Mentor Teacher Handbook
Initial Licensure Programs

Forest Grove Campus
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.
# TABLE OF CONTENTS

- Welcome .................................................................................................................. 7
- Program Descriptions .............................................................................................. 7
- Pre Student Teaching Practicum ............................................................................... 9
- Student Teaching ...................................................................................................... 9
- The Student Teacher Role ........................................................................................ 11
- The Mentor Teacher Role ......................................................................................... 11
- Selection Criteria for Mentor Teachers ..................................................................... 12
- Benefits for Mentor Teachers .................................................................................... 13
- The Building Administrator ....................................................................................... 13
- The University Supervisor ......................................................................................... 14
- Student Teaching Placements ..................................................................................... 14
- Work Sample Requirement ......................................................................................... 15
- Stages of Responsibility ............................................................................................. 15
- Suggestions for Student Teacher Involvement .......................................................... 19
- Supervision and Mentoring ....................................................................................... 20
- Evaluation of Student Teachers ................................................................................ 21
- Oregon Laws and Student Teachers .......................................................................... 22
- Policies Regarding Student Teachers ........................................................................ 22
- Procedures for Dealing with Deficiencies in Student Teacher Performance, Removal and/or Termination from a Student Teacher from Placement ................................. 23
- Procedures for Differing Evaluation and Appeals ...................................................... 24
- Placement and Job Search Information ...................................................................... 25
- Licensure ..................................................................................................................... 25
- Writing a Letter of Recommendation for Your Student Teacher ............................... 25
- Lesson Plan Format .................................................................................................. 27
- Suggested Lesson Plan Design Elements .................................................................. 29
- Practicum/Field Experience Candidate Evaluation ................................................... 31
- Midplacement Student Teaching Progress Report ..................................................... 33
- Student Teacher Summary Evaluation ....................................................................... 37
Welcome

Mentor teachers play an integral role in the development of successful teacher candidates, and we sincerely value the contributions you make to our program. This handbook provides a statement of the policies and standards that serve as the framework for the operation of the program.

Because of the interrelationship between university coursework and the fieldwork in public school classrooms, it is imperative that all partners in this process work together. University supervisors will establish contact with the mentor teachers, and will observe students a minimum of seven times over the course of the semester. An orientation session for mentor teachers will provide further information about the supervision and mentoring process.

Best wishes for a successful year. If we can be of assistance please feel free to contact us. We look forward to working with you.

Resources for mentor teachers can be found at: http://www.pacificu.edu/coe/teachers/

Program Descriptions

MAT Fifth Year and Flex Program Description

Students begin intensive coursework at the beginning of their program by taking foundational coursework in community building, schooling and politics, educational psychology, and educational research (Flex begin in February and Fifth Year begin in June). Flex students begin their first practicum placement as soon as a placement has been arranged (between February and April). This placement will continue in the fall. At the end of August, Fifth Year students begin their school placements with the pre-school inservice days. Since most students will be receiving two authorizations, they will be assisting in two classrooms during this time and throughout the year. Their responsibilities will increase developmentally during this semester, with occasional lessons and greater participation. During the rest of fall semester, students will be taking a full load of methods coursework that will require some work in their placements, as well as many hours of homework.

During the spring semester, students focus on student teaching and take one seminar course at the University. Students will typically spend the first nine weeks in one placement and the subsequent nine weeks in the other placement. Students must spend at least three of these weeks with full responsibility for teaching the class (up to three preps in high school). Students usually ease into these responsibilities during the first three weeks, have full responsibility for three weeks, and ease out during the last three weeks. Student teachers finish their student teaching on the last day of public school classes in their district.

Strand coordinators for the Fifth Year program are:
- Mark Bailey – ECE/Elem 503-352-1442 – baileym@pacificu.edu
- Ann Matschner – Elem/MS/HS 503-352-1461 – matschal@pacificu.edu
- Elaine Coughlin – MS/HS 503-352-1460 – coug7304@pacificu.edu

The coordinator for the Flex program is:
- Anita Zijdemans-Boudreau 503-352-1456 – zijdemans@pacificu.edu
Undergraduate Education & Learning Program Description

The undergraduate program at the College of Education allows a student to complete a bachelor’s degree while simultaneously fulfilling the requirements for an Oregon Initial Teaching License. Education coursework and student teaching are completed during the junior and senior years. Students are provided solid foundations in theory and content, as well as extended field experiences.

The undergraduate program prepares student to teach at two authorization levels: Early childhood education (age 3 to grade 4), and elementary education (grades 3-8). Students are encouraged to seek two authorizations, although some students elect to earn only one level. The required student teaching lasts a total of 18 weeks. Students will spend 9 weeks at each placement. All students must teach a total of two work samples, one at each authorization level. Those opting for only one authorization spend 18 weeks in one classroom, and complete both work samples there. Undergraduate students generally follow the Flex schedule for field observations.

The coordinator for the Undergraduate program is:
Mike Charles 503-352-1441 – charlesm@pacificu.edu

Please note that the term “Program Coordinator” in this handbook refers the individuals listed above.
Pre Student Teaching Practicum

- MAT Flex candidates complete 30 hours of observations during the first spring semester of their program and an additional 30 hours in that same placement in the fall semester. Once those hours are completed, they will spend another 30 hours in their other placement. Candidates are responsible for setting up observation times with their mentor teachers. These candidates work and cannot come in on full days consistently from week to week. This is part of the flexibility of this program.

- MAT Fifth Year candidates will begin their placements during inservice week and will be present every day, including all meetings, and during inservice week. When Pacific University classes begin, they will attend all day every Tuesday at one placement and all day every Thursday at their other placement site.

- UG candidates follow the MAT Flex pattern for observations.

- ECE/Elem candidates also complete a 2-week rotation in the Early Learning Community (ELC) at Pacific University for preschoolers ages 3 and 4, and full day kindergarten. A schedule will be sent to mentors, indicating the 2 weeks their candidate will not be present in the mentor’s classroom.

Please note that during student teaching, it is important for candidates to visit other classrooms, schools, and/or districts in order to observe settings that represent a broad range of teaching styles, methods of classroom organization, and students from varying socio-economic levels. It is permissible during the pre-teaching practicum for mentors to encourage candidates to visit other classrooms as well.

Student Teaching

Student teaching comprises a collaborative teaching partnership between mentor teachers and student teachers whose purpose is to increase student learning. To that end, mentors and student teachers collaborate in a variety of ways:

1. **One teach, one observe** – purposeful observation for feedback, teaching, and evidence of student learning.
2. **One teach, one assist** – one teacher provides assistance as needed to students around the classroom while the other leads the entire group.
3. **Parallel teaching** – both teachers simultaneously lead the same range of content to groups of students.
4. **Station teaching** – both teachers lead different content to groups of students who rotate from one teacher to the next.
5. **Shared/team teaching** – both teachers deliver instruction in a coordinated way in addition to the above patterns; e.g., tag team teaching.
6. **One teach** – student teacher fully responsible for student learning without the mentor teacher in the room.
7. **One teach to the whole group, one teach one-on-one** – the teacher working with one student could work within in the classroom or in another learning setting.

Candidates for the Oregon Initial Teaching License at Pacific University complete the full-time, student teaching experience over a period of eighteen weeks. Depending upon their programs, candidates complete student teaching in one of the following patterns:

1. Nine weeks each at two contiguous authorization levels.
2. Fifteen weeks at one authorization level, three weeks at a contiguous authorization level.
3. Eighteen weeks at one level.
During the eighteen-week, full-time experiences candidates complete two work samples in which they provide evidence that students learn under their care and that they meet the competencies as an effective teacher.

During the eighteen-week student teaching experiences, candidates have the opportunity to show competence in meeting the ten standards required for the Oregon Initial Teaching License:

1. **Learner Development** – The teacher understands how learners grow and develop, recognizing the patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

2. **Learning Differences** – The teacher uses understanding of individual differences and diverse cultures and communities to ensure learning environments that enable each learner to meet high standards.

3. **Learning Environments** – The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

4. **Content Knowledge** – The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

5. **Application of Content** – The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

6. **Assessment** – The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learning progress, and to guide the teacher’s and learner’s decision making.

7. **Planning for Instruction** – The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

8. **Instructional Strategies** – The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

9. **Professional Learning and Ethical Practice** – The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions to others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

10. **Leadership and Collaboration** – The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

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. 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. 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 Teacher Standards and Practices Commission and Pacific University College of Education Summary Evaluations. Student teachers assess their own performance and discuss evaluations with their mentors.

Assisting as liaison between the school and Pacific is the university supervisor, who visits approximately every two weeks spring semester. Student teachers also meet with university faculty at regularly scheduled seminars.

At the conclusion of each semester, student teachers receive a grade of Pass (equivalent of a C or above) or No Pass (failure to meet established standards for the field experience). 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 academic, practicum, and professional program requirements. Student teachers must meet all requirements in order to continue in the program.

**The Student Teacher Role**

During the year, 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: planning for instruction, classroom management, implementing plans for instruction, evaluation of student achievement, professionalism, and 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, 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 (extracurricular activities, in-service programs, and other staff development activities);
- read and progress toward requirements of the TSPC and Pacific University College of Education Summary Reports;
- invite the appropriate placement administrator to observe 2-3 times so that person can write a letter of recommendation.

**The Mentor Teacher Role**

The mentor teacher serves as the primary guide, support and model for the student teacher, while sharing classroom responsibilities and expertise. Student teaching comprises a collaborative teaching partnership between mentor teachers and student teachers whose purpose is to increase student learning. To that end, mentors and student teachers collaborate in a variety of ways:

- One teach, one observe
- One teach, one assist
- Parallel teaching
- Station teaching
- Shared/team teaching
- One teach
- One teach to the whole group, one teach one-on-one
Please refer to page 9 for descriptions of the collaborative teaching partnership models.

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, which may differ from that of the mentor teacher's. The mentor teacher will need to encourage the student teacher to be innovative and creative in the classroom. 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. At the same time, 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, procedures, and routines;
• 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;
• 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 two work samples;
• assist the student teacher in developing an individual teaching style;
• complete Pacific University student teaching evaluation forms; the university supervisor will supply the forms to the mentor teacher – samples provided herein;
• recommend a Pass/No Pass grade based on student teacher's proficiency and completion of program requirements.

Selection Criteria for Mentor Teachers

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

• preparation in supervising, evaluating, and/or instructing student teachers;
• minimum of two years of successful classroom teaching, preferably in the district (and immediately prior to supervision of a student teacher);
• a current Oregon teaching license with appropriate endorsements for current assignments;

• demonstrated competence as a teacher;

• a positive professional attitude and enthusiasm for teaching;

• understanding of 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 and a mid-placement conference.

Benefits for Mentor Teachers

As an expression of appreciation, all mentor teachers who host a student teacher 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. Honorarium amounts are based upon number of weeks mentored.

The Building Administrator

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

• assists in selecting mentor teachers;

• orients student teacher to the school's philosophy, policies, regulations, and the physical plant;

• helps 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

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

- inform the district personnel about program expectations and requirements;
- meet with the mentor teacher and student teacher to plan, implement, and evaluate the experience;
- visit and observe student teacher's performance approximately every two weeks during spring semester;
- confer with the student teacher and mentor teacher after observations, and supply copies of written reports for the student teacher, mentor teacher, building administration, 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 Midplacement Student Teaching Progress Report and Student Teaching Summary Evaluation.

Student Teaching Placements

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.

Early Childhood (pre-kindergarten-grade 4) /Elementary Education (grades 3-8)
During the fall practicum (2 days per week from September through late January), students spend one day in an early childhood classroom and one day in an upper elementary classroom. Eighteen weeks of student teaching are required during spring semester. Students generally student teach 9 weeks at each level.

Elementary (grades 3-8) /Middle School (grades 5-9 in an elementary, middle, or junior high school)
Students require two placements - one in an elementary school at the upper elementary level and one in a middle school in an endorsement area appropriate to their academic preparation. During the fall practicum (2 days per week from September though late January), students go to the elementary school one day per week and to the middle school one day per week. Eighteen weeks of student teaching are required during spring semester. Students generally student teach 9 weeks at each level.

Middle School (grades 5-9 in an elementary, middle, or junior high school) /High School (grades 7-12)
Students require two placements - one in a middle school in an appropriate endorsement area and one in a high school in an appropriate endorsement area. During the fall practicum (2 days per week from September through late January), students report to the middle school one day and to the high school one day. Eighteen weeks of student teaching are required during spring semester. Students generally student teach 9 weeks at each level.
**Work Sample Requirement**

As part of the teacher preparation program, students are required to develop and teach two work samples, typically one at each authorization level. The work sample is a unit of study that demonstrates that students are able to design a unit based on state standards. It 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. According to Oregon Administrative Rule 584-017-0185 work samples should include:

a) Context of the school and classroom is explained, learners with special needs, TAG learners, ESOL learners and learners from diverse cultural and social backgrounds are described, adaptations for their learning needs are discussed, and prerequisite skills required for the unit are considered;

b) Goals for the unit of study, which is generally two to five weeks in length, that vary in kind and complexity, but that include concept attainment and application of knowledge and skills;

c) Instructional plans to accomplish the learning goals of the group(s) of students that include differentiation of instruction for all students listed in (a);

d) Data on learning gains resulting from instruction, analyzed for each student, and summarized in relation to students' level of knowledge prior to instruction;

e) Interpretation and explanation of the learning gains, or lack thereof; and

f) A description of the uses to be made of the data on learning gains in planning subsequent instruction and in reporting student progress to the students and their parents.

g) Purposeful attention to literacy instruction based upon content requirements, appropriate authorization level and student needs in at least one subject.

**Stages of Responsibility**

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 expertise and modeling of the mentor teacher, other building personnel, and the university supervisor.

Student teachers assume responsibility in teaching through 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.

During fall semester students are in classrooms with their mentor teachers two days a week. This practicum begins the journey to becoming a teacher, and progresses through the following stages: orientation, observation, and participation as a team member. Each stage is described below. This learning process is guided by the expertise and modeling of the mentor teacher, other building personnel, and the university supervisor.

**Stage 1: Orientation**

Observing a master teacher establish classroom procedures, assess student needs, and introduce students to the school and classroom is important for all 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.

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

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: Participation as a Team Member**

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 affect classroom performance.

Stage 4: Planning for Teaching

During January, the student teacher continues to observe and assist in the classroom. At this time the student teacher and mentor develop a tentative schedule of when the student teacher will assume class 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 specific curriculum requirements for the school.

Stage 5: Assuming Teaching Responsibilities

During spring semester students will student teach on a full-time basis, five days a week. 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 it is appropriate to begin this phase. In many cases, 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 looking for appropriateness of objectives, time allotments, types of activities, prepared handouts, tests, and any suggestions.

Should the mentor teacher remain in the classroom during initial lessons? This will vary. The student teacher and mentor teacher will discuss their preferences with each other during the initial stages of student teaching. 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 lesson and discreetly reappear later. (While in the class, mentors will invariably find that their students continue to ask them questions. It is useful for the mentor teacher 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 written 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 should be shared with the mentor during the week prior to teaching. 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 develop their own teaching styles.

Students are required to write and implement two work samples, teaching a minimum of eight lessons in each. A work sample must be taught at each authorization level.

**Stage 6: Teaching the Work Sample**

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**

*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
- Parent conference

**Investigate:**
- Library, Lane Education Service District
- 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**

Pacific University’s program of supervision is based on a *professional supervision 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.

Post-Conference
The supervisor meets with the student teacher to discuss the lesson. Together they analyze the lesson, sharing observations, perceptions, and insights. 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 by the university supervisor or mentor is recorded on a supervision report form and copies are given to the student teacher. Copies should also be given to the mentor teacher and the building administrator.

Mentor teachers and 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

Student teachers are evaluated according to their mastery of Pacific University's student teacher competencies. These are organized around six major areas:
- Planning for instruction
- Establishing a classroom climate conducive to learning
- Implementing instructional plans
- Evaluating student achievement
- Professionalism
- Subject matter competence

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

It is essential that supervising teachers provide regular feedback, noting growth as well as areas for improvement. The student teacher and supervisors should each complete the appropriate evaluation forms.
A three-way conference is then held with the student teacher, the mentor teacher and the university supervisor.

In order to pass and be recommended for licensure, students must meet competencies in each of the six areas designated on the Pacific University College of Education Summary Evaluation. Performance is assessed jointly by the university supervisor and mentor teacher and recorded on the Summary Evaluation.

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

**Oregon Laws and Student Teachers**

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 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.

**Policies Regarding Student Teachers**

**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. However, when student teachers must be absent, it is essential that they notify the mentor teacher and the university supervisor prior to the time school begins on the morning of the absence. Every effort should be made to make necessary arrangements. The Master of Arts in Teaching program is a professional degree program. Student teachers should consider their field experiences, university class sessions, and spring student teaching as they would a regular full-time teaching position. Excessive absences and tardiness reflect poorly on the candidate's professional and personal commitment and could result in termination from the program.

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

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

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 Program Coordinator and set up a meeting to include the Program Coordinator, 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 Progress Report.

3. At that meeting the following should occur:
   a. Student is apprised of the specific deficiencies in performance relative to the competencies required of teachers.
   b. A plan is devised for student to correct deficiencies
   c. A timeline for correcting deficiencies is determined.
   d. The results of the meeting – deficiencies, plan, and timeline – will be communicated by the Program Coordinator in written format to the student teacher. Copies will be sent to the Dean of the College of Education, building principal, university supervisor, mentor teacher, and file.

4. At the end of the determined timeline, the university supervisor, mentor teacher and student teacher will meet to assess progress. If sufficient progress has been made to continue student teaching, the cycle of plan and timeline can be repeated. The university supervisor will provide a written record of this meeting including further plans and timelines to the student with copies to the mentor teacher, Program Coordinator, Dean of College of Education, building principal and file.

5. If the university supervisor and mentor teacher consider the progress insufficient to continue student teaching, the Program Coordinator will meet with the student teacher, university supervisor, mentor teacher, and building principal.
   a. University supervisor should bring observation reports and an updated Midplacement Progress Report.
   b. Student will be notified at meeting that student teaching will not continue.
   c. Student will subsequently be notified in writing that student teaching is terminated. Copies will be sent to the Dean of the College of Education, building principal, university supervisor, mentor teacher and file.
   d. The Program Coordinator 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. Student 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, principal and 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 will not be charged again for student teaching.
   d. If appropriate and with the agreement of student teacher, a new university supervisor will be assigned.
   e. The TSPC requirement for 15 weeks of student teaching may be, but not necessarily will 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 Program Coordinator, the student teacher must participate in any remedial coursework, remedial tasks, or plans of assistance in advance of or during the second placement.
i. The student teacher may not participate in graduation ceremonies until requirements are met.

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 Dean of the College of Education, university supervisor, mentor teacher, building principal and file.
   b. Student will receive a NP for student teaching
   c. The student may request a program transfer to the MAE program, and with the appropriate and required number of hours may be granted a Master of Arts in Education, a non-licensure degree.
   d. 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 the stated reasons for the school district decision.

**Procedures for Differing Evaluation and Appeals**

The Dean of the College of Education will insure that the following procedures are implemented, as required by Oregon Administrative Rule 584-17-0035.

1. Procedure to resolve differing evaluations between the University and school district mentor teachers.
   a. In the event of a disagreement regarding the Midplacement Progress Report, 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 and school district mentor teacher regarding the Summary Evaluation, the College of Education appropriate 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 appropriate 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

During spring semester, student teachers will attend seminars designed to assist them in learning about resume writing and interviewing for teaching positions. With the consent of mentor teachers, student teachers may also attend the annual Oregon Educators' Fair, where they have the opportunity to meet school district administrators from Oregon and neighboring states.

Licensure

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 Education Office. Specific questions should be addressed to the Teacher Standards and Practices Commission 503.378.3586.

Writing a Letter of Recommendation for Your Student Teacher

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 student teacher
- Cultural Competency
- Pedagogical content knowledge for subject area
- Use of tools of technology; resources used with students and 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
LESSON PLAN FORMAT

LESSON TITLE:

GRADE LEVEL/SUBJECT:  CLASS:

OBJECTIVE(S):

LOGISTICS:

<table>
<thead>
<tr>
<th>TIME (Pacing)</th>
<th>PROCEDURES:</th>
<th>CHECKING FOR UNDERSTANDING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>INTRODUCTION (SET)</td>
<td></td>
</tr>
</tbody>
</table>

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

INDEPENDENT PRACTICE

CLOSURE:

EVALUATION OF STUDENTS:

SELF EVALUATION:
Suggested 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. **Benchmarks:** What Oregon or national standards or benchmarks is the lesson designed to address?

5. **Preparation:** What is needed to prepare the room, the students, relevant materials, computers, helpers…

6. **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?

7. **Sharing 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?

8. **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 you support students who are able to go beyond the basic lesson.

9. **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?

10. **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.

11. **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?
Candidate: __________________________ School: __________________________

<table>
<thead>
<tr>
<th>Please rate the following teacher competencies:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs Improvement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Satisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outstanding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Opportunity to Observe</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. The candidate demonstrates competency in **oral** communication.
2. The candidate demonstrates competency in **written** communication.
3. The candidate is dependable, conscientious and punctual.
4. The candidate contributes to the learning community.
5. The candidate energetically works to develop instructional skills.
6. The candidate is committed to the development of his/her cultural competence.
7. The candidate demonstrates both content knowledge and pedagogical content knowledge.
8. The candidate is an effective instructor with individual students and small groups.
9. The candidate uses instructional resources and technology tools to enhance learning.
10. The candidate interacts constructively with students, their parents, and school personnel.
11. The candidate demonstrates awareness of the importance of professional appearance and demeanor.

Recommended Grade: Pass □ Fail □

Areas of Strength:

Areas to be Strengthened:

Comments and Suggestions:

________________________ Mentor Teacher (printed) ______________________ Signature ______________________ Date ______________________

*Note: The candidate has access to this report.*
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:

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

STANDARD 1: PLAN FOR INSTRUCTION
Candidate plans instruction that supports student progress in learning and is appropriate for the developmental level and demonstrates ability to:

<table>
<thead>
<tr>
<th>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;</th>
<th>No opportunity to demonstrate proficiency</th>
<th>Rating Scale – circle the appropriate number that describes the level of proficiency at this time.</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Determine the current performance level of one’s students with respect to the learning goals established for a unit of instruction;</td>
<td>0 1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>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;</td>
<td>0 1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>d. Determine content, skills and processes that will assist students in accomplishing desired unit outcomes, and design learning activities that lead to their mastery;</td>
<td>0 1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>e. Select and organize materials, equipment, and technologies needed to teach a unit of instruction;</td>
<td>0 1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>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;</td>
<td>0 1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>0 1 2 3 4 5 6</td>
<td></td>
</tr>
</tbody>
</table>

| Composite Score for Standard One: | 0 1 2 3 4 5 6 |
### STANDARD 2: ESTABLISH CLASSROOM CLIMATE
Candidate establishes a classroom climate conducive to learning and demonstrates ability to:

<table>
<thead>
<tr>
<th></th>
<th>No opportunity to demonstrate proficiency</th>
<th>Rating Scale – circle the appropriate number that describes the level of proficiency at this time.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Affirm the dignity and worth of all students and provide the positive support students need to be effective learners;</td>
<td>0 1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>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;</td>
<td>0 1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>c. Employ equitable practices that are just and that support a least restrictive environment for all students;</td>
<td>0 1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>d. Model and reinforce classroom social behavior that supports student learning and development;</td>
<td>0 1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>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;</td>
<td>0 1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>f. Monitor student conduct, and take appropriate action when misbehavior occurs;</td>
<td>0 1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>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;</td>
<td>0 1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>h. Use classroom time effectively to provide maximum time for learning;</td>
<td>0 1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>i. Manage instructional transitions decisively and without loss of instructional time;</td>
<td>0 1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>j. Arrange and set up instructional materials and equipment in advance of class to facilitate their effective and efficient use during lessons;</td>
<td>0 1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>0 1 2 3 4 5 6</td>
<td></td>
</tr>
</tbody>
</table>

**Composite Score for Standard Two:**

|   | 0 1 2 3 4 5 6 |

### STANDARD 3: STANDARDS BASED TEACHING
Candidate engages students in planned learning activities and demonstrates ability to:

<table>
<thead>
<tr>
<th></th>
<th>No opportunity to demonstrate proficiency</th>
<th>Rating Scale – circle the appropriate number that describes the level of proficiency at this time.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Choose organizational structures appropriate for the objectives of instruction;</td>
<td>0 1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>b. Communicate learning outcomes to be achieved and focus student interest on tasks to be accomplished;</td>
<td>0 1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>c. Implement instructional plans that employ knowledge of subject matter and basic skills;</td>
<td>0 1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>d. Use a variety of research-based educational practices that promote student learning and are sensitive to individual differences and diverse cultures;</td>
<td>0 1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>e. Emphasize instructional techniques that promote critical thinking and problem solving, and that encourage divergent as well as convergent thinking;</td>
<td>0 1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>0 1 2 3 4 5 6</td>
<td></td>
</tr>
</tbody>
</table>

**Composite Score for Standard Three:**

|   | 0 1 2 3 4 5 6 |
### STANDARD 4: ASSESSMENT
Candidate evaluates, acts upon, and reports student progress in learning and demonstrates ability to:

<table>
<thead>
<tr>
<th>Candidate evaluates, acts upon, and reports student progress in learning and demonstrates ability to:</th>
<th>No opportunity to demonstrate proficiency</th>
<th>Rating Scale – circle the appropriate number that describes the level of proficiency at this time.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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;</td>
<td>0 1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>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;</td>
<td>0 1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>c. Refine plans for instruction, establish alternative goals or environments, or make referrals when appropriate;</td>
<td>0 1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>0 1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td><strong>Composite Score for Standard Four:</strong></td>
<td>0 1 2 3 4 5 6</td>
<td></td>
</tr>
</tbody>
</table>

### STANDARD 5: CONTENT KNOWLEDGE
Candidate employs pedagogical content knowledge and demonstrates ability to:

<table>
<thead>
<tr>
<th>Candidate employs pedagogical content knowledge and demonstrates ability to:</th>
<th>No opportunity to demonstrate proficiency</th>
<th>Rating Scale – circle the appropriate number that describes the level of proficiency at this time.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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;</td>
<td>0 1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>b. Select and sequence disciplinary content to support future learning in and out of school;</td>
<td>0 1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>c. Evaluate students’ initial conceptions and provide opportunities to gain a deeper and more useful understanding;</td>
<td>0 1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>d. Present content in a variety of ways that are clear and appropriate for students;</td>
<td>0 1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>e. Adapt/modify content knowledge for exceptional learners, including talented and gifted;</td>
<td>0 1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>f. Link content to students’ knowledge, experience and interests as well as to other content disciplines and real world phenomena;</td>
<td>0 1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>g. Utilize a range of instructional resources and technology tools to enhance learning;</td>
<td>0 1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>h. Engage students in pedagogically powerful applications of technology that foster learning;</td>
<td>0 1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>i. Provide opportunities for students to use content knowledge to think and problem solve.</td>
<td>0 1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td><strong>Composite Score for Standard Five:</strong></td>
<td>0 1 2 3 4 5 6</td>
<td></td>
</tr>
</tbody>
</table>
### Rating Scale for Standard Six: PROFESSIONAL BEHAVIOR

<table>
<thead>
<tr>
<th>0</th>
<th>1 – 2</th>
<th>3 – 4</th>
<th>5 – 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.)</td>
<td>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.)</td>
<td>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.)</td>
<td>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.)</td>
</tr>
<tr>
<td>No opportunity to demonstrate proficiency</td>
<td>Rating Scale – circle the appropriate number that describes the level of proficiency at this time.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**STANDARD 6: PROFESSIONAL BEHAVIOR**
Candidate exhibits professional behaviors, ethics, and values and demonstrates ability to:

| 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, 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 |

**Composite Score for Standard Six:** 0 1 2 3 4 5 6

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

Goals for remainder of student teaching:

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
### Standard 1: Plan for Instruction

Candidate plans instruction that supports student progress in learning and is appropriate for the developmental level and demonstrates ability to:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>University Supervisor</th>
<th>Mentor Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate selects or writes 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;</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>Determine the current performance level of one’s students with respect to the learning goals established for a unit of instruction;</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>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;</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>Determine content, skills and processes that will assist students in accomplishing desired unit outcomes, and design learning activities that lead to their mastery;</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>Select and organize materials, equipment, and technologies needed to teach a unit of instruction;</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>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;</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>Estimate the time required within a unit for teacher-directed instruction, student-managed learning and practice, student evaluation/reporting and re-teaching/problem solving.</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
</tbody>
</table>

**Composite Score for Standard One:**

<table>
<thead>
<tr>
<th>Score</th>
<th>Met</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
</tbody>
</table>
### STANDARD 2: ESTABLISH CLASSROOM CLIMATE
Candidate establishes a classroom climate conducive to learning and demonstrates ability to:

<table>
<thead>
<tr>
<th>Candidate activity</th>
<th>University Supervisor</th>
<th>Mentor Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Affirm the dignity and worth of all students and provide the positive support</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>students need to be effective learners;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Establish, communicate, and maintain rules, procedures and behavioral</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>expectations that provide a safe and orderly environment for learning, are</td>
<td></td>
<td></td>
</tr>
<tr>
<td>appropriate to the level of development of students, and are consistent with laws</td>
<td></td>
<td></td>
</tr>
<tr>
<td>governing student rights and responsibilities;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Employ equitable practices that are just and that support a least restrictive</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>environment for all students;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Model and reinforce classroom social behavior that supports student learning</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>and development;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Use knowledge of the influence of the physical, social, and emotional climates</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>of students’ homes and the community to optimize motivation, learning, and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>behavior;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Monitor student conduct, and take appropriate action when misbehavior occurs;</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>g. Interact thoughtfully and courteously with all students and their families and</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>seek to resolve conflicts in a professional manner, respecting familial and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>community cultural contexts;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Use classroom time effectively to provide maximum time for learning;</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>i. Manage instructional transitions decisively and without loss of instructional</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>time;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. Arrange and set up instructional materials and equipment in advance of class</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>to facilitate their effective and efficient use during lessons;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>k. Coordinate the use of instructional assistants, parent volunteers, student</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>assistants, and other support personnel to achieve instructional objectives, if</td>
<td></td>
<td></td>
</tr>
<tr>
<td>these resources are available in the school setting.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Composite Score for Standard Two:**

<table>
<thead>
<tr>
<th>Met</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

### STANDARD 3: STANDARDS BASED TEACHING
Candidate engages students in planned learning activities and demonstrates ability to:

<table>
<thead>
<tr>
<th>Candidate activity</th>
<th>University Supervisor</th>
<th>Mentor Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Choose organizational structures appropriate for the objectives of instruction;</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>b. Communicate learning outcomes to be achieved and focus student interest on</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>tasks to be accomplished;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Implement instructional plans that employ knowledge of subject matter and basic</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>skills;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Use a variety of research-based educational practices that promote student</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>learning and are sensitive to individual differences and diverse cultures;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Emphasize instructional techniques that promote critical thinking and problem</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>solving, and that encourage divergent as well as convergent thinking;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Monitor the engagement of students in learning activities, and the progress</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>they are making, to determine if the pace or content of instruction needs to be</td>
<td></td>
<td></td>
</tr>
<tr>
<td>modified to assure that all students accomplish lesson and unit objectives.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Composite Score for Standard Three:**

<table>
<thead>
<tr>
<th>Met</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>
### STANDARD 4: ASSESSMENT
Candidate evaluates, acts upon, and reports student progress in learning and demonstrates ability to:

<table>
<thead>
<tr>
<th></th>
<th>University Supervisor</th>
<th>Mentor Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>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;</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>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;</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>c. Refine plans for instruction, establish alternative goals or environments, or make referrals when appropriate;</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Composite Score for Standard Four:**

<table>
<thead>
<tr>
<th></th>
<th>University Supervisor</th>
<th>Mentor Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td></td>
<td>Met ☐ Not Met ☐</td>
<td>Met ☐ Not Met ☐</td>
</tr>
</tbody>
</table>

### STANDARD 5: CONTENT KNOWLEDGE
Candidate employs pedagogical content knowledge and demonstrates ability to:

<table>
<thead>
<tr>
<th></th>
<th>University Supervisor</th>
<th>Mentor Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>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;</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>b. Select and sequence disciplinary content to support future learning in and out of school;</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>c. Evaluate students’ initial conceptions and provide opportunities to gain a deeper and more useful understanding;</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>d. Present content in a variety of ways that are clear and appropriate for students;</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>e. Adapt/modify content knowledge for exceptional learners, including talented and gifted;</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>f. Link content to students’ knowledge, experience and interests as well as to other content disciplines and real world phenomena;</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>g. Utilize a range of instructional resources and technology tools to enhance learning;</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>h. Engage students in pedagogically powerful applications of technology that foster learning;</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>i. Provide opportunities for students to use content knowledge to think and problem solve.</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
</tbody>
</table>

**Composite Score for Standard Five:**

<table>
<thead>
<tr>
<th></th>
<th>University Supervisor</th>
<th>Mentor Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td></td>
<td>Met ☐ Not Met ☐</td>
<td>Met ☐ Not Met ☐</td>
</tr>
</tbody>
</table>
**Rating Scale for Standard Six: PROFESSIONAL BEHAVIOR**

<table>
<thead>
<tr>
<th></th>
<th>University Supervisor</th>
<th>Mentor Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 – 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 – 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 – 6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**STANDARD 6: PROFESSIONAL BEHAVIOR**
Candidate exhibits professional behaviors, ethics, and values and demonstrates ability to:

<table>
<thead>
<tr>
<th></th>
<th>a. Be dependable, conscientious, and punctual;</th>
<th>0 1 2 3 4 5 6</th>
<th>0 1 2 3 4 5 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>b. Meet work schedule demands;</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td></td>
<td>c. Be aware of the importance of dressing appropriately;</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td></td>
<td>d. Be aware of, and act in accordance with, school policies and practices;</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td></td>
<td>e. Understand the organizational culture and expectations that operate within a school and that impact students and student learning;</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td></td>
<td>f. Interact constructively and respectfully with students, colleagues, administrators, supervisors, school staff, families, and members of the community;</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td></td>
<td>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;</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td></td>
<td>h. Perform advisory functions for students in formal and informal settings;</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td></td>
<td>i. Function as a member of an interdisciplinary team to achieve long-term curriculum goals, and State content standards and district standards;</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td></td>
<td>j. Exhibit energy, drive and determination to make one’s school and classroom the best possible environment for teaching and learning;</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td></td>
<td>k. Exhibit energy, drive and determination to become a professional educator.</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
</tbody>
</table>

**Composite Score for Standard Six**: 0 1 2 3 4 5 6

**Comments:**

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

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 ____________________________

*Copies to Student Teacher, Mentor Teacher, and Candidate’s file*  
*Revised 8/07*