that supports student progress in learning and is appropriate for the developmental level and demonstrates ability to:	<b>University Supervisor</b>	<b>Mentor Teacher</b>
a. Select or write learning goals for units of instruction that are consistent with the school's long term curriculum goals, State content standards and district standards, research findings on how students learn, and the physical and mental maturity of one's students;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
b. Determine the current performance level of one's students with respect to the learning goals established for a unit of instruction;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
c. Establish objectives within the unit of instruction that will be useful in formulating daily lessons and in evaluating the progress of students toward the attainment of unit goals;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
d. Determine content, skills and processes that will assist students in accomplishing desired unit outcomes, and design learning activities that lead to their mastery;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
e. Select and organize materials, equipment, and technologies needed to teach a unit of instruction;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
f. Design and adapt unit and lesson plans for all learners and exceptional learners, including but not limited to students with varying cultural, social, socio-economic and linguistic backgrounds;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
g. Estimate the time required within a unit for teacher-directed instruction, student-managed learning and practice, student evaluation/reporting and re-teaching/problem solving.	0 1 2 3 4 5 6	0 1 2 3 4 5 6
<b>Composite Score for Standard One:</b>	0 1 2 3 4 5 6 Met <input type="checkbox"/> Not Met <input type="checkbox"/>	0 1 2 3 4 5 6 Met <input type="checkbox"/> Not Met <input type="checkbox"/>

<b>STANDARD 2: ESTABLISH CLASSROOM CLIMATE</b> Candidate establishes a classroom climate conducive to learning and demonstrates ability to:	<b>University Supervisor</b>	<b>Mentor Teacher</b>
a. Affirm the dignity and worth of all students and provide the positive support students need to be effective learners;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
b. Establish, communicate, and maintain rules, procedures and behavioral expectations that provide a safe and orderly environment for learning, are appropriate to the level of development of students, and are consistent with laws governing student rights and responsibilities;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
c. Employ equitable practices that are just and that support a least restrictive environment for all students;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
d. Model and reinforce classroom social behavior that supports student learning and development;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
e. Use knowledge of the influence of the physical, social, and emotional climates of students' homes and the community to optimize motivation, learning, and behavior;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
f. Monitor student conduct, and take appropriate action when misbehavior occurs;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
g. Interact thoughtfully and courteously with all students and their families and seek to resolve conflicts in a professional manner, respecting familial and community cultural contexts;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
h. Use classroom time effectively to provide maximum time for learning;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
i. Manage instructional transitions decisively and without loss of instructional time;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
j. Arrange and set up instructional materials and equipment in advance of class to facilitate their effective and efficient use during lessons;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
k. Coordinate the use of instructional assistants, parent volunteers, student assistants, and other support personnel to achieve instructional objectives, if these resources are available in the school setting.	0 1 2 3 4 5 6	0 1 2 3 4 5 6
<b>Composite Score for Standard Two:</b>	<b>0 1 2 3 4 5 6</b> Met <input type="checkbox"/> Not Met <input type="checkbox"/>	<b>0 1 2 3 4 5 6</b> Met <input type="checkbox"/> Not Met <input type="checkbox"/>

<b>STANDARD 3: STANDARDS BASED TEACHING</b> Candidate engages students in planned learning activities and demonstrates ability to:	<b>University Supervisor</b>	<b>Mentor Teacher</b>
a. Choose organizational structures appropriate for the objectives of instruction;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
b. Communicate learning outcomes to be achieved and focus student interest on tasks to be accomplished;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
c. Implement instructional plans that employ knowledge of subject matter and basic skills;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
d. Use a variety of research-based educational practices that promote student learning and are sensitive to individual differences and diverse cultures;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
e. Emphasize instructional techniques that promote critical thinking and problem solving, and that encourage divergent as well as convergent thinking;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
f. Monitor the engagement of students in learning activities, and the progress they are making, to determine if the pace or content of instruction needs to be modified to assure that all students accomplish lesson and unit objectives.	0 1 2 3 4 5 6	0 1 2 3 4 5 6
<b>Composite Score for Standard Three:</b>	<b>0 1 2 3 4 5 6</b> Met <input type="checkbox"/> Not Met <input type="checkbox"/>	<b>0 1 2 3 4 5 6</b> Met <input type="checkbox"/> Not Met <input type="checkbox"/>

<b>STANDARD 4: ASSESSMENT</b> Candidate evaluates, acts upon, and reports student progress in learning and demonstrates ability to:	<b>University Supervisor</b>	<b>Mentor Teacher</b>
a. Select or develop non-biased, valid and reliable tests, performance measures, observations, student interviews, or other formal or informal assessment procedures to determine the progress of all students;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
b. Document student progress in accomplishing State-adopted content standards and district standards, prepare data summaries that show this progress to others, and inform students, supervisors, and parents about progress in learning;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
c. Refine plans for instruction, establish alternative goals or environments, or make referrals when appropriate;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
d. Assemble, reflect upon, interpret and communicate evidence of one's own effectiveness as a teacher including evidence of success in fostering student progress in learning and use evidence of effectiveness in planning further instruction.	0 1 2 3 4 5 6	0 1 2 3 4 5 6
<b>Composite Score for Standard Four:</b>	<b>0 1 2 3 4 5 6</b> Met <input type="checkbox"/> Not Met <input type="checkbox"/>	<b>0 1 2 3 4 5 6</b> Met <input type="checkbox"/> Not Met <input type="checkbox"/>

<b>STANDARD 5: CONTENT KNOWLEDGE</b> Candidate employs pedagogical content knowledge and demonstrates ability to:	<b>University Supervisor</b>	<b>Mentor Teacher</b>
a. Understand the subject(s) being taught and appreciate how knowledge in that subject is created, organized, and linked to other disciplines and applied in real-world settings;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
b. Select and sequence disciplinary content to support future learning in and out of school;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
c. Evaluate students' initial conceptions and provide opportunities to gain a deeper and more useful understanding;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
d. Present content in a variety of ways that are clear and appropriate for students;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
e. Adapt/modify content knowledge for exceptional learners, including talented and gifted;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
f. Link content to students' knowledge, experience and interests as well as to other content disciplines and real world phenomena;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
g. Utilize a range of instructional resources and technology tools to enhance learning;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
h. Engage students in pedagogically powerful applications of technology that foster learning;	0 1 2 3 4 5 6	0 1 2 3 4 5 6
i. Provide opportunities for students to use content knowledge to think and problem solve.	0 1 2 3 4 5 6	0 1 2 3 4 5 6
<b>Composite Score for Standard Five:</b>	<b>0 1 2 3 4 5 6</b> Met <input type="checkbox"/> Not Met <input type="checkbox"/>	<b>0 1 2 3 4 5 6</b> Met <input type="checkbox"/> Not Met <input type="checkbox"/>

**Rating Scale for Standard Six: PROFESSIONAL BEHAVIOR**

0	1 – 2	3 – 4	5 - 6
<b>Not yet able</b> to demonstrate professional behaviors, ethics, and values required of a licensed educator. <b>(Has not met Standard Six</b> for the Initial Teaching License during this practicum.)	<b>Developing awareness</b> and beginning to demonstrate professional behaviors, ethics, and values required of a licensed educator. <b>(Has the potential to meet Standard Six</b> for the Initial Teaching License.)	<b>Knows and demonstrates</b> on a regular basis the professional behaviors, ethics, and values required of a licensed educator. <b>(Regularly meets Standard Six</b> for the Initial Teaching License.)	<b>Knows and demonstrates well</b> professional behaviors, ethics, and values required of a licensed educator. <b>(Exceeds Standard Six</b> for the Initial Teaching License. Candidate performs at the level expected of an experienced teacher.)
<b>STANDARD 6: PROFESSIONAL BEHAVIOR</b> Candidate exhibits professional behaviors, ethics, and values and demonstrates ability to:			
			<b>University Supervisor</b>
			<b>Mentor Teacher</b>
a. Be dependable, conscientious, and punctual;		0 1 2 3 4 5 6	0 1 2 3 4 5 6
b. Meet work schedule demands;		0 1 2 3 4 5 6	0 1 2 3 4 5 6
c. Be aware of the importance of dressing appropriately;		0 1 2 3 4 5 6	0 1 2 3 4 5 6
d. Be aware of, and act in accordance with, school policies and practices;		0 1 2 3 4 5 6	0 1 2 3 4 5 6
e. Understand the organizational culture and expectations that operate within a school and that impact students and student learning;		0 1 2 3 4 5 6	0 1 2 3 4 5 6
f. Interact constructively and respectfully with students, colleagues, administrators, supervisors, school staff, families, and members of the community;		0 1 2 3 4 5 6	0 1 2 3 4 5 6
g. Collaborate with parents, colleagues, and members of the community to provide internal and external assistance to students and their families to promote student learning;		0 1 2 3 4 5 6	0 1 2 3 4 5 6
h. Perform advisory functions for students in formal and informal settings;		0 1 2 3 4 5 6	0 1 2 3 4 5 6
i. Function as a member of an interdisciplinary team to achieve long-term curriculum goals, and State content standards and district standards;		0 1 2 3 4 5 6	0 1 2 3 4 5 6
j. Exhibit energy, drive and determination to make one's school and classroom the best possible environment for teaching and learning;		0 1 2 3 4 5 6	0 1 2 3 4 5 6
k. Exhibit energy, drive and determination to become a professional educator.		0 1 2 3 4 5 6	0 1 2 3 4 5 6
<b>Composite Score for Standard Six:</b>			
			<b>0 1 2 3 4 5 6</b> <b>Met <input type="checkbox"/> Not Met <input type="checkbox"/></b>
			<b>0 1 2 3 4 5 6</b> <b>Met <input type="checkbox"/> Not Met <input type="checkbox"/></b>

**Comments:** \_\_\_\_\_

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We have conferred in the summary of the candidate's classroom performance and work samples. Our signatures below attest to our professional judgment regarding the student teacher's performance on the Pacific University and TSPC-prescribed teaching competencies.

_____ Signature of University Supervisor	_____ Printed Name of University Supervisor	_____ Date
_____ Signature of Mentor Teacher	_____ Printed Name of Mentor Teacher	_____ Date