Practicum Handbook
Fall (CPSE 466/467) & Winter (CPSE 446/447)
(Revised 1/2020)

Department of Counseling Psychology & Special Education
Brigham Young University

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BYU Student

Student Welcome Letter

Dear Student:

Welcome to the BYU special education practicum. You are about to begin a journey that is one of the most valuable college experiences students in the McKay School of Education have. Working with teachers and students in schools makes this experience very worthwhile. This practicum will provide you with opportunities to make a difference in the lives of students with special needs through your example, the love you have for the students, and the content knowledge and teaching skills that you will develop. This experience will help you to become a well prepared and effective special education teacher.

Field-based experiences have been viewed as valuable in the field of education for many years. It is hoped that the knowledge obtained during the practicum will bridge the gap between educational theory and practice. It is also expected that BYU students will begin to acquire the skills and confidence needed to design and implement effective academic and social programs. Success of any field-based practicum is directly related to the commitment of all individuals involved. A continuous cycle of planning, implementation, and evaluation is needed to ensure the maintenance of a quality program.

This handbook—while not comprehensive in answering all possible questions or concerns—is intended to be of service to all parties involved: the BYU student, the mentor teacher, and the university supervisor. It was written to help make these experiences more rewarding. It is to be used as a reference for any questions you might have. Please feel free to bring special needs to our attention. The faculty and teaching assistants are here to help you. We want to help you to benefit greatly from this experience.

Remember, all that you do reflects on you, but it also reflects on the McKay School of Education, Brigham Young University, and The Church of Jesus Christ of Latter-day Saints. Your conduct can make it easier or harder for you to find a job and likewise for other students to complete a future practicum at a particular site.

We look forward to working with you throughout this practicum and into the future. We have confidence that you will be successful and a joyful as you participate in this challenging and rewarding experience. Please do not hesitate to contact us with any questions, concerns, or feedback.

Sincerely,

The BYU Special Education Faculty

Note: Throughout this handbook students participating in the CPSE 466/467 & CPSE 446/447 will be referred to as BYU practicum students.

<div align="center">**Purpose and Outcomes of the Practicum**</div>

Purpose of the Practicum
The purpose of Practicum in special education is to begin to develop competency and understanding of effective collaboration in the field of special education. The BYU student's performance will be evaluated by the university supervisor, mentor teacher, and teaching assistants through formal observations.

There are four outcomes the practicum is designed to help you achieve, they are:

Rights and responsibilities
1. Explain rights and responsibilities of students, parents, teachers and other professionals, and schools related to students with disabilities.

Lesson planning
2. Create and implement standards-based daily lesson plans derived from assessment data that address individual IEP goals.

Behavior management
3. Use a variety of non-aversive techniques to control targeted behavior and maintain attention of individuals with disabilities.

Supportive learning environments
4. Create safe, equitable, positive, and supportive learning environments in which diversities are value.

<h1 style="text-align:center">BYU Student Policies and Expectations</h1>

Attendance
Attendance Policy for BYU Students in the Practicum
The practicum is 10 to 12 weeks long. The dates for the practicum are outlined in the CPSE 466/7 and CPSE 446/7 course syllabi. BYU Students must follow the school district calendar for all other days. (See Syllabus)

In the case of illness or an emergency that prevents teaching, it is the BYU student's responsibility to notify both the mentor teacher and the university supervisor. For illness or reason(s) which constitute an emergency, BYU students are allowed to miss up to two days but must still notify the mentor teacher and the university supervisor. BYU students do not need to make up the initial two days missed for approved illness or emergency. BYU students who desire exceptions to this policy must submit requests in writing to the BYU Special Education faculty, and the faculty must come to a joint agreement in order for the exception to be granted.

Read the Practicum Handbook.
This handbook is also available online at http://education.byu.edu/cpse/teaching-experience

Professional Conduct
BYU students are guests in the school and class in which they teach and should conduct themselves as such. BYU students should fit into the school and classroom, rather than attempting to make changes. BYU students should have a receptive attitude toward suggestions, new ideas, and constructive criticism. BYU students are expected to be punctual.

Dress and Grooming
BYU students should dress professionally and be well groomed while working at the school. BYU students should follow the BYU Dress and Grooming standards at all times.

Dependability
Prepare for and conduct educational services as scheduled. Prepare for and attend meetings, conferences, consultations as directed by your mentor teacher. BYU students are expected to be at their placement as scheduled. There are no personal days allowed. If BYU students are absent due to illness or family emergencies, they must notify their mentor teacher, university mentor, and seminar instructor. The absence must also be noted on the official time record (time log). BYU students must provide their mentor teacher with lesson plans for which they are responsible. If a BYU student exceeds two absences due to illness or family emergencies the mentor teacher, university mentor, seminar instructor, and/or program director may elect to extend the BYU experience. Requests for absences for reasons other than illness or family emergencies must be submitted in writing and approved prior to the absence. BYU students should secure the telephone numbers of their mentor teacher, university supervisor, school office, and seminar instructor.

Punctuality
Be punctual arriving at sites for the practicum sessions, meetings, conferences, and consultations. Obtain approval from mentor teacher and university mentor before rescheduling or canceling sessions. Be certain the mentor teacher and university mentor are notified in advance of any anticipated absences. Submit all written assignments (e.g., lesson plans, reports, goals) in acceptable form (appropriate grammatical usage, paragraph structure, punctuation, and spelling) by scheduled deadlines.

Holidays and Vacations
BYU students follow a combination of BYU's calendar and the School District's calendar (See Schedules in the course syllabi).

Initiative
BYU students are expected to make a contribution to the class. They should take responsibility for becoming involved by asking mentor teachers to give them responsibilities during the time they are in the class. BYU students must also take the responsibility of informing the mentor teacher of assignments they must complete during their experience.

Interaction with Students
BYU students are expected to take the initiative and interact with the students. This includes developing rapport, conversing appropriately, and reacting to students' feelings and needs. BYU students must express directions, questions, and interactions in a clear manner.

Cell Phone Usage
BYU students are not allowed to use their cell phones for texting or social media during the practicum. Cell phones should be put on silence mode (or Do Not Disturb) and be out of sight unless being used for educational purposes (e.g., timer, stopwatch, etc.)

Computer Usage
BYU students are not allowed to use their computers during field-based experiences unless they are being used to implement a lesson, prepare for a lesson, or take notes during an observation.

Planning
BYU students are expected to carefully plan their lessons and/or activities. These plans should be available to the mentor teacher, the university supervisor, and the seminar instructor prior to the lesson being taught (NOTE: the university supervisor will provide information regarding deadlines for submission of lesson plans as well as the amount of detail required).

Communication
Communicate clearly and professionally in all situations and in all interactions including both written and verbal communications. Be respectful.

Classroom Supervision
Although BYU students will gradually assume some teaching responsibilities in the classroom, they are to remain under the supervision of their mentor teacher. Therefore, BYU students are not to be left alone with classroom students without authorized school personnel in the classroom (i.e., mentor teacher, educational assistant, or substitute teacher).

Substitute Policy
BYU students are not to serve as substitute teachers.

Confidentiality
BYU students are permitted to have access to records that are critical to planning instruction for students. BYU students must respect the confidentiality of these records and follow school procedures for access. BYU students should not use a student's full name in any paperwork submitted for university classes. Initials or substitute name should be used. No posting of pictures, videos or information from the practicum on social media. **Students should not be discussed outside of professional contexts.**

Medication and Corporal Punishment
BYU students are not authorized to administer medication or corporal punishment, if used. BYU students should not be required to act as an "official" witness to corporal punishment by signing documents in the school office.

Taking Students to the Bathroom
BYU students may walk students to the bathroom, but they should not accompany students inside the bathroom.

Diapering
BYU students in severe settings should not do any diapering.

Policies of School System
BYU students should become familiar with policies of the school system, the principal, and the mentor teacher.

Transportation
BYU students must arrange their own transportation to and from assigned schools.

Teacher Job Actions (Strikes) and BYU students
BYU students work in the classrooms of licensed mentor teachers in their field assignments. In the event of a job strike action that results in mentor teachers leaving the school buildings, the integrity of the practicum site is compromised. All BYU students are released from their field assignments while the job action is in force at their schools whether or not mentor teachers participate in the walk out. University supervisors may elect to hold a class or seminar on campus during the time the practicum is interrupted or reassign the BYU student to another placement. If not reassigned, BYU students are expected to resume their field assignments as soon as the full complement of teachers return to the schools and the training sites are again intact.

Nepotism and Anonymity
In order to provide the best experience possible, BYU students may not be placed with a mentor teacher who is a relative or be supervised by a relative. This action is required to avoid any practice which might be interpreted as favoritism or discrimination.

Compliance with District and School Policies

BYU students are required to adhere to district and school policies in the assigned district.

Problems and/or Grievances

Should problems or grievances develop during the practicum, the mentor teacher and/or university supervisor should be made aware of the situation as soon as possible. BYU students are encouraged to discuss professional problems at any time with his/her mentor teacher, university supervisor, and then the special education program coordinator.

BYU Student's Commitment to the Students at their Placement

BYU students strive to help each student realize his or her potential as a worthy and effective member of society. The BYU student, therefore, works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:
1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not, on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly
   a. Exclude any student from participation in any program.
   b. Deny benefits to any student.
   c. Grant any advantage to any student over another.
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of a professional service, unless disclosure serves a compelling professional purpose or is required by law.

Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services from the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions which attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

Teaching Standards

Teaching standards are important description of what highly effective teaching looks like. As a practicum student you will become familiar with and begin to develop competency in the Utah Effective Teaching Standards (UETS) during your mentored teaching assignment.

The Utah Effective Teaching Standards (UETS)

The complete UETS document can be downloaded from
https://www.schools.utah.gov/file/e2c4a21d-853c-4de0-963c-ad4aff0f59a3

The Learner and Learning

Standard 1: Learner Development
The teacher understands cognitive, linguistic, social, emotional and physical areas of student development.
Standard 2: Learning Differences
The teacher understands individual learner differences and cultural and linguistic diversity.
Standard 3: Learning Environments
The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.

Instructional Practice

Standard 4: Content Knowledge
The teacher understands the central concepts, tools of inquiry, and structure of the discipline.
Standard 5: Assessment
The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.
Standard 6: Instructional Planning
The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content area, Core Curriculum standards, instructional best practices, and the community context.
Standard 7: Instructional Strategies
The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections, and build skills to apply and extend knowledge in meaningful ways.

Professional Responsibility

Standard 8: Reflection and Continuous Growth
The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.
Standard 9: Leadership and Collaboration
The teacher is a leader who engages collaboratively with learners, families, and colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.
Standard 10: Professional and Ethical Behavior
The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515.

Ethics

Professional organizations have codes of ethics to which members must adhere. Codes of ethics are included in this Handbook for the Council for Exceptional Children (CEC). All BYU students are expected to read, understand, and follow these codes of ethics.

Council for Exceptional Children (CEC) - Code of Ethics

Professional special educators are guided by the CEC professional ethical principles, practice standards, and professional policies in ways that respect the diverse characteristics and needs of individuals with exceptionalities and their families. They are committed to upholding and advancing the following principles:

1. Maintaining challenging expectations for individuals with exceptionalities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background.

2. Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.

3. Promoting meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.

4. Practicing collegially with others who are providing services to individuals with exceptionalities.

5. Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making.

6. Using evidence, instructional data, research, and professional knowledge to inform practice.

7. Protecting and supporting the physical and psychological safety of individuals with exceptionalities.

8. Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.

9. Practicing within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in the laws, regulations, and policies.

10. Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.

11. Engaging in the improvement of the profession through active participation in professional organizations.

12. Participating in the growth and dissemination of professional knowledge and skills.

Council for Exceptional Children. (2015). What Every Special Educator Must Know: Professional Ethics and Standards. Arlington, VA: CEC
https://www.cec.sped.org/Standards/Ethical-Principles-and-Practice-Standards

<h1 align="center">BYU Special Education Programs</h1>

Mission Statement

We maximize the potential of diverse learners with individualized educational needs to elevate their quality of life. We accomplish this by supporting the mission and aims of a BYU education as we integrate teaching, research, and service. We specifically:

- Prepare competent and moral educators who select, implement, and evaluate research-based, effective teaching practices and appropriate curriculum for learners with special needs.
- Prepare master special educators who will provide collaborative leadership to foster moral development and improve learning and social competence of exceptional children with challenging behaviors.
- Add to the knowledge base of special education and related disciplines through research.
- Serve and advocate for learners with individualized educational needs and others who support them.

Preventing Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate gender discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. The BYU policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at (801) 422-5895 or (888) 238-1062 (24 hours); or contact the Honor Code Office at (801) 422-2847. Please see information that defines sexual harassment and inappropriate gender-based behavior, and recommends actions that you can take to deal with such behavior on the following website: https://titleix.byu.edu/.

Students with Disabilities

BYU is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability that may impair your ability to complete this program successfully, please contact the University Accessibility Center (801) 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the University Accessibility Center.

If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at (801) 422-5895, in D-282 ASB. Please see information about resources, guidelines, orientation, and available technology on the following website: https://uac.byu.edu/.

Diversity and Unity Policy

The CPSE Department, the MSE, and BYU are committed to preparing teacher candidates to serve effectively in a diverse society and to promote respect for individual differences. In each course, teacher candidates will learn methods and materials that may be adapted to various

settings and contexts. In this program, teacher candidates are expected to demonstrate the knowledge, skills, and dispositions to effectively apply the course content when working with individuals and groups with varying abilities and with diverse linguistic and cultural backgrounds. To assist you in this preparation, the Educational Growth and Unity Association was organized. For more information about the McKay School's resources on Diversity and Unity, see http://education.byu.edu/diversity.

Academic Integrity
Students at Brigham Young University have a moral responsibility to perform and act in accordance with the student honor code and standards. All students attending BYU have agreed to do so. If you abide by the code and standards you should meet your commitments at your mentored teaching placement. This behavior should transfer to the schools in which you are working.

Educator Preparation Program (EPP) Outcomes
This course is part of your preparation for licensure in a major or minor that is part of the BYU Educator Preparation Program (EPP). This course will help you fulfill the EPP Outcomes (http://education.byu.edu/epp/core_assesments.html) required for accreditation. Advisors in Education Advisement Center (EAC), located in 350 MCKB, (801) 422-3426, can answer questions you have about the licensure requirements (http://education.byu.edu/advisement/licensure) for your teaching major or minor.

Practicum Placements
The faculty of each specialty area examine all teacher applications for the following semester's practicum locations. Sites are selected according to the following criteria:
1. "Evidenced-based Practices" for teaching, management, and service delivery are modeled.
2. The mentor teacher is recognized by the school administrator and by fellow teachers as a "master teacher."
3. The mentor teacher is fully certified to teach the student population and has at least one year of experience (at least three years is preferred and required by some districts).
4. After considering the above criteria we will strive to make the location as convenient as possible for the students.

A list of approved practicum sites is generated by partnership school districts and by BYU faculty. If teachers and districts agree to host a BYU student, then the placement is made. When placements are approved, the BYU student is informed. BYU students are not permitted to arrange their own practicum placements.

Practicum in Private or Charter Schools
BYU students are not placed in private or charter schools for their practicum.

Guidelines About Access to Schools for BYU Pre-Service Teachers

I. Public Access

Because schools are established for the good of the community and financed primarily with tax dollars most people think of schools as public buildings; however, all school visitors and working professionals must obtain permission before entering classrooms or other areas of the building.

II. Access for Film/Video Projects by Pre-Service Teachers

Use of schools for film/video projects, including motion pictures, digital photography, videotapes, documentaries, etc., may be considered under the following conditions:
1. The ultimate product will further the cause of education.
2. Normal school procedures and instructional programs will not be disrupted.
3. School involvement will enrich or enhance the curriculum.
4. Individual students and teachers will not be identified in the product.
5. Neither the school nor the district will be identified by name.
6. Individual privacy rights will not be violated.

Requests to use schools for film/video projects shall be forwarded by CITES to the superintendent for review and approval at the beginning of each school year.

Authorized film/video crews working on non-commercial projects may photograph normal routine school scenes. Such filming may include students moving from class to class, participating in regular education class work, working in the library, eating lunch, getting on and off school buses, watching or participating in sporting events, etc.

Filming of normal routine school scenes for non-commercial projects does not generally require releases from parents. However, releases must be obtained if students or activities outside the mainstream are to be included.

Parent approval must be obtained in advance if student instruction is to be interrupted in any way or if the film/video project is being produced for commercial gain or political use.

III. Images of Students

Pre-service teachers prepare professional portfolios to document their growth and development as teachers. Portfolios usually include videos for photographs of teaching episodes with students. Such portfolios may also be used in employment and licensing settings.

Pre-service teachers who obtain permission from the school administrator in advance may observe, photograph, and report on typical school scenes including regular education classes, events, and activities so long as they do not interfere with student learning.

Parent releases are not necessary when students are photographed or interviewed while participating in mainstream classes or activities.

Pre-service teachers may not photograph or interview students who are outside the mainstream without express written permission of the parents. This restriction applies to students in special schools, cluster units, resource rooms, youth in custody, and other programs where federal law protects student privacy rights.
*Based upon current access policy in the Jordan School District

Mentor Teacher

Mentor Teacher Welcome Letter

Dear Mentor Teacher:

Thank you for your willingness to mentor preservice teachers from the BYU McKay School of Education. We hope your experience will be beneficial to you, your students, and your school.

The practicum provides one of the most valuable learning opportunities students in the field of special education have. Working with teachers, administrators, and students in schools makes this experience very worthwhile. It is during the practicum that the student clarifies his/her career preferences, values, likes and dislikes, recognizes special skills, and discovers his/her future as a professional.

We understand that mentoring a BYU student is time consuming and that there are many components of a practicum, so we have developed this handbook to assist you in understanding yours and the BYU student's roles and responsibilities. If you have any other questions regarding this program, feel free to call or email the university supervisors. We are grateful for your willingness to help us prepare future special educators.

Sincerely,

The BYU Special Education Faculty

<div align="center">**Mentor Teacher Roles and Responsibilities**</div>

Role of the Mentor Teacher
The role of the mentor teacher is to provide leadership, mentoring, and modeling to the BYU student in all aspects of the practicum. The mentor teacher also observes the BYU student's teaching and gives feedback to the BYU student and university supervisor. The mentor teacher is vital to the success of field-related experiences for pre-service teachers; therefore, it is critical that the mentor teacher offer the university teacher candidate opportunities to experience the teacher's role in both the classroom and the community. In addition, the university is relying on the mentor teacher to give thorough and timely feedback to the university so that university supervisors may help when needed.

Responsibilities:

Attend Orientation with University Supervisors

Read the Practicum Handbook
This handbook is also available online at http://education.byu.edu/cpse/teaching-experience.

Help the BYU Student Become a Part of the School Community
- Prepare your students and their parents for the anticipated arrival of the BYU student.
- Introduce the BYU student to the class and other staff members.
- Provide a workspace for the BYU student.
- Share all bulletins and announcements pertaining to faculty meetings, school policies and procedures, and other school or district information.
- Discuss with the BYU student the extent of authority and scope of responsibility involved in the practicum.
- Help the BYU student become familiar with the curriculum and with the individual needs of the students.
- At open houses or parent conferences introduce the BYU student to the parents and allow the BYU student to take an active role in these events.

Provide the BYU students with background information on individual learners in your classroom. This enables them to understand and implement the best strategies to meet the needs of each learner. The BYU students are aware of issues surrounding confidentiality and are expected keep all student information and interactions strictly confidential (i.e., using pseudonyms or initials for all classroom assignments, and that they should not discuss students outside of professional contexts).

Involve the BYU students in as many teaching activities as possible (e.g., small group instruction, one-to-one tutoring, supporting inclusive activities, data collection, etc.). These activities help students practice their skills in supervised settings while receiving constructive feedback to help them grow as teachers.

Supervision
Although the BYU students will gradually play a role in planning and teaching, they are to remain under the supervision of their mentor teacher and are not to be left alone with classroom students without authorized school personnel in the classroom.

Schedule a Time for Daily Conferences
Keeping in close communication with the BYU student is important for purposes of planning lessons, modeling effective teaching, and evaluating the BYU student's progress. Guidance in helping the BYU student make defensible decisions about teaching is critical. Holding daily conferences is the best way to develop mutual understanding and foster a sense of trust between the mentor teacher and the BYU student. These conferences are a time to approve written lessons or unit plans that the BYU student is preparing to teach.

Provide Opportunities for the BYU Student to Observe
The most critical part of the practicum is the opportunity to observe an exemplary teacher in action. Please allow the BYU student to observe your teaching on a frequent basis. During your daily conference discuss what the BYU student has observed. Although part of the BYU student's responsibility is to teach students with disabilities, blocks of time should be left for observing the mentor teacher and other teachers in the building.

Allow the BYU Student to Fulfill Program Requirements
At the beginning of the semester, the university supervisor will discuss with the mentor teacher the specific program area requirements which the BYU student must complete during the practicum. Please plan with the BYU student cooperatively to ensure the opportunity to fulfill all of these requirements. Please allow the BYU student to experiment with effective teaching methods. Before any lesson is taught, however, the BYU student should submit a written lesson plan for approval. If the lesson is well conceived and the objectives clear, allow the BYU student to try various methods. While the practicum is a time to practice what they have learned in their university courses and mentored learning experiences, it is also a learning experience where the BYU students experiment to find methods and strategies that work best for their students to obtain the skills being taught.

Observe and Evaluate the BYU Student(s)
The mentor teacher's main role is not as evaluator, but their feedback is used in final evaluations that are completed by the university supervisor for the BYU student's grade. A mentor teacher's comments and observations about the BYU student's performance are extremely important. Written comments noted while the student is teaching will serve as the basis for the later conference. The mentor teacher should remain in the classroom to observe the BYU student.

Communicate with the BYU University Supervisor
The mentor teacher should find a few minutes to talk with the university supervisor at each visit to discuss the BYU student's progress. University supervisors will provide mentor teachers with their phone numbers and e-mail addresses. Mentor teachers should call or email the university supervisor as soon as possible should any problems arise with the student's performance and/or behavior.

It is better to solve a small concern early than to allow it to grow into a major problem. If a problem exists that is not being successfully solved by the university supervisor, the mentor teacher may contact the BYU Special Education Program Coordinator.

Hold Conferences with the BYU students
Conferences between you and the BYU student are essential to a successful Practicum. A number of factors may make effective communication difficult: daily schedules may leave no

time for conferences; the BYU student, mentor teacher, or both may feel insecure in their roles; the mentor teacher may be overly concerned about hurting the BYU student's feelings; the BYU student may be defensive; and/or finding a place to talk in private may be difficult. Good communication will only occur when both the mentor teacher and BYU student work hard to overcome such obstacles. **Effective communication is so important that it cannot be left to chance.**

Conferences are an important opportunity to develop and enhance effective communication. Planned, regularly scheduled conferences are the basis for good communication. It is in the conference that the BYU student may become consciously aware of his/her instructional behavior as observed by the mentor teacher. BYU students may begin to analyze their student's academic and social progress. The foundations of professional self-evaluation/reflection are laid out during these conferences. Thus, it is imperative that both the immediate and long-term goals of conferences be kept in mind.

Daily short conferences between the BYU student and mentor teacher will give attention to matters of immediate consequence: adjusting plans, coordinating work schedules, identifying and solving daily problems, providing "boost in morale," and keeping things functioning smoothly, in general. The timing of such conferences may vary from day to day, but the flexibility of the times should not deemphasize the importance of these interactions.

Weekly conferences between the BYU student and the mentor teacher should also be scheduled. These conferences may be used for long-term planning, cooperative evaluation of the BYU student's competence, analysis of the mentor teacher's teaching procedures, and development of in-depth understanding of student behavior and community relations.

The following guidelines are offered for the consideration of mentor teachers:
a. The time and place of the conference should be planned in advance. It should be canceled or postponed only when essential, and it is not unreasonable to expect the BYU student to return to school for the weekly conferences. The setting should be informal, at a place where few interruptions are likely to occur. Regularly scheduled conferences will prevent the BYU student from thinking that conferences are called only when there are criticisms to be offered.
b. A free exchange of ideas should occur during the conference. It is helpful if many of the topics involve a process of seeking answers to methodological or curriculum problems. Alternative solutions should be analyzed with both you and the BYU student offering ideas.
c. Analysis of the BYU student's performance or personal qualities should be characterized by an appropriate balance between strengths and weaknesses. Criticisms should be constructive, but falsely optimistic praise may be as unproductive as overt negativism. It is interesting that some BYU students complain, "My mentor teacher never tells me how I can improve," while others state, "My mentor teacher only mentions the things I do wrong."
d. You should not hesitate to offer suggestions and teaching ideas. BYU students are eager to learn "tricks of the trade" and sources of useful teaching materials. Be as specific as possible, to the extent of showing materials, modeling instructional and management techniques, and so forth.
e. The conference should encourage the BYU student to become increasingly self-directed and self-evaluative.

Complete and Submit Student Evaluations

Final Utah Teacher Candidate Performance Assessment and Evaluation (PAES) and Educational Disposition Assessment (EDA) due dates:

- **October 18, 2019, 1st setting, fall semester**
- **December 6, 2019, 2nd setting fall semester**

All evaluations must be submitted on learning suite or emailed directly to University Supervisors.

There is probably no task that is faced by mentor teachers with more apprehension than writing of evaluations. "Am I being fair?" or "Will the reader understand what I mean?" are typical concerns. Remember that the practicum is just one phase in the professional growth of the teacher and that this phase is focused on helping the BYU student move in the direction of professional maturity.

The following suggestions may be helpful in completing the final evaluation:

a. Provide not only ratings, but written comments as well. The ratings serve as quantitative means by which BYU students can be compared. The written recommendations may be used to elaborate on or supplement the ratings. Very high and very low ratings should be explained with written comments.

b. Provide evaluations which are honest and frank, particularly in regard to BYU students who may need intense mentoring as a first-year teacher or who have not demonstrated the knowledge, skills, and dispositions necessary to be an effective special educator. Two common questions are often asked by mentor teachers; "If I had a child with special needs, would I want this BYU student to be his/her teacher?" and "Would I willingly co-teach with this BYU student as employees in the same school?"

c. Provide comments that are objective and as informative as possible. Generalities, inferences, and hidden meanings are pitfalls to clarity and objectivity.

d. The Utah Teacher Candidate Performance Assessment & Evaluation System (PAES), including the Clinical Practice Summary Statement, must be scored formatively, once, in each setting (i.e., formative evaluations, NOT submitted online) for BYU students. The Educational Dispositional Assessment (EDA) must be scored, formatively, once in each setting. The mentor teacher PAES and EDA are used by the University Supervisor to complete the summative PAES and EDA on mYlink and put in the teacher candidate's placement file. Again, please discuss your evaluations with the BYU student.

e. Keep all records of observations, anecdotal notes, and other written documentation of any BYU student who is not meeting expectations. Communicate these concerns to the BYU student and university supervisor as soon as they arise. If the BYU student's performance does not improve, call a three-way meeting to develop a remediation plan. On rare occasions, if the BYU student is not able to manage the classroom or provide sufficient instruction, even with intense mentoring by the mentor teacher and university supervisor, the teacher or building principal may recommend that the BYU student be removed from the assignment. Complete all written documentation honestly regarding the BYU student's performance.

Strategies for Mentoring

1. Provide regular oral and written evaluation of teaching performance.
2. Present demonstration lessons using varied effective teaching strategies and discuss them with the BYU student.
3. Review all lesson plans and provide appropriate feedback.
4. Provide the BYU student with opportunities to prepare and develop original teaching plans, using a variety of effective strategies and materials.
5. Plan together for effective assessment of learning.
6. Guide the BYU student in planning assignments and homework that provide appropriate challenges.
7. Assist the BYU student in accommodating students with diverse needs.
8. Guide the BYU student in the use and care of school equipment and materials.
9. Provide feedback on classroom presence (e.g., moving throughout the classroom, voice effectiveness, appropriate professional appearance).

Human Relationships and Professionalism

1. Discuss with the BYU student the role and performance of a professional teacher, including discussions of students and colleagues outside the classroom.
2. Stress the importance of being a role model in the classroom, including respect for others, respect for diversity, and appropriate language and dress.
3. Involve the BYU student in parent conferences and other professional meetings.
4. Integrate the BYU student into the school as a professional colleague.

Suggestions for Collaborative Teaching

1. Team plan a unit or mini-unit, alternating instructors or team teaching.
2. BYU student provides the main instructions; the mentor teacher reviews difficult concepts or conducts tutorial sessions with individuals or groups.
3. Each teacher presents a mini-unit to a small group and then reverses groupings.

Addressing Concerns

1. If progress is not satisfactory, discuss the specifics of the concern with the BYU student as soon as the situation becomes apparent; document all discussions.
2. Work together to develop strategies to overcome the problem.
3. Notify the university supervisor and schedule a three-way conference.
4. In consultation with the teacher candidate and university supervisor, decide on a course of action.
5. Invite the assistance of a school or university administrator, if necessary.

Role of the University Supervisor

The university supervisor assigned to work with the BYU student should fulfill the following duties:

1. Observe the **BYU student** at least **one time** in person during the semester and complete one formal, written evaluation in conjunction with these observations.
2. Complete one PAES evaluation on mYlink using both your observation data and the mentor teacher's observation data.
3. Complete the EDA on mYlink using both your observation data and the mentor teacher's observation data.
4. Communicate frequently with the BYU student and mentor teacher.
   a. Provide specific oral and written feedback to the BYU student regarding his/her instructional, managerial, organizational, and professional behavior.
   b. Communicate problems or concerns with district personnel and BYU special Education Program Coordinator.
   c. Confer with the mentor teacher regarding the BYU student's progress.
   d. Assess the environment. (Is it a proper placement?)
   e. Remind mentor teacher of observations and due dates for forms.
   f. Grade practicum assignments
   g. Assign and submit grades.

Select Assignment Descriptions and Rubrics

TWS Planning Sheet

You will complete your TWS as a group of 4. The TWS will be completed in your **elementary setting**. Please complete your TWS with a group of at least two students. The TWS can be completed in a SPED setting or in an inclusion setting.

Each section should be written collaboratively, meaning all four students should participate and the discussion and the writing for each section. **SECTIONS SHOULD NOT BE DIVIDED OUT AND COMPLETED INDIVIDUALLY.**

First Setting Teachers:

Second Setting Teachers:

TWS	Teachers Planning	Teachers Implementing	What is our plan?
1 Contextual Factors			Student Group:
2 Learning Goals			What will we teach?
3 Assessment Plan			How will we assess?
4 Design for Instruction			What 3 lessons will we teach?
5 Instructional Decision Making			
6 Analysis of Student Learning			
7 Reflection and Self-Evaluation			

Practicum Professional Teacher Behaviors

BYU Student Name _____ Mentor Teacher Name _____

Month _____

Professional Teacher Behavior	3	2	1	Comments
Attendance	Teacher attended all class periods and practicum days.	Teacher had one excused absence with doctor's note.	Teacher had more than one excused absence or any unexcused absence.	
Punctuality	Teacher was on time to all classes and practicum days.	Teacher had one excused tardy.	Teacher had more than one excused tardy or any unexcused tardy.	
Stayed Full Duration	Teacher stayed full duration of all classes and practicum days.	Teacher had one excused early departure.	Teacher had more than one excused early departure or any unexcused early departure.	
Professional Dress	Teacher is dressed professionally and follows BYU dress and grooming standards on all practicum and class days.	Teacher is dressed professionally and follows BYU dress and grooming standards on all practicum and class days with one exception.	Teacher is dressed professionally and follows BYU dress and grooming standards on all practicum and class days with the exception of 2 or more days	

Engaged Learner	Teacher is an engaged learner who participates in all classes and practicum days and is not using technology during class time or teaching time.	Teacher is an engaged learner who participates in all classes and practicum days and had one incidence of using technology during class time or teaching time.	Teacher is not an engaged learner and struggles to participate in all classes and practicum days and is multiple incidences of using technology during class time or teaching time.	
Good Collaborator	Teacher is both respectful and enjoyable to work with at all times in both the classroom and practicum setting.	Teacher has one incidence of not being respectful or enjoyable to work with in either the practicum or classroom setting.	Teacher has more than one incidence of not being respectful or enjoyable to work with in either the practicum or classroom setting.	
Interactions with Teachers, Staff, and Students	Teacher is respectful in all interactions and shows respect for diversity.	Teacher is respectful in all interactions and shows respect for diversity with one exception.	Teacher is respectful in all interactions and shows respect for diversity with two or more exceptions.	
Preparation	Teacher is prepared with assignments and materials in all settings.	Teacher is prepared with assignments and materials in all settings with one exception.	Teacher is prepared with assignments and materials in all settings with two or more exceptions.	

Action Plan (Completed by BYU Student):

Mentor Teacher Signature _____

BYU Student Signature _____

CONFIDENTIALITY AGREEMENT

Each school is responsible for maintaining the confidentiality of information contained in student files as dictated by P.L. 105-17 (IDEA >97). As a university student doing specialized training in the schools, you may be allowed access to certain student files for the purpose of gaining experience which will contribute to your knowledge and skills in working with students with disabilities. Your use of student files will be contingent upon your agreement to the following conditions to ensure confidentiality.

1. You may only examine files of students designated accessible by the classroom teacher.
2. You must sign the Record of Access form in the student's file, if access to the student's file is necessary and permission is granted.
3. You may NOT make photocopies of documents contained in student files.
4. You may NOT remove the student files from the school.
5. While working with student files, you may NOT allow anyone other than school personnel to examine the files.
6. For information from student files that will be quoted within the content of a written diagnostic or evaluation report prepared as a course assignment: (1) you will need permission from the cooperating teacher, and (2) you will be responsible for guarding the distribution of the finished written report. It is appropriate that copies of the final written report be distributed to your university instructor and to the classroom teacher. Remember to omit the actual name of the student and any other specifically identifying information from your report. Any rough drafts or copies should be shredded before they are disposed.
7. Discussion of the student by name or by any other identifying information outside of the school or university class setting is a violation of the student's right to confidentiality and could be subject to court action.
8. Posting of any identifying photos, names, situations on social media is a violation of the student's right to confidentiality and could be subject to court action.
9. Any test results should be treated in the above manner.

Your signature on this document will represent your agreement to refrain from unnecessary discussion of the student. Confidentiality is your legal responsibility.

I agree to comply with these conditions: _____

BYU Student(s) Signature _____

Cooperating Teacher Signature _____
Date Copies:
Student(s)
Cooperating Teacher

University Supervisor Informal Performance Cycle

1. Plan with your University Supervisor to complete this Informal Performance Cycle a few days prior to your observation with them.

2. Schedule a time to meet with your University Supervisor to prepare for your observation. The meeting should occur at least 24 hours prior to your observation. (1 point)

3. Meet with your University Supervisor to discuss the lesson you will teach for your observation. (2 points) Discuss the following:
   a. What is going well?

   b. What are my concerns?

   c. What 2 specific areas would you like feedback on in your lesson?

   d. What specific data will the University Supervisor collect during your lesson (Observation form, praise and response form, anecdotal notes, student responses)?

4. Teach your lesson (2 points)

5. Schedule a time to meet with your University Supervisor following your lesson. (1 point)

6. Discuss your lesson with your University Supervisor. Discuss the following: (2 points)

   a. What were your teaching strengths?

b. What are your areas of improvement?

c. Discuss the areas you asked your University Supervisor to watch with the data collected by them.

7. Create a plan for next steps with your University Supervisor. Please describe your plan below. (2 points) Your plan can include ideas such as
    a. Your mentor teacher modeling a lesson or an area of the lesson
    b. Practice and an additional observation
    c. Practice without an additional observation
    d. Other ideas

EPP Assessments

Utah Teacher Candidate Performance Assessment & Evaluation System (PAES)

For use in mentored learning experiences, student teaching, and internships, this system is designed to reflect a range of performance from unacceptable to proficient in skills and behaviors in teacher candidates based on the UETS standards. Two documents make up the PAES evaluations:
1. Assessment Form (46 indicators)
2. Evaluation Form (10 indicators + summary statement)

Rubric: The 10 UETS Standards[1] for Beginning Teachers provide the foundation for the PAES. The rubric contains leveled descriptions of 42 indicators of teaching performance collaboratively developed by campus and field faculty.

Competency Scale		
0	Not Present	Mentored Learning Experiences Only
1	Beginning	Requires Intervention
2	Emerging Competence	Requires Feedback
3	Preservice Effective/In-Service Emerging	Meets Requirement

Formative Evaluation Form (primarily used internally by programs):
This form is used for multiple observations and feedback conferences during the semester. The form is designed to keep a cumulative record by course of each candidate's performance. Many observers mark all observations for a course on the same form to provide a composite record for the candidate and for the supervisor. Since the formative observations are intended to show growth in the student's teaching skills, scores will not be very high to begin with. During these observations, a mastery level of these skills is not required; it is only during the final evaluation that students are expected to exhibit mastery level teaching.
1. <u>During the observation</u> – some of the PAES indicators (e.g., instructional strategies and management, etc.) can be marked as the candidate is teaching.
2. <u>Pre/Post observation interview</u> – other indicators should be filled out as the evaluator looks at materials provided by the candidate (e.g., lesson plans, discipline plans, etc.).
3. <u>Over time</u> – some indicators can only be observed and marked over time as the candidate adapts to the school community and interacts with colleagues and students (e.g., ethics, collaboration, professional development, etc.).

Summative (Final) Evaluation
At the conclusion of each student teaching and internship experience, a summative evaluation is completed by the school mentor(s) and one by the university supervisor(s). The candidate signs all final evaluation forms. The BYU Program Supervisor also reviews and signs all final evaluation forms. All final evaluations will be completed in mYlink.

The summative evaluation should represent the team's consensus of the level of candidate performance at the conclusion of the clinical experience. As personnel directors and/or principals value the final evaluations in the hiring process, the summary statements must be typed, well-written, and should reflect the cumulative record of observations and interactions with the candidate. The quality of the final evaluation strongly influences the candidate's opportunity for an employment interview.

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[1] "Utah Effective Teaching Standards." Further information about the standards can be found at the following website: www.uen.org/k12educator/uets

Utah Teacher Candidate Performance Assessment & Evaluation System (PAES) Rubric
Developed by the Utah Teacher Education Assessment & Accreditation Council (UTEAAC)

(Based on the Utah Effective Teaching Standards and the Utah Teaching Observation Tool V.4.0)

Performance Expectation	*Not Effective (0)*	*Beginning (1)*	*Developing (2)*	*Preservice Effective (3)* (USBE Emerging Effective)	*Inservice Effective*
The Learner and Learning Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive.					
Standard 1. Learner Development: The teacher understands cognitive, linguistic, social, emotional, and physical areas of student development.					
1.1 O Creates developmentally appropriate and challenging learning experiences based on each learner's strengths, interests, and needs UETS 1a, 2e InTASC 1 CAEP 1.1, 3.5	• Provides developmentally inappropriate instruction • Lacks awareness of developmental needs	• Creates lessons according to grade level Utah Core Standards	…and • Adds to or modifies lessons to provide varied learning experiences	…and • Implements learning experiences based on specific learners' developmental levels	…and • Identifies appropriate developmental levels of individual learners and consistently and appropriately differentiates instruction learning experiences • Incorporates methods of language development into planning and instruction
1.2 C Collaborates with families, colleagues, and other professionals to promote student growth and development. UETS 1b InTASC 1 CAEP 1.1, 3.5	• Works in isolation • Avoids communication or communicates ineffectively • Does not focus on learner needs	• Communicates about procedural issues, schedules, and requirements	…and • Responds to mentor inquiries/concerns about learner development and progress • Communicates about curriculum and instruction	…and • Interacts with colleagues or families related to learner growth and development	…and • Collaborates with family members and a full range of colleagues to help meet the unique needs of all learners
Standard 2. Learning Differences: The teacher understands individual learner differences and cultural and linguistic diversity.					
2.1 O Allows learners multiple ways to demonstrate learning sensitive to diverse experiences, while holding high expectations for all. UETS 2a, 2b, 2c, 2d InTASC 2 CAEP 1.1, 3.5 Cross-cutting Diversity	• Not aware of learner differences • Not accepting of differences • Does not hold high expectations for learners	• Demonstrates awareness of learner diversity • Respects individual differences	…and • Applies general strategies for diverse learners	…and • Applies understanding of specific strategies for learner diversity to encourage all learners to reach their full potential	…and • Uses learner differences as an asset to adapt and deliver instruction for all learners • Provides students multiple ways to demonstrate learning

Standard 3. Learning Environments: The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.

3.1 O	Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures. UETS 3a InTASC 3 CAEP 1.1, 3.5	● Does not have a schedule planned ● Has unorganized and lengthy transitions ● Loses Instructional time	● Plans a schedule, routines, and behavioral expectations	...and ● Communicates schedule, routines, and behavioral expectations to students	...and ● Implements the daily schedule ● Holds students accountable to follow routines and behavioral expectations	...and ● Provides explicit direction so that learners know what to do and when to do it ● Supports each learner as he/she establishes expectations and develops responsibility for his/her own behavior
3.2 O	Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry. UETS 3b InTASC 3 CAEP 1.1, 3.5	● Demonstrates negative demeanor ● Reprimands frequently ● Leaves students unattended	● Communicates with students using developmentally appropriate language	...and ● Communicates explicitly the expectations for classroom interactions ● Provides opportunities for teacher-student interactions ● Provides opportunities for student interactions	...and ● Maintains positive interactions with and among students	...and ● Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry ● Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership
3.3 O	Utilizes positive classroom management strategies, including the resources of time, space, and attention, effectively. UETS 3c, 3d InTASC 3 CAEP 1.1, 3.5	● Uses time, space, and attention ineffectively ● Does not have management plan	● Plans classroom management strategies ● Plans instruction for the allotted time	...and ● Paces instruction appropriate for student learning ● Addresses inappropriate student behavior	...and ● Implements classroom management strategies ● Encourages learners to be engaged with the content ● Manages time, space, and attention to increase participation	...and ● Uses differentiated management strategies focusing on individual learner need ● Gains and maintains student attention through active participation ● Adjusts instructional pacing and transitions to maintain learner participation and support learning

Instructional Practice

Effective instructional practice requires that teachers have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real-world settings, and address meaningful issues. They must also understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways to assure learner mastery of the content.

Standard 4. Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline.

4.1 O	Bases instruction on accurate content knowledge using multiple representations of concepts and appropriate academic language. UETS 4a, 4c, 4d, 4e, 7c InTASC 4 and 5 CAEP 1.1, 1.3, 1.4, 3.4, 3.5	● Provides inaccurate lesson content	● Demonstrates content knowledge	...and ● Uses more than one way to explain concept ● Uses accurate academic language	...and ● Models critical and/or creative thinking in the content area ● Supports learner use of content-specific academic language	...and ● Uses multiple representations and explanations of concepts to deepen each learner's understanding ● Models and expects learners to evaluate, create, and think critically about the content ● Analyzes learner errors and misconceptions in order to redirect, focus, and deepen learning

Standard 5. Assessment: The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.						
5.1 C	Uses data sources to assess the effectiveness of instruction and to make adjustments in planning and instruction. UETS 5a, 5c, 5d, 8a InTASC 6 CAEP 1.1, 1.2, 3.5	● Does not collect or use data	● Collects data	...and ● Analyzes data to document student learning ● Uses formative assessment during instruction	...and ● Uses data to evaluate the outcomes of teaching ● Monitors learning and adjusts instruction during the lesson	...and ● Targets instructional, intervention, and enrichment strategies based on data ● Uses multiple formative and summative assessments to make ongoing adjustments in instruction based on a wide range of individual learner needs
5.2 C	Documents student progress and provides descriptive feedback to student, parent/guardian, and other stakeholders in a variety of ways. UETS 5b, 5e InTASC 6 CAEP 1.1, 3.5	● Does not document learner progress ● Does not provide feedback	● Documents learner progress ● Provides general feedback	...and ● Provides specific and timely feedback	....and ● Provides feedback to individuals and groups based on identified elements of quality work (e.g. rubrics, checklists, exemplars) ● Shares assessment feedback with parents/guardians under the direction of the mentor teacher	...and ● Uses a variety of effective formats to document and provide feedback on learner progress ● Initiates ongoing, open communication between home and school about learner progress ● Provides timely, descriptive, and specific feedback to individuals and groups
5.3 C	Designs or selects pre-assessments, formative, and summative assessments in a variety of formats that align to learning objectives and engage the learner in demonstrating knowledge and skills. UETS 5a InTASC 6 CAEP 1.1, 1.2, 1.3, 3.5	● Does not assess student learning ● Assessment is inappropriate	● Lesson plan includes an assessment	...and ● Designs, selects, or adapts assessments that align with learning objectives	...and ● Uses a variety of assessment formats to evaluate student learning	...and ● Designs assessments in a variety of formats that match learning objectives and Utah Common Core standards ● Selected assessment(s) differentiate levels of student learning allowing the teacher to reteach missed concepts ● Selected assessment(s) accounts for individual learning styles and multicultural differences of learners minimizing bias
Standard 6. Instructional Planning: The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, practices, and the community context.						
6.1 C	Demonstrates knowledge of the Utah Core Standards and references them in short- and long-term planning. UETS 4b, 6a InTASC 7 CAEP 1.1, 1.3, 1.4, 3.4, 3.5	● Unfamiliar with Utah Core Standards ● Instructional materials do not align with standards ● No evidence of learning objectives ● No evidence of planning	● Includes Utah Core Standards in lesson plans	...and ● Includes appropriate learning objectives based on Utah Core Standards	...and ● Aligns daily instruction with Utah Core Standards ● Selects instructional materials that support standards	...and ● Plans and implements short- and long-term learning experiences that reference Utah Core Standards learning objectives and content ● Organizes and adapts learning experiences and materials to align with the Utah Core Standards
6.2 C	Integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge. UETS 6b, 6e InTASC 7 CAEP 1.1, 1.4, 3.4, 3.5	● Does not acknowledge the importance of integrating cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication)	● Acknowledges the importance of integrating cross-disciplinary skills	...and ● Plans lessons in which cross-disciplinary skills are modeled	...and ● Plans lessons that engage students in using cross-disciplinary skills	...and ● Plans lessons that demonstrate how knowledge and skills transfer to other content areas ● Designs learning experiences that promote the application of knowledge in multiple content areas

Standard 7. Instructional Strategies: The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections and build skills to apply and extend knowledge in meaningful ways.

7.1 O	Practices a range of developmentally, culturally, and linguistically appropriate instructional strategies to meet the needs of individuals and groups of learners. UETS 2b, 2e, 6c, 7a, 7b InTASC 8 CAEP 1.1, 1.2, 1.4, 3.5 Cross-cutting diversity	• Inappropriate strategies • No variety of strategies • Insensitivity to individual differences • No adjustments to instruction	• Uses instructional strategies focused on lesson objectives	…and • Incorporates various instructional strategies	…and • Identifies each learner's diverse learning strengths and needs • Attempts to adjust instruction based on the developmental, cultural, or linguistic needs of the students in individual or small group settings	…and • Monitors and adjusts instruction in response to developmental, cultural, and linguistic needs of individuals and groups of learners • Enhances instruction by using a variety of appropriate strategies
7.2 O	Provides multiple opportunities for students to develop higher-order and meta-cognitive skills. UETS 3f, 6d, 7e InTASC 8 CAEP 1.1, 1.2, 1.4, 3.4, 3.5	• Is not familiar with higher-order and metacognitive skills	• Uses instructional strategies focused on lower-order thinking skills (e.g., uses memorization, recall, and rote knowledge for most assessments/tasks)	…and • Uses instructional strategies in which higher-order thinking skills are modeled	…and • Uses instructional strategies that engage learners in higher-order thinking	…and • Provides learners with explicit instruction to analyze, synthesize, and make decisions • Provides opportunities for learners to reflect on their own learning • Provides opportunities for students to generate and evaluate new ideas
7.3 O	Supports and expands each learner's communication skills through reading, writing, listening, and speaking. UETS 3f, 7d InTASC 8 CAEP 1.1, 1.4, 3.4, 3.5	• Communication skills are not taught or developed specifically • No opportunities for learner communication	• Engages learners in listening and/or reading during instruction	…and • Allows learners to contribute through speaking or writing as part of instruction	…and • Provides opportunities for learners to practice communication skills, including reading, writing, listening, and speaking	…and • Teaches content-specific reading, reading, writing, listening, and speaking skills for effective communication • Provides opportunities for learners to expand communication skills to articulate thoughts and ideas
7.4 O	Uses a variety of available and appropriate technology and/or resources to support learning. UETS 3e, 7f, 7g InTASC 8 CAEP 1.1, 1.3, 1.5, 3.4, 3.5 Cross-cutting technology	• Does not use available technology	• Uses teacher-centered technologies	…and • Uses technology to engage students	…and • Uses student-centered technologies in ways that promote learning	…and • Evaluates and uses various appropriate technologies to support content and skill development • Incorporates appropriate technology and/or resources to extend learner content knowledge and skill development
7.5 O	Develops learners' abilities to find and use information to solve real-world problems. UETS 7g, 7f InTASC 8 CAEP 1.1, 1.3, 1.4, 3.4, 3.5	• Sources not appropriate for instruction	• Provides multiple appropriate sources of information	…and • Uses multiple, appropriate sources of information during instruction	…and • Engages learners in using multiple, appropriate sources of information	…and • Develops each learner's ability to find, understand, and analyze diverse sources of information • Provides opportunities for learners to use multiple sources of information for quality and accuracy

Professional Responsibility

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful, intensive professional learning by regularly examining practice through ongoing study, self-reflection, and collaboration. They must be aware of legal and ethical requirements and engage in the highest levels of professional and ethical conduct.

Standard 8. Reflection and Continuous Growth: The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.

8.1 C	Adapts and improves practice based on reflection and new learning. UETS 8b, 8c, 8d, 8e InTASC 9 CAEP 1.1, 1.2, 3.3, 3.4, 3.5	• Does not reflect on instruction • Does not accept feedback	• Attends to feedback from mentor teacher and supervisor	…and • Develops a plan to improve practice in response to feedback • Self-reflects on lesson effectiveness	…and • Applies feedback from mentor teachers, supervisors, and self-reflection to improve teaching and learning in the classroom	…and • Applies current professional learning to classroom practice, consistent with its intent • Acknowledges the impact of bias on own teaching • Collaborates with supervisor to develop a professional learning plan based on data and the Utah Effective Teaching Standards

Standard 9. Leadership and Collaboration: The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.

9.1 C	Participates actively in decision-making processes, while building a shared culture that affects the school and larger educational community. UETS 9a, 9b, 9d, 9e InTASC 10 CAEP 1.1, 3.3, 3.5	• Fails to fulfill required duties (e.g., contracted school day, etc.) • Displays lack of respect for colleagues/classmates • Blames others, including students, for lack of success	• Participates in required school activities • Communicates with colleagues/classmates when required	…and • Attends and participates in team meetings and other collaborative opportunities, when invited	…and • Acknowledges own actions that lead to success of all learners • Maintains cordial professional relationships with colleagues/ classmates	…and • Participates with colleagues and collaborates in decision making • Accepts responsibility for the success of all learners
9.2 C	Advocates for the learners, the school, the community, and the profession. UETS 9c InTASC 9 CAEP 1.1, 3.3, 3.5	• Lacks respect for learners and families • Communicates negatively about learners, families, or the profession • Interacts inappropriately with learners, families, or colleagues/classmates	• Respects learners, families, and the profession • Communicates positively about learners, families, and the profession • Interacts appropriately with learners, classmates, colleagues, and families	…and • Positively represents the profession, school, and university	…and • Contributes to learner success by responding to learner and/or family/community concerns	…and • Advocates for all students to be prepared for high school graduation and future school work success • Seeks opportunities to make a positive impact on teaching quality, school improvement, and student achievement

Standard 10. **Professional and Ethical Behavior:** The teacher demonstrates the highest standard of legal, moral, and ethical conduct, as specified in Utah State Board Rule R277-515.			
	Performance Expectation	*No*	*Yes*
10.1 C	Is responsible for compliance with university policies, federal and state laws, State Board of Education administrative rules, state assessment policies, local board policies, and supervisory directives. UETS 10a, 5f InTASC 9 CAEP 1.1, 1.4, 3.3, 3.5, 3.6	● Does not understand nor adhere to university policies, federal and state laws, State Board of Education rules, state and local policies, supervisory directives, professional, moral, and ethical conduct and does not hold others accountable to do the same	● Understands, adheres to, and upholds university policies, federal and state laws, State Board of Education rules, state and local policies, supervisory directives, professional, moral, and ethical conduct and holds others accountable to do the same
10.2 C	Is responsible for compliance with all requirements of State Board of Education Rule R277-515 at all levels of teacher development. UETS 10b InTASC 9 CAEP 1.1, 1.4, 3.3, 3.5, 3.6	● Does not avoid actions that may adversely affect ability to perform assigned duties and carry out the responsibilities of the profession, including role-model responsibilities ● Does not know or understand professional requirements ● Does not complete all requirements for clinical experiences ● Does not maintain instructional and non-instructional records ● Does not maintain integrity and confidentiality in matters concerning student records and collegial consultation ● Develops inappropriate student-teacher relationships as defined in rules, law, and policy ● Does not maintain professional demeanor and appearance as defined by university and the local education agency (LEA)	● Avoids actions that may adversely affect ability to perform assigned duties and carry out the responsibilities of the profession, including role-model responsibilities ● Takes responsibility to understand and complete all requirements for clinical experience ● Takes responsibility to understand professional requirements, to maintain a current Utah Educator License, and to complete license upgrades, renewals, and additional requirements in a timely way ● Maintains accurate instructional and non-instructional records ● Maintains integrity and confidentiality in matters concerning student records and collegial consultation ● Develops appropriate student-teacher relationships as defined in rules, law, and policy ● Maintains professional demeanor and appearance as defined by university and the local education agency (LEA)

Educator Disposition Assessment (EDA)

Name:_____Date:_____

Evaluator:_____

Directions: Please use the following numbers to rate the individual on each disposition based on the following scale by marking the corresponding number in the cell. Please note that italicized constructs are further explained in the technical manual. Indicators for each disposition are found in the cells. Scores for each of the nine dispositions will be averaged to calculate an overall composite score. Lastly, please add comments to support ratings as needed.

> 0-Needs Improvement: *minimal evidence of understanding and commitment to the disposition*
> 1-Developing: *some evidence of understanding and commitment to the disposition*
> 2-Meets Expectations: *considerable evidence of understanding and commitment to the disposition*

Disposition   **Associated Indicators**

1. Demonstrates Effective Oral Communication Skills	Needs Improvement 0	Developing 1	Meets Expectations 2
	☐ Does not consistently demonstrate professional oral communication skills as evidenced by making *major* errors in language, grammar, and word choice	☐ Demonstrates professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment, yet makes some common and noticeable errors	☐ Demonstrates strong professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment
	☐ Does not vary oral communication to motivate students as evidenced by monotone voice with visible lack of student participation	☐ Strives to vary oral communication as evidenced of some students demonstrating a lack of participation	☐ Varies oral communication as evidenced by encouraging participatory behaviors
	☐ Choice of vocabulary is either too difficult or too simplistic	☐ Occasionally uses vocabulary that is either too difficult or too simplistic	☐ Communicates at an age appropriate level as evidenced by explaining content specific vocabulary

Disposition   **Associated Indicators**

2. Demonstrates Effective Written Communication Skills	Needs Improvement 0	Developing 1	Meets Expectations 2
	☐ Communicates in tones that are harsh or negative as evidenced by fostering negative responses	☐ Communicates respectfully and positively but with some detectable negative undertones, evidenced by unproductive responses	☐ Communicates respectfully and positively with all stakeholders as evidenced by fostering conventional responses
	☐ Demonstrates *major* spelling and grammar errors or demonstrates frequent common mistakes	☐ Demonstrates *common* errors in spelling and grammar	☐ Demonstrates precise spelling and grammar

Disposition   **Associated Indicators**

3. Demonstrates professionalism Danielson: 4f; InTASC: 9(o)	Needs Improvement 0	Developing 1	Meets Expectations 2

	Needs Improvement 0	Developing 1	Meets Expectations 2
	☐ Does not respond to *communications* and does not submit all assignments	☐ Delayed response to *communications* and late submission of assignments	☐ Responds promptly to *communications* and submits all assignments
	☐ Fails to exhibit punctuality and/or attendance	☐ Not consistently punctual and/or has absences	☐ Consistently exhibits punctuality and attendance
	☐ Crosses *major* boundaries of ethical standards of practice	☐ Crosses *minor* boundaries of ethical standards of practice	☐ Maintains professional boundaries of ethical standards of practice
	☐ Divulges inappropriate *personal* life issues at the classroom/workplace as evidenced by uncomfortable responses from others	☐ Occasionally divulges *inappropriate* personal life issues into the classroom/workplace, but this is kept to a minimum	☐ Keeps *inappropriate* personal life issues out of classroom/workplace
	☐ Functions as a group member with no participation	☐ Functions as a collaborative group member as evidenced by minimal levels of participation towards productive outcomes or monopolizes conversation	☐ Functions as a collaborative group member as evidenced by high levels of participation towards productive outcomes

Disposition   **Associated Indicators**

4. Demonstrates a positive and enthusiastic attitude Marzano: 29	Needs Improvement 0	Developing 1	Meets Expectations 2
	☐ Often complains when encountering problems and rarely offers solutions	☐ Seeks solutions to problems with prompting	☐ Actively seeks solutions to problems without prompting or complaining
	☐ Resists change and appears offended when suggestions are made to try new ideas/activities	☐ May tentatively try new ideas/activities that are suggested yet is often unsure of how to proceed	☐ Tries new ideas/activities that are suggested
	☐ Demonstrates a flattened affect as evidenced by lack of expressive gestures and vocal expressions	☐ Overlooks opportunities to demonstrate positive affect	☐ Demonstrates an appropriately positive affect with students as evidenced by verbal and non-verbal cues

Disposition   **Associated Indicators**

5. Demonstrates preparedness in teaching and learning Danielson: 1e, 3e, 4a; InTASC: 3(p)	Needs Improvement 0	Developing 1	Meets Expectations 2
	☐ Rejects constructive feedback as evidenced by no implementation of feedback	☐ Somewhat resistant to constructive feedback as evidenced by a lack of follow through on some suggestions	☐ Accepts constructive feedback as evidenced by implementation of feedback as needed

	☐ Possesses an inaccurate perception of teaching/learning effectiveness as evidenced by limited concept of how to improve	☐ Reflection contains inaccuracies as evidenced by needing assistance for corrective measures of improvement	☐ Learns and adjusts from experience and reflection as evidenced by improvements in performance
	☐ Comes to class unplanned and without needed materials	☐ Comes to class with some plans and most needed materials	☐ Comes to class planned and with all needed materials
	☐ Does not have awareness to alter lessons in progress as evidenced by activating no changes when needed	☐ Aware that lesson is not working but does not know how to alter plans to adjust	☐ Alters lessons in progress when needed as evidenced by ability to change plan mid-lesson to overcome the deficits

Disposition	Associated Indicators		
6. Exhibits an appreciation of and value for cultural and academic diversity Danielson: 1b, 2a, 2b; Marzano: 36, 39; InTASC: 2(m), 2(n), 2(o), 3(o), 9(m), 10(q)	**Needs Improvement 0**	**Developing 1**	**Meets Expectations 2**
	☐ Demonstrates inequitable embracement of all *diversities*	☐ Goes through the *expected and superficial motions* to embrace all *diversities*	☐ Embraces all *diversities* as evidenced by implementing *inclusive activities and behaviors* with goals of *transcendence*
	☐ Is challenged to create a *safe classroom* as evidenced by ignoring *negative* behaviors by students	☐ Strives to build a *safe classroom* with zero tolerance of *negative* behaviors towards others but needs further development in accomplishing this task	☐ Creates a *safe classroom* with zero tolerance of negativity to others as evidenced by correcting *negative* student behaviors

Disposition	Associated Indicators		
7. Collaborates effectively with stakeholders Danielson: 4c, 4d; Marzano: 55, 56; InTASC: 1(k), 3(n), 3(q), 7(o)	**Needs Improvement 0**	**Developing 1**	**Meets Expectations 2**
	☐ Is inflexible, as evidenced by inability to work well with others and does not accept majority consensus	☐ Demonstrates some flexibility	☐ Demonstrates flexibility as evidenced by providing considered responses and accepts majority consensus
	☐ Tone exhibits a general lack of respect for others as evidenced by interruptions and talking over others	☐ Maintains a respectful tone in most circumstances but is not consistent	☐ Maintains a respectful tone at all times, even during dissent as evidenced by not interrupting or talking over others
	☐ Rarely collaborates or shares strategies and		☐ Proactively shares teaching strategies as

	ideas even when prompted	☐ Shares teaching strategies as evidenced by some effort towards collaboration	evidenced by productive collaboration

Disposition   **Associated Indicators**

	Needs Improvement 0	Developing 1	Meets Expectations 2
8. Demonstrates self-regulated learner behaviors/takes initiative Danielson: 4e; Marzano: 57; InTASC: 9(l), 9(n), 10(r), 10(t)			
	☐ Is unable to self-correct own weaknesses as evidenced by not asking for support or overuse of requests for support	☐ Is beginning to recognize own weaknesses and asks for support making some effort to become involved in professional growth	☐ Recognizes own weaknesses as evidenced by seeking solutions before asking for support
	☐ Does not conduct appropriate research to guide the implementation of effective teaching as evidenced by a lack of citations in work	☐ Level of research needs further development to acquire fully and integrate resources leading to implementing different and effective teaching styles	☐ Researches and implements most effective teaching styles as evidenced by citing works submitted

Disposition	Associated Indicators		
9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability Marzano: 37, 38	**Needs Improvement 0**	**Developing 1**	**Meets Expectations 2**
	☐ Demonstrates immaturity and lack of self-regulation as evidenced by overreacting to sensitive issues	☐ Demonstrates level of maturity to self–regulate after initial response is one of overreaction to sensitive issues	☐ Demonstrates appropriate maturity and self-regulation as evidenced by remaining calm when discussing sensitive issues
	☐ Does not demonstrate perseverance and resilience (grit) as evidenced by giving up easily	☐ Demonstrates perseverance and resilience (grit) most of the time	☐ Demonstrates perseverance and resilience (grit) as evidenced by tenacious and determined ability to persist through tough situations
	☐ Demonstrates insensitivity to feelings of others as evidenced by a lack of compassion and empathetic social awareness	☐ Demonstrates sensitivity to feelings of others most of the time	☐ Demonstrates sensitivity to feelings of others as evidenced by compassionate and empathetic social awareness

AVERAGE COMPOSITE SCORE ACROSS NINE DISPOSITIONS:

COMMENTS:

Renaissance Teacher Work Sample (RTWS)
UETS Standards 1 through 10

Objective	Indicator Not Met (1)	Indicator Partially Met (2)	Indicator Met (3)	Score
1. Contextual Factors				
Knowledge of Community, School and Classroom Factors *CEC Standard 1.1*	Teacher displays minimal, irrelevant, or biased knowledge of the characteristics of the community, school, and classroom.	Teacher displays some knowledge of the characteristics of the community, school, and classroom that may affect learning.	Teacher displays a comprehensive understanding of the characteristics of the community, school, and classroom that may affect learning.	/3
Knowledge of Characteristics of Students *CEC Standard 1.1*	Teacher displays minimal, stereotypical, or irrelevant knowledge of student differences (e.g. development, interests, culture, abilities/disabilities).	Teacher displays general knowledge of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.	Teacher displays general and specific understanding of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.	/3
Knowledge of Students' Varied Approaches to Learning *CEC Standard 1.2*	Teacher displays minimal, stereotypical, or irrelevant knowledge about the different ways students learn (e.g., learning styles, learning modalities).	Teacher displays general knowledge about the different ways students learn (e.g., learning styles, learning modalities).	Teacher displays general and specific understanding of the different ways students learn (e.g., learning styles, learning modalities) that may affect learning.	/3
Knowledge of Students' Skills and Prior Learning *CEC Standard 1.2*	Teacher displays little or irrelevant knowledge of students' skills and prior learning.	Teacher displays general knowledge of students' skills and prior learning that may affect learning.	Teacher displays general and specific understanding of students' skills and prior learning that may affect learning.	/3
Implications for Instructional Planning and Assessment *CEC Standard 1.0*	Teacher does not provide implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics OR provides inappropriate implications.	Teacher provides general implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.	Teacher provides specific implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.	/3
			Subtotal:	/15
2. Learning Goals				
Significance, Challenge, and Variety *CEC Standard 5.7*	Goals reflect only one type or level of learning.	Goals reflect several types or levels of learning but lack significance or challenge.	Goals reflect several types or levels of learning and are significant and challenging.	/3
Clarity *CEC Standard 5.6*	Goals are not stated clearly and are activities rather than learning outcomes.	Some of the goals are clearly stated as learning outcomes.	Most of the goals are clearly stated as learning outcomes.	/3
Appropriateness For Students *CEC Standard 1.0*	Goals are not appropriate for the development; prerequisite knowledge, skills, experiences; or other student needs.	Some goals are appropriate for the development; prerequisite knowledge, skills, experiences; and other student needs	Most goals are appropriate for the development; prerequisite knowledge, skills, experiences; and other student needs.	/3
Alignment with National, State or Local Standards *CEC Standard 3.0*	Goals are not aligned with national, state or local standards.	Some goals are aligned with national, state or local standards.	Most of the goals are explicitly aligned with national, state or local standards.	/3
			Subtotal:	/12

Objective	Indicator Not Met (1)	Indicator Partially Met (2)	Indicator Met (3)	Score
	3. Assessment Plan			
Alignment with Learning Goals and Instruction *CEC Standard 4.1*	Content and methods of assessment lack congruence with learning goals or lack cognitive complexity.	Some of the learning goals are assessed through the assessment plan, but many are not congruent with learning goals in content and cognitive complexity.	Each of the learning goals is assessed through the assessment plan; assessments are congruent with the learning goals in content and cognitive complexity.	/3
Clarity of Criteria and Standards for Performance *CEC Standard 4.1*	The assessments contain no clear criteria for measuring student performance relative to the learning goals.	Assessment criteria have been developed, but they are not clear or are not explicitly linked to the learning goals.	Assessment criteria are clear and are explicitly linked to the learning goals.	/3
Multiple Modes and Approaches *CEC Standard 4.0*	The assessment plan includes only one assessment mode and does not assess students before, during, and after instruction.	The assessment plan includes multiple modes but all are either pencil/paper based (i.e. they are not performance assessments) and/or do not require the integration of knowledge, skills and reasoning ability.	The assessment plan includes multiple assessment modes (including performance assessments, lab reports, research projects, etc.) and assesses student performance throughout the instructional sequence.	/3
Technical Soundness *CEC Standard 4.1*	Assessments are not valid; scoring procedures are absent or inaccurate; items or prompts are poorly written; directions and procedures are confusing to students.	Assessments appear to have some validity. Some scoring procedures are explained; some items or prompts are clearly written; some directions and procedures are clear to students.	Assessments appear to be valid; scoring procedures are explained; most items or prompts are clearly written; directions and procedures are clear to students.	/3
Adaptations Based on the Individual Needs of Students *CEC Standard 4.2*	Teacher does not adapt assessments to meet the individual needs of students or these assessments are inappropriate.	Teacher makes adaptations to assessments that are appropriate to meet the individual needs of some students.	Teacher makes adaptations to assessments that are appropriate to meet the individual needs of most students.	/3
			Subtotal:	/15
	4. Design for Instruction			
Alignment with Learning Goals *CEC Standard 3.0*	Few lessons are explicitly linked to learning goals. Few learning activities, assignments and resources are aligned with learning goals. Not all learning goals are covered in the design.	Most lessons are explicitly linked to learning goals. Most learning activities, assignments and resources are aligned with learning goals. Most learning goals are covered in the design.	All lessons are explicitly linked to learning goals. All learning activities, assignments and resources are aligned with learning goals. All learning goals are covered in the design.	/3
Accurate Representation of Content *CEC Standard 3.1*	Teacher's use of content appears to contain numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.	Teacher's use of content appears to be mostly accurate. Shows some awareness of the big ideas or structure of the discipline.	Teacher's use of content appears to be accurate. Focus of the content is congruent with the big ideas or structure of the discipline.	/3
Lesson and Unit Structure *CEC Standard 5.6*	The lessons within the unit are not logically organized (e.g., sequenced).	The lessons within the unit have some logical organization and appear to be somewhat useful in moving students toward achieving the learning goals.	All lessons within the unit are logically organized and appear to be useful in moving students toward achieving the learning goals.	/3

Objective	Indicator Not Met (1)	Indicator Partially Met (2)	Indicator Met (3)	Score
4. Design for Instruction (Continued)				
Use of a Variety of Instruction, Activities, Assignments and Resources *CEC Standard 5.0*	Little variety of instruction, activities, assignments, and resources. Heavy reliance on textbook or single resource (e.g., work sheets).	Some variety in instruction, activities, assignments, or resources but with limited contribution to learning.	Significant variety across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to learning.	**/3**
Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources *CEC Standard 1.2*	Instruction has not been designed with reference to contextual factors and preassessment data. Activities and assignments do not appear productive and appropriate for each student.	Some instruction has been designed with reference to contextual factors and preassessment data. Some activities and assignments appear productive and appropriate for each student.	Most instruction has been designed with reference to contextual factors and preassessment data. Most activities and assignments appear productive and appropriate for each student.	**/3**
Use of Technology *CEC Standard 5.2*	Technology is inappropriately used OR teacher does not use technology, and no (or inappropriate) rationale is provided.	Teacher uses technology but it does not make a significant contribution to teaching and learning OR teacher provides limited rationale for not using technology.	Teacher integrates appropriate technology that makes a significant contribution to teaching and learning OR provides a strong rationale for not using technology.	**/3**
			Subtotal:	**/18**
5. Instructional Decision Making				
Sound Professional Practice *CEC Standard 4.4*	Many instructional decisions are inappropriate and not pedagogically sound.	Instructional decisions are mostly appropriate, but some decisions are not pedagogically sound.	Most instructional decisions are pedagogically sound (i.e., they are likely to lead to student learning).	**/3**
Modifications Based on Analysis of Student Learning *CEC Standard 4.4*	Teacher treats class as "one plan fits all" with no modifications.	Some modifications of the instructional plan are made to address individual student needs, but these are not based on the analysis of student learning, best practice, or contextual factors.	Appropriate modifications of the instructional plan are made to address individual student needs. These modifications are informed by the analysis of student learning/performance, best practice, or contextual factors. Include explanation of why the modifications would improve student progress.	**/3**
Congruence Between Modifications and Learning Goals *CEC Standard 3.3*	Modifications in instruction lack congruence with learning goals.	Modifications in instruction are somewhat congruent with learning goals.	Modifications in instruction are congruent with learning goals.	**/3**
			Subtotal:	**/9**
6. Analysis of Student Learning				
Clarity and Accuracy of Presentation	Presentation is not clear and accurate; it does not accurately reflect the data.	Presentation is understandable and contains few errors.	Presentation is easy to understand and contains no errors of representation.	**/3**
Alignment with Learning Goals *CEC Standard 3.1*	Analysis of student learning is not aligned with learning goals.	Analysis of student learning is partially aligned with learning goals and/or fails to provide a comprehensive profile of student learning relative to the goals for the whole class, subgroups, and two individuals.	Analysis is fully aligned with learning goals and provides a comprehensive profile of student learning for the whole class, subgroups, and two individuals.	**/3**

Objective	Indicator Not Met (1)	Indicator Partially Met (2)	Indicator Met (3)	Score
6. Summative Report of Student Learning (Continued)				
Interpretation of Data *CEC Standard 2.2*	Interpretation is inaccurate and conclusions are missing or unsupported by data.	Interpretation is technically accurate, but conclusions are missing or not fully supported by data.	Interpretation is meaningful, and appropriate conclusions are drawn from the data.	/3
Evidence of Impact on Student Learning *CEC Standard 2.2*	Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.	Analysis of student learning includes incomplete evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.	Analysis of student learning includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning goal.	/3
			Subtotal:	/12
7. Reflection and Self-Evaluation				
Interpretation of Student Learning *CEC Standard 5.7*	No evidence or reasons provided to support conclusions drawn in "Analysis of Student Learning" section.	Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in "Analysis of Student Learning" section.	Uses evidence to support conclusions drawn in "Analysis of Student Learning" section. Explores multiple hypotheses for why some students did not meet learning goals.	/3
Insights on Effective Instruction and Assessment *CEC Standard 5.7*	Provides no rationale for why some activities or assessments were more successful than others.	Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research).	Identifies successful and unsuccessful activities and assessments and provides plausible reasons (based on theory or research) for their success or lack thereof.	/3
Alignment Among Goals, Instruction, and Assessment *CEC Standard 1.2*	Does not connect learning goals, instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant or inaccurate.	Connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction, but misunderstandings or conceptual gaps are present.	Logically connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction.	/3
Implications for Future Teaching *CEC Standard 6.0*	Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment.	Provides ideas for redesigning learning goals, instruction, and assessment but offers no rationale for why these changes would improve student learning.	Provides ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve student learning.	/3
Implications for Professional Development *CEC Standard 6.0*	Provides no professional learning goals or goals that are not related to the insights and experiences described in this section.	Presents professional learning goals that are not strongly related to the insights and experiences described in this section and/or provides a vague plan for meeting the goals.	Presents a small number of professional learning goals that clearly emerge from the insights and experiences described in this section. Describes specific steps to meet these goals.	/3
			Subtotal:	/15
			TOTAL:	/96

UETS Standard 3: Learning Environments
CEC Standard 2.0 Learning Environments
Beginning Special Education Professionals create safe, inclusive, culturally responsive learning environments, so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination

Functional Behavioral Assessment/Behavioral Intervention Plan (FBA/BIP)

Objective	Expectation Not Met (1)	Partially Meets Expectation (2)	Meets Expectation (3)	Score
Complete Functional Behavior Assessment				
1. Teacher candidate operationally defines the problem behavior and identifies precursor, setting event, and other antecedent environmental variables.	TC writes a definition of the problem behavior that is not operational (observable or measurable).	TC writes a definition of the problem behavior that is either measurable or observable, but not both.	TC writes an operational definition of the problem behavior that is observable and measurable.	/3
2. Teacher candidate includes direct and indirect assessment data. *CEC 4.2-.3*	TC leaves out assessment data.	TC includes only one form of assessment data.	TC includes multiple forms of assessment data, both direct and indirect	/3
3. Teacher candidate writes function statement, and identifies target replacement behavior written in observable measurable terms.	TC fails to identify target replacement behavior and/or function statement.	TC identifies target replacement behavior that is not operationalized or is not linked to function (with no explanation provided).	TC identifies target replacement behavior is written in observable and measurable terms and linked to function (or explanation is provided).	/3
			Subtotal:	**/9**
Complete Behavior Improvement Plan				
1. Teacher candidate completes the BIP in its entirety, including setting and instructional interventions. *CEC 5.1*	TC has not aligned the BIP to the FBA. The TC produced a BIP that is missing most items or BIP is not included.	TC partially aligned the BIP to the FBA. The TC produced a BIP that is incomplete and/or inaccurately completed, most items are addressed.	TC accurately aligns all parts of the BIP with the FBA and are accurately completed in sufficient detail.	/3
2. Teacher candidate includes reinforcement and correction procedures, and implementation details. *CEC 2.2-.3, 5.4 (FCT only*	TC does not provide implementation procedures.	TC provides implementation procedures that are outlined, but lack detail and clarity.	TC provides implementation procedures that are clearly outlined.	/3
3. Teacher candidate describes monitoring system consisting of data collection system, raw data sheets, sufficient graphed baseline and intervention data, date of projected review meeting and details. *CEC 4.4*	TC provides a data collection system that is appropriate, data displays are accurately completed and sufficient data are provided; details relating to review meeting are complete.	TC provides a monitoring system that is incomplete and/or inaccurate, most items are included.	The TC does not provide a monitoring system.	/3
			Subtotal:	**/9**

Functional Behavioral Assessment/Behavioral Intervention Plan (FBA/BIP)
(Continued)

Objective	Expectation Not Met (1)	Partially Meets Expectation (2)	Meets Expectation (3)	Score
Follow LRBI Guidelines				
1. Obtains approval from cooperating teacher to use any techniques not considered positive reinforcement; follows policies outline in USOE handbook, "Selection of Least Restrictive Behavioral Interventions for use with Students with Disabilities."	Observed classroom practices clearly deviate from professional guidelines (e.g., using punishment or extinction procedures without documenting previous intervention attempts).	Some observed classroom practices are in question, relative to professional guidelines (e.g., using punishment or extinction procedures without considering behavioral function).	USOE guidelines relating to behavioral interventions are followed without exception.	/3
2. Behavior Intervention Plan includes generalization and maintenance procedures.	No reference is made to procedures promoting generalization and maintenance of the intervention effects.	Although not explicitly stated, there is some indication that generalization and maintenance procedures have been considered.	Procedures to promote generalization and maintenance of the intervention effects are explicitly stated.	/3
3. Writes brief summary report based on FBA and BIP data.	Report is not included or is inaccurate.	Report is incomplete and/or only partially accurate.	The summary report is complete and accurate. The FBA and BIP data are referenced.	/3
4. Edit type-written report for punctuation, spelling, and grammar.	Type-written report contains **4 or more** errors in punctuation, spelling, and grammar.	Type-written report contains **1-3** errors in punctuation, spelling, and grammar.	Type-written report contains **no** errors in punctuation, spelling, and grammar.	/3
			Subtotal:	/12
			TOTAL:	/30 (x2)= /60

UETS Standard 4: Content Knowledge

Objective	Omitted (0)	Expectation Not Met (1)	Partially Meets Expectation (2)	Meets Expectation (3)	Score
PRAXIS Exam					
Take the Special Education PRAXIS Exam and meet state criteria for licensure. Mild/Moderate (5543)* or Severe (5545)*	Did not take exam.	Took the exam, but did not receive a passing score.	Took the exam, received a passing score or higher on second attempt.	Took the exam, received a passing score (158) or higher.	/3
				Total:	/3

*These tests are only offered during specific testing windows. Make sure you have enough time to take the exam and get your results back.

UETS Standard 5: Assessment
CEC Standard Assessment 4.0
Beginning Special Education Professionals use multiple methods of assessment and data sources when making education decisions.

Objective	Expectation Not Met (1)	Partially Meets Expectation (2)	Meets Expectation (3)	Score
Achievement Battery or Criterion Referenced Battery				
1. The teacher candidate will administer achievement or criterion referenced battery, complete test protocol with student's name removed and provides hypothetical demographic information. *CEC Standard 4.1*	The teacher candidate does not administer the test correctly or no test is administered	The teacher candidate will administer the assessment but the testing information may be inaccurate or incomplete, or name of student or all personally identifiable information is not removed.	The teacher candidate will administer an appropriate test protocol completed accurately, personally identifiable information removed.	**/3**
			Subtotal:	**/3**
Curriculum Based Assessment				
1. The teacher candidate will administer a CBA according to CPSE 452/453 standards. *CEC Standard 4.1*	The teacher candidate administers an inappropriate test or no test is administered.	The teacher candidate administered a CBA but some procedures are inaccurate, unclear, or incomplete. Name of student or all personally identifiable information is not removed.	The teacher candidate administered a CBA accurately with all personally identifiable information removed.	**/3**
2. The teacher candidate accurately develops a PLAAFP and MAG; aligns MAG with PLAAFP. *CEC Standard 4.2*	The teacher candidate doesn't develop a PLAAFP or MAG or they are not included.	The teacher candidate develops a PLAAFP and MAG that do not align or are inaccurate or incomplete.	The teacher candidate develops a PLAAFP and MAG that are accurately written and alignment is clear; all essential components are included.	**/3**
3. The teacher candidate aligns CBA results to the PLAAFP and MAG, and to the standardized testing; allows multiple trials and generalization. *CEC Standard 4.2*	The teacher candidate does not align components or they are incomplete or missing.	The teacher candidate aligns the CBA, PLAAFP, and MAG but it is unclear, or incomplete, or CBA is not aligned to standardized testing.	The teacher candidate aligns the CBA, PLAAFP, and MAG. The alignment is apparent and accurate. Data sheets provided to track the generalization of knowledge or skills.	**/3**
			Subtotal:	**/9**
Behavior Observation				
1. The teacher candidate completes behavior observations using an appropriate method, describes the observed behavior in measurable terms, and collects peer comparison data in an approved setting to assess behavior and the environmental context in which it occurs. *CEC Standard 4.1*	The teacher candidate collects behavioral data in an approved setting; the observation form is filled out correctly, and completely, providing useful information.	The teacher candidate completes the observation form but it is incomplete or filled out incorrectly.	The teacher candidate does not collect data or the data is collected incorrectly.	**/3**

UETS Standard 5: Assessment
(Continued)

Objective	Expectation Not Met (1)	Partially Meets Expectation	Meets Expectation (3)	Score

		(2)		
Comprehensive Education Assessment Report				
1. The teacher candidate provides a written report that includes: - hypothetical student data, - testing conditions, - reason for referral, - tests administered, scores, and - assessment results interpreted as PLAAFPS (See Template in Assignment Form Section) *CEC Standard 4.3*	The teacher candidate writes a report but components are missing. (See Template in Assignment Form Section)	The teacher candidate writes a report where components are included, but some components are incomplete or inaccurate. (See Template in Assignment Form Section)	The teacher candidate writes a report that contains all components; data presentation and test interpretation are clear. Personally identifiable information removed. (See Template in Assignment Form Section)	/3
2. The teacher candidate makes programming recommendations on the basis of identified strengths and weaknesses. *CEC Standard 4.3*	The teacher candidate identifies strengths and weaknesses or programming recommendations are not included.	The teacher candidate makes programming recommendations but they are not clearly linked to assessment results or some information is missing/represented inaccurately.	The teacher makes recommendations that are consistent with an individualized approach to decision-making and instruction; two strengths/weaknesses identified from each assessment.	/3
3. The teacher candidate describes how the needs of culturally or linguistically diverse students were addressed in the assessments. *CEC Standard 4.3*	No reference to this issue.	The teacher candidate demonstrates minimal effort was made to conduct unbiased assessment.	The teacher candidate provides a description that is detailed and suggests steps that were taken to conduct an unbiased and meaningful assessment.	/3
4. The teacher candidate explains how the CBA extends the standardized testing. *CEC Standard 4.1*	No description or explanation provided.	The teacher candidate provides a description of the way in which the CBA extends the standardized testing is unclear.	The teacher candidate includes a rationale for administering the CBA and provides a detailed description of the way in which the CBA extends the standardized testing.	/3
5. The teacher candidate is able to edit a written report for punctuation, spelling, and grammar.	The teacher candidate is able to produce a type-written report contains **4 or more** errors in punctuation, spelling, and grammar.	The teacher candidate is able to produce a type-written report contains **1-3** errors in punctuation, spelling, and grammar.	The teacher candidate is able to produce a type- written report contains **no** errors in punctuation, spelling, and grammar.	/3
			Subtotal:	/15
			TOTAL:	/30 (x2)= /60

UETS Standard 6: Instructional Planning
CEC Standard 5.0 Instructional Planning and Strategies
Beginning Special Education Professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities

Objective	Expectation Not Met (1)	Partially Meets Expectation (2)	Meets Expectation (3)	Score
Participate in IEP Process				
The teacher candidate will attend and contribute to at least one IEP meeting that a cooperating teacher conducts. The teacher candidate will write a report that includes the following elements:				
1. The teacher candidate includes the child's hypothetical name, classification, why the process was instigated, and who was present during the IEP meeting.	The teacher candidate omits many elements.	The teacher candidate includes some, but not all elements.	The teacher candidate includes all elements.	/3
2. The teacher candidate includes an outline of the order of the IEP meeting.	The teacher candidate omits or provides an unclear outline.	The teacher candidate outlines some, but not all of the parts of the meeting.	The teacher candidate clearly outlines the order of the meeting.	/3
3. The teacher candidate includes a description of how participants collaborate to address problems and concerns. *CEC 7.2, 7.3*	The teacher candidate omits description or does not indicate how participants addressed problems and concerns.	The teacher candidate somewhat describes collaboration including limited information about how participants addressed problems and concerns.	The teacher candidate clearly describes collaboration including how participants addressed problems and concerns.	/3
			Subtotal:	**/9**
Developing, Writing, and Conducting an IEP				
The teacher candidate will design and collaboratively write at least one IEP for a particular student. The teacher candidate will also conduct the IEP meeting associated with this IEP and write an IEP that includes the following elements:				
1.The teacher candidate completes all sections of the IEP on the form used by the school or district.	The teacher candidate completes few sections of the IEP or does not use district-approved form.	The teacher candidate completes most, but not all sections of the IEP on district-approved form.	The teacher candidate completes all sections of IEP on district- approved form.	/3
2. The teacher candidate uses student data from Standardized/criterion reference/CBA and/or behavioral assessments to design all IEP components.	The teacher candidate designs few or no IEP components using relevant assessment data.	The teacher candidate designs most, but not all IEP components using relevant assessment data.	The teacher candidate designs all IEP components using relevant assessment data.	/3
3. The teacher candidate includes copies of all district forms (e.g., permission to test, notice of meeting, eligibility).	The teacher candidate includes few or no district forms.	The teacher candidate includes most, but not all district forms.	The teacher candidate includes all district forms.	/3
4. The teacher candidate removes student and family names in each occurrence. *CEC 5.3, 6.2*	The teacher candidate removes few or no occurrences of student and family names.	The teacher candidate removes most, but not all occurrences of student and family names.	The teacher candidate removes each occurrence of student and family names.	/3

Objective	Expectation Not Met (1)	Partially Meets Expectation (2)	Meets Expectation (3)	Score
Developing, Writing, and Conducting an IEP (Continued)				
The teacher candidate will design and collaboratively write at least one IEP for a particular student and conduct the IEP meeting the IEP must include the following elements:				
5. The teacher candidate interprets test results as PLAAFPs, and specific programming recommendations are based upon standardized and informal assessment results (e.g., behavior observation checklists, IRI, CBAs). *CEC 4.2, 4.3*	The teacher candidate derives few or no PLAAFP statements from standardized or informal assessment results.	The teacher candidate derives most, but not all PLAAFP statements from standardized or informal assessment results.	The teacher candidate derives each PLAAFP statement from standardized or informal assessment results.	/3
6. Goals that correlate with all parts of the PLAAFPs.	Few or no goals are derived from PLAAFP statements, or most, but not all PLAAFP statements are evidenced in the goals.	Most, but not all goals are derived from PLAAFP statements, or most, but not all PLAAFP statements are evidenced in the goals.	Each goal is derived from PLAAFP statements, and each PLAAFP statement is evidenced in the goals.	/3
7. Goals and/or objectives/benchmarks that include specific measurable behaviors, conditions (e.g., setting, materials, resources), criteria, and appropriate evaluation procedures.	Few or no goals and/or objectives/benchmarks include specific measurable behaviors, conditions, criteria, and appropriate evaluation procedures.	Most, but not all goals and/or objectives/benchmarks include specific measurable behaviors, conditions, criteria, and appropriate evaluation procedures.	Each goal and/or objective/benchmark includes specific measurable behaviors, conditions, criteria, and appropriate evaluation procedures.	/3
8. Functional goals.	Few or no goals are designed to lead to functional outcomes.	Most, but not all goals are designed to lead to functional outcomes.	Each goal is designed to lead to functional outcomes.	/3
9. The teacher candidate includes goals and services that respond to culturally or linguistically diverse (CLD) students as appropriate. *CEC 5.2*	The teacher candidate omits goals or services that respond to unique needs of CLD students.	The teacher candidate includes goals and services that respond to unique needs of CLD students.		/2
10. The teacher candidate plans for skill maintenance and generalization, and if appropriate, home involvement. *CEC 7.3*	The teacher candidate omits plans for skill maintenance or generalization or home involvement.	The teacher candidate includes plans for some skill maintenance or generalization, and if appropriate, home involvement.	The teacher candidate includes plans for skill maintenance and generalization, and if appropriate, home involvement.	/3
11. The teacher candidate documents evidence of progress on the student's IEP goals that align with daily instructional data.	The teacher candidate provides examples from daily instructional data to document the student's progress on few or no IEP goals.	The teacher candidate provides samples from daily instructional data to document the student's progress on most, but not all IEP goals.	The teacher candidate provides samples from daily instructional data to document the student's progress on each IEP goal.	/3
12. The teacher candidate edits type-written report for punctuation, spelling, and grammar.	The teacher candidate includes **4 or more** errors in punctuation, spelling, and grammar in the type-written report.	The teacher candidate has **1-3** errors in punctuation, spelling, and grammar in the type-written report.	The teacher candidate has **no** errors in punctuation, spelling, and grammar in the type-written report	/3
			Subtotal:	/35
			TOTAL:	/44

UETS Standards 8 & 10: Reflection and Continuous Growth & Professional and Ethical Behavior

Objective	Expectation Not Met (1)	Partially Meets Expectation (2)	Meets Expectation (3)	Score
Teacher Observation				
1. Describe setting, grade level, students, teacher's background, and physical environment.	Does not describe setting, grade level, students, teacher's background, and physical environment.	Partially describes setting, grade level, students, teacher's background, and physical environment.	Describes setting, grade level, students, teacher's background, and physical environment.	/3
2. State the teacher's instructional objective and curriculum content.	Does not state the teacher's instructional objective and curriculum content.	Partially states the teacher's instructional objective and curriculum content.	States the teacher's instructional objective and curriculum content.	/3
3. Describe 5 observed strengths.	Describes **2 or fewer** observed strengths.	Describes **3-4** observed strengths.	Describes **5** observed strengths.	/3
4. Explain how observed strengths might be incorporated into personal teaching.	Does not explain how observed strengths might be incorporated into personal teaching.	Incompletely explains how observed strengths might be incorporated into personal teaching.	Clearly explains how observed strengths might be incorporated into personal teaching.	/3
			TOTAL:	**/12**

UETS Standard 9: Leadership and Collaboration
CEC Initial Preparation Standard 7: Collaboration
CEC Initial Preparation Standard 6: Professional Learning and Ethical Practice
Collaborative Meetings Assignment Description

Objective	Expectation Not Met (1)	Partially Meets Expectation (2)	Meets Expectation (3)	Score
A. Training of Paraeducators or Others				
A1. Roles and Responsibilities Document				
1. Submit a role description for paraprofessional, other staff, peer tutor, parents or other volunteers.	Role description omits several items or does not submit a role description.	Submits a role description that omits attendance policy, method of addressing concerns, dress code, classroom behavior management, **or** confidentiality.	Submits a role description including attendance policy, method of addressing concerns, dress code, classroom behavior management, **and** confidentiality.	/3
A2. Training				
1. Develop lesson plan that includes: Objectives, Training Steps, Training Schedule, Monitoring System, Training Data, Performance Report, Feedback Summary, and Hypothetical Names.	Lesson plan omits **2 or more** required elements.	Lesson plan omits **1** required element.	Lesson plan includes all required elements.	/3 (x8)= /24
2. Edit typed report for punctuation, spelling, and grammar.	Typed report contains **4 or more** errors in punctuation, spelling, and grammar.	Typed report contains **1-3** errors in punctuation, spelling, and grammar.	Typed report contains no errors in punctuation, spelling, and grammar.	/3
			Subtotal:	/30
B. Collaboration with Families, General Education Teachers, and Cooperating Teachers				
B1. Observation of a Problem-Solving Team				
1. Observe a problem-solving team. *CEC IPS 7.1*	The teacher candidate did not observe a team or the team did not engage in collaborative problem solving.	The teacher candidate observed only part of the collaborative meeting (e.g., arrived late, left early, etc.).	The teacher candidate observed a problem-solving team where student performance and solutions were discussed.	/3
2. Complete the DORA II form. *CEC IPS 7.1*	The teacher candidate did not *use the theory and elements of effective collaboration* to complete the DORA II form and more than 1 section is incomplete or blank.	The teacher candidate somewhat *used the theory and elements of effective collaboration* to complete the DORA II form. No more than 1 section is incomplete or blank.	The teacher candidate *used the theory and elements of effective collaboration* to complete the DORA II form completely and accurately.	/3
3. Write a summary of your observation, data, and suggestions for improving the meeting. *CEC IPS 6.1, 7.1*	The teacher candidate did not *use the theory and elements of effective collaboration and did not use professional and ethical principles* to produce a summary. The summary is not well-written or the summary is missing or does not align with the observation results.	The teacher candidate somewhat *used the theory and elements of effective collaboration and somewhat used professional and ethical principles* to produce a somewhat well- written summary or omits critical information. Some suggestions are impractical.	The teacher candidate *used the theory and elements of effective collaboration and used professional and ethical principles* to produce a well-written, respectful summary that integrates suggestions for improvement with the observation results.	/3
4. Write a summary of how this meeting will lead to changes that will improve the lives of individuals with disabilities. *CEC IPS 7.3*	The teacher candidate did not *use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators*	The teacher candidate somewhat *used collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators* by providing a brief summary that contains only a few specific details about	The teacher candidate *used collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators* by making connections between the work of the team with specific	/3

	Because the written summary does address the connection between student services and the work of the collaborative team.	the impact of the meeting on students with disabilities. The summary is complete but contains frequent errors in writing.	changes in the services provided for individuals with disabilities. If no changes were discussed by the team, the teacher-candidate made suggestions.	
5. Edit type-written report for punctuation, spelling, and grammar.	Type-written report contains **4 or more** errors in punctuation, spelling, and grammar.	Type-written report contains **1-3** errors in punctuation, spelling, and grammar.	Type-written report contains **no** errors in punctuation, spelling, and grammar.	/3
			Subtotal:	/15
B2. Conduct an Effective Meeting				
Conduct a problem-solving team meeting. *CEC IPS 7.3*	The teacher-candidate *did not serve as a collaborative resource to colleagues* and they did not conduct a problem-solving meeting.	The teacher-candidate somewhat *served as a collaborative resource to colleagues* by conducting a problem-solving meeting, but not serving in one of the identified roles.	The teacher-*candidate served as a collaborative resource to colleagues* by conducting a problem-solving team meeting. When appropriate, the student served as the facilitator.	/3
2. Complete the TIPS II form. *CEC IPS 7.1*	The teacher candidate did not *use the theory and elements of effective collaboration* to complete the TIPS II form and more than 1 section is incomplete or blank.	The teacher candidate somewhat *used the theory and elements of effective collaboration* to complete the TIPS II form. No more than 1 section is incomplete or blank.	The teacher candidate *used the theory and elements of effective collaboration* to complete the TIPS II form completely and accurately.	/3
3. Complete the TIPS Fidelity Checklist (TIPS-FC). *CEC IPS 6.1*	The teacher-candidate inadequately *use professional ethical principles and professional practice standards to guide their practice.* They demonstrate this with a score of <20 on the TIPS-FC.	The teacher-candidate somewhat *use professional ethical principles and professional practice standards to guide their practice.* They demonstrate this with a score between 21-30 on the TIPS-FC.	The teacher-candidate *uses professional ethical principles and professional practice standards to guide their practice.* They demonstrate this with a score of >30 on the TIPS-FC.	/3
4. Write a summary of your observation, data, and suggestions for improvement. *CEC IPS 6.1, 7.1*	The teacher candidate did not *use the theory and elements of effective collaboration and did not use professional and ethical principles* to produce a written summary. The summary is missing or does not align with information on the TIPS II form.	The teacher candidate somewhat *used the theory and elements of effective collaboration and somewhat used professional and ethical principles* to produce a written summary that is somewhat well-written, omits critical information from the meeting, or describes some impractical suggestions.	The teacher candidate *used the theory and elements of effective collaboration and used professional and ethical principles* to produce a written summary that is well-written and integrates suggestions for improvement with evidence from the meeting.	/3
5. Edit type-written report for punctuation, spelling, and grammar.	Type-written report contains **4 or more** errors in punctuation, spelling, and grammar.	Type-written report contains **1-3** errors in punctuation, spelling, and grammar.	Type-written report contains **no** errors in punctuation, spelling, and grammar.	/3
			Subtotal:	/15
			TOTAL:	/60