Student Teaching Handbook

Department of Counseling Psychology & Special Education

McKay School of Education

2023-2024

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Introduction

Purpose of Student Teaching

Student teaching has long been the capstone experience of teacher education programs. This experience is viewed as a transition period, during which the pre-service teacher candidate moves from the role of "student" to the role of "teacher." Student teachers are in the process of becoming teachers as they analyze teaching, develop a personal philosophy of teaching, and put into practice the methods, techniques, and concepts related to teaching.

Brigham Young University's Special Education program has placed students in valuable classroom settings in our partnership school districts for many years. During this time, those involved in the student teaching process have asked questions concerning the tasks and responsibilities which ensure the successful completion of this cooperative undertaking. This handbook—while not comprehensive in answering all possible questions or concerns—is intended to be of service to all parties involved: the student teacher, the cooperating teacher, the school principal, and the university supervisor.

The purpose of student teaching in special education is to demonstrate competency in teaching students with special education needs while collaborating with others in the field. The student teacher's performance will be assessed by the university supervisor and cooperating teacher through formal observations and various evaluations:

1. Foundations of Reading Assessment (FRA)
2. Pedagogical Performance Assessment for Teachers (PPAT)
3. Educator Disposition Assessment (EDA)
4. Explicit Instruction (EI) Observation Form
5. Performance Assessment Evaluation System (PAES)

NOTE: *This manual is for student teachers, cooperating teachers, and university supervisors. Throughout this manual, the term "student teacher" will be used to represent a BYU student placed in a school in one of our partnership school districts. The terms "cooperating teacher" and "Mentor teacher" will be used interchangeably to refer to those officially designated from the school districts to mentor student teachers. The term "university supervisor" will be used to officially designate BYU faculty members who mentor and teach student teachers.*

Every effort has been made to ensure accuracy at the time of publication. Updates will be made as required and will be posted to the website as promptly as possible. Please check https://education.byu.edu/cpse/teaching-experience throughout the year for the most current info.

The Utah Effective Teaching Standards (UETS)
You will be expected to demonstrate competency in the following standards from UETS during your student teaching assignment.

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, 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.

Council for Exceptional Children (CEC) Initial Preparation Standards

Standard 1: Learner Development and Individual Learning Differences	
1.0	Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
Key Elements	
1.1	Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.
1.2	Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities
Standard 2: Learning Environments	
2.0	Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional wellbeing, positive social interactions, and self-determination.
Key Elements	
2.1	Beginning special education professionals, through collaboration with general educators and other colleagues, create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
2.2	Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
2.3	Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.
Standard 3: Curricular Content Knowledge	
3.0	Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
Key Elements	
3.1	Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.
3.2	Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.
3.3	Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.
Standard 4: Assessment	
4.0	Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.
Key Elements	
4.1	Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.
4.2	Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.
4.3	Beginning special education professionals, in collaboration with colleagues and families, use multiple types of assessment information in making decisions about individuals with exceptionalities.
4.4	Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.
Standard 5: Instructional Planning and Strategies	
5.0	Beginning special education professionals select, adapt, and use a repertoire of evidence-based

	instructional strategies to advance learning of individuals with exceptionalities.
Key Elements	
5.1	Beginning special education professionals consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.
5.2	Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.
5.3	Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.
5.4	Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.
5.5	Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
5.6	Beginning special education professionals teach to mastery and promote generalization of learning.
5.7	Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.
Standard 6: Professional Learning and Ethical Practice	
6.0	Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
Key Elements	
6.1	Beginning special education professionals use professional ethical principles and professional practice standards to guide their practice.
6.2	Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.
6.3	Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
6.4	Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.
6.5	Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.
6.6	Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.
Standard 7: Collaboration	
7.0	Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.
Key Elements	
7.1	Beginning special education professionals use the theory and elements of effective collaboration.
7.2	Beginning special education professionals serve as a collaborative resource to colleagues.
7.3	Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

Council for Exceptional Children. (2015). What Every Special Educator Must Know: Professional Ethics and Standards. Arlington, VA: CEC https://exceptionalchildren.org/standards/initial-special-education-preparation-standards

Council for Exceptional Children (CEC) 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.

General Information

BYU Special Education Program

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 specify:
- 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 Belonging
The CPSE Department, the McKay School of Education (MSE), and BYU are committed to preparing teacher candidates to serve effectively in a diverse society and to promote respect for individual differences. (https://education.byu.edu/diversity and https://belonging.byu.edu/statement-on-belonging) 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 & cultural backgrounds.

Student Teacher's Commitment to their Students

The teacher strives to help each student realize his or her potential as a worthy and effective member of society. The teacher, 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 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.

Code of Ethics for Educators of Persons with Exceptionalities
Council for Exceptional Children

We declare the following principles to be the Code of Ethics for Educators of Persons with Exceptionalities. Members of the special education profession are responsible for upholding and advancing these principles.

Members of The Council for Exceptional Children agree to judge and be judged by them in accordance with the spirit and provisions of this Code.

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 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.

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 as a student teacher. This behavior should transfer to the schools in which you are working.

Minimum Requirements for the Special Education Program
After admission to the Special Education program, candidates are required to maintain a cumulative GPA of 2.7 or higher. In addition, candidates must achieve at least a C in each course in the program. Violation of either of these two standards results in suspension from the program until the deficiency is rectified. During the program, faculty regularly review each candidate's standing in (1) academics, (2) teaching, (3) interpersonal relations, and (4) professionalism. Patterns of deficiencies in any of these areas may result in suspension or termination from the program. To be cleared to student teach, all *program* coursework must be completed by July 15th for Fall, and November 15th for Winter, including work toward incompletes.

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

Student Teaching Placements

Placement into Student Teaching Sites
The faculty of each specialty area examine all student teaching applications for the following semester. Sites have been selected according to the following criteria:
1. "Evidenced-based Practices" for teaching, management, and service delivery are modeled.
2. The cooperating teacher is recognized by the school administrator and by fellow teachers as a "master teacher."
3. The cooperating 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 student teaching sites is generated by partnership school districts and by BYU faculty. If teachers and districts agree to host a student teacher, then the placement is made. When placements are approved, the student teacher is informed. Student teachers are not permitted to arrange their own student teaching placements. Those completing other licensures or endorsements (i.e., Teaching English as a Second or Other Language, Dual Language Instruction etc.) through another department must inform the Special Education Student Teaching Coordinator.

Student Teaching in Private or Charter Schools
Student teachers are not placed in private or charter schools.

Policy for Student Teaching Outside of the BYU-Public School Partnership
Placements outside of the BYU-Public School Partnership are only approved by the University in Houston, Texas, and Washington D.C. The student teaching application must reflect this preference. Please visit https://education.byu.edu/advisement/nistp for more information.

Grading Procedures

Final grades are based on the university supervisor's evaluations, the cooperating teacher's evaluations, and completion of the teaching obligation. The final grade for student teachers is determined using several evaluations:

1. **University Supervisor Evaluations**
   a. Explicit Instruction Observations (4-6 completed)
   b. Three Formative PAES evaluations
   c. One Summative PAES (incorporating information from the observations)
   d. One EDA

2. **Cooperating Teacher Evaluations**
   a. Three Formative PAES
   b. One Summative PAES

3. **Completion of Student Teaching Minimum Requirements**
   The grading policy states that student teachers will receive a pass/fail grade. In order for students to pass their Student Teaching experience, it will be necessary to meet the following criteria:
   a. Receive a minimum overall score of "**3**" on a "5" point scale on the final Explicit Instruction observation form; *and no items scored at a 1*.
   b. Receive a minimum score of **80%** in each of the three sections on the summative PAES (i.e., Learner and Learning, Instructional Practice, Professional Responsibility). A candidate that scores below 80 percent in any section, receives a "No" on 10.1 or 10.2, and/or receives a Not Effective (0) on any objective will result in a failing PAES evaluation. The criteria for each section is as follows:
   Cut score:
   - The Learner and Learning: Must score at least 14/18 points.
   - Instructional Practice: Must score at least 26/33 points.
   - Professional Responsibility: Must score at least 7/9 points.
   - Performance: No items scores at the Not Effective (0) level.
   - Yes/No: All Yes

        c.   Receive a minimum score of **80%** on the EDA.
        d.   Receive a minimum score of **36** on Tasks 2-4 of the PPAT.
        e.   Take the Foundations of Reading Assessment.

Student Teachers must earn a passing grade to be recommended to the Utah State Office of Education for licensure. Student teachers who do not earn a passing grade may petition the faculty for a second student teaching experience. The faculty will consider the request and inform the teacher candidate of the decision. Student teaching may be repeated only once. The requirements and length of the repeat experience are determined by the university supervisor, a university faculty member, and the cooperating teacher (if appropriate). The placement for this experience is arranged by the Special Education Student Teacher Coordinator. Teacher candidates who do not earn a passing grade in the repeated student teaching experience will not be permitted to continue the program and will not be recommended for licensure.

Graduation and Licensure Procedure
Requirements for graduation are available online for both Mild/Moderate and Severe tracks at https://education.byu.edu/cpse/bs/programrequirements. These requirements must also be met to be recommended for licensure.

To be eligible for graduation and licensure, candidates are required to take and pass the Praxis test designed for their teaching major. A score of 160 is required on the Praxis 5354 for Special Education.

Certain teaching minors also require a passing score on a designated Praxis test. In the event a passing score is not obtained, the teaching minor must be changed to a non-teaching minor or dropped.

Please see https://www.ets.org/praxis/ut/requirements for a listing of Praxis tests and more information.

Student Teaching Policies

Attendance Policy for Student Teachers
Student teaching begins on the first day of the BYU semester. The last day of student teaching will be the first Friday during university reading days or final exams, unless otherwise approved for extension. Student teachers must follow the school district calendar for all other days. Student teachers are required to teach full days for one semester and track teaching hours on the "Attendance Log" found in the Assignment Forms section of this handbook. Student teachers must be at school at least one half-hour before school starts and one half-hour after school ends, or during the district contract hours, whichever is greater. Student teachers are expected to be punctual and should not leave school early.

In the case of illness or an emergency that prevents teaching, it is the student teacher's responsibility to notify both the cooperating teacher and the university supervisor. For illness or reason(s) which constitute an emergency, student teachers are allowed to miss up to three days *but must still notify the cooperating teacher and the university supervisor. Student teachers will need to make up days missed, even for approved illness or emergency.* When absent, the student teacher is required to provide the cooperating teacher with lesson plans and necessary materials for instructing pupils. Student teachers who desire exceptions to this policy must submit requests in writing to the BYU Special Education Placement Coordinator, and the faculty must come to a joint agreement for the exception to be granted.

Transportation
Student teachers must arrange their own transportation to and from assigned schools.

Nepotism
To provide the best experience possible, student teachers 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.

Substitute Policy
Student teachers are not to serve as substitute teachers. If an emergency arises in the student teacher's classroom and a substitute teacher is not available, the student teacher may assume the substitute role without pay for not more than a **one-day** period. With joint approval from the BYU supervisor and the school principal, student teachers may assume teaching responsibilities in their own classroom while the mentor teacher attends partnership conferences or other professional assignments approved by the principal for a period not to exceed **two days**. Professional activities extending beyond a two-day period must be approved through the Student Teaching Coordinator.

Compliance with District and School Policies
The student teacher is required to adhere to district and school policies in the assigned district. This includes participation in faculty meetings, teacher in-services, Individualized Education Program (IEP) conferences, and other teacher responsibilities before and after school hours. Student teachers must be at school at least one half-hour before school starts and one half-hour after school ends, or during the district contract hours, *whichever is greater*.

Problems and/or Grievances
Should problems or grievances develop during the student teaching experience, the cooperating teacher and/or university supervisor should be made aware of the situation as soon as possible. The student teacher is encouraged to discuss professional problems first with their cooperating teacher, then their university supervisor, and then the student teaching placement coordinator.

**Roles of the
Student Teacher,
Cooperating Teacher,
Principal, and
University Supervisor**

Role of the Student Teacher

Introduction
As the student teacher, you will begin as a participating observer. Cooperating teachers should share objectives, lesson planning, and evaluation procedures, and they should discuss individual pupil problems.

As you demonstrate the ability to assume teaching responsibilities, you will receive more assignments for designing and directing learning activities. It is recommended that you observe lessons taught in each area of the curriculum before you teach that topic independently. This transfer of teaching should be scheduled so you are in complete charge of the classroom for a minimum of the last eight weeks of student teaching. If you demonstrate the competence and initiative necessary to take charge earlier, you will be encouraged to do so.

Responsibilities
The student teaching experience is an opportunity for you to develop and demonstrate teaching, management, and other professional competencies acquired during the teacher preparation program. You are expected to demonstrate these competencies in daily work in the assigned school.

1. The student teacher will be available, when appropriate, to assist the cooperating teacher in the following instructional duties:
    a. Teaching under the supervision of the cooperating teacher. The teacher candidate may occasionally teach when the cooperating teacher is temporarily away from the classroom but may not serve as a substitute teacher.
    b. Grading papers and keeping records.
    c. Supervising playground, lunchroom, and bus loading/unloading.
    d. Tutoring students who need special help.
    e. Conferring with individual students and their parents under the supervision of your cooperating teacher.
    f. Conducting home visits with your cooperating teacher.
    g. Attending professional meetings.
    h. Collaborating with paraeducators and other adults in the classroom.
    i. Performing other work in the school building as assigned.

2. When possible, the student teacher will observe other district teachers and participate in teaching activities with other student teachers in the same building or district.

3. Responsibilities of the student teacher to the school system are as follows:
    a. To comply with the regulations of the building to which they are assigned.
    b. To advise the principal of their presence in the building or their absence from assigned responsibility.
    c. To follow the school system calendar within any given semester.
    d. To follow the cooperating teacher's regular schedule.
    e. To keep confidences and respect the rights of others at all times.
    f. To secure information pertaining to legal responsibilities for the classroom.
    g. To maintain a positive attitude and develop a positive learning environment for the children within the classroom and school setting.
    h. To be responsible, courteous, and dependable.
    i. To dress professionally and maintain a neat, clean, and appropriate appearance.
    j. Use good judgment and act professionally when working with school personnel and parents.

4. The student teacher will become thoroughly acquainted with this *Student Teaching Handbook*.

5. Register and pay tuition for CPSE 486 or 487 (12 credits), which includes on-campus capstone seminar meetings.

6. If there are any changes of Cooperating Teacher and/or classroom, notify your University Supervisor and the Student Teaching Placement Coordinator promptly.

Stages of Student Teaching

Stage 1: Observation
The student teacher observes the cooperating teacher modeling good teaching practices. The student teacher should be able to clearly reflect understanding of the skills demonstrated before moving to the next stage. At the same time, the student teacher should be anticipating and preparing for Stage 2.

Stage 2: Teaming
The student teacher and the cooperating teacher plan and teach lessons together. The team-teaching experience should provide opportunities for the student teacher to ask questions and for the cooperating teacher to demonstrate specific techniques.

Stage 3: Independent Teaching with Observation
The student teacher teaches independently with the cooperating teacher reviewing plans, observing the student teacher's instruction, and conferencing after each lesson.

Stage 4: Independent Teaching
The student teacher teaches independently. This stage is important for the student teacher to gain independence and confidence. The classroom students learn to depend on the student teacher rather than on the mentor during this stage. Many opportunities to exercise judgment and learn from experience occur during independent teaching. Conferencing continues during this stage.

Stage 5: Student Teacher as Critical Observer
If the schedule permits, the student teacher may again become the observer, now from the vantage point of more knowledge, or may be invited to observe in other classrooms. The cooperating teacher begins to assume more responsibility for the classroom as the student teacher's responsibilities shift.

Prior to Student Teaching
You are expected to contact your cooperating teacher when you learn of your placement and to arrange a time to begin mutual planning and preparation for the student teaching experience. Your first visit to the school should include a stop at the office to meet the principal, and you should arrange to obtain access to the school handbook and any other pertinent materials. You can visit the school prior to the day you officially report to your student teaching placement to meet your mentor and to introduce yourself to the principal.

The First Day
Arrive early. Although your actual teaching responsibilities will begin gradually during the first few weeks of the semester, it is extremely important to begin interacting with the students on the first day in the classroom. Ideally the students should not perceive you as a person who sits in the back of the room

observing, but as one who takes an active role in the classroom, even on the first day. You should take the initiative to ask the cooperating teacher how to participate and/or suggest responsibilities to be undertaken immediately. Listed below are responsibilities you could assume from the first day:

1. Distributing and collecting materials from students.
2. Taking attendance.
3. Correcting papers.
4. Reading announcements.
5. Helping individual students with assignments.
6. Escorting elementary children to the lunchroom, playground, restroom, or special classes.
7. Reading a story or conducting a sharing period in an elementary classroom.
8. Writing necessary material on the board.
9. Preparing computer assignments and activities.

You will be expected to observe the cooperating teacher, as well as other teachers in the building. Elementary student teachers may wish to consider observing their students in art, music, or physical education to see how the children react to a different teacher. The purpose of observing, however, is not to learn how to do a teaching skill or curriculum, but rather to have some material upon which to reflect. This means a critical part of observation is its subsequent analysis. Each time you observe a teacher, be sure to take notes and record questions.

Suggested Weekly Sequence
When you begin teaching, **you are required to submit written lesson plans and/or unit plans to be pre-approved by your cooperating teacher**.

The following sequence is **suggested,** although individual student teachers and cooperating teachers may find that the pace is too slow or too fast for a particular student. The list **can be modified** according to individual needs. This schedule is based on a 16-week semester.

Weeks 1-2:
1. Participate in an initial 3-way meeting with your cooperating teacher and university supervisor.
2. Continue with activities suggested for the first day.
3. Become familiar with building staff and resources.
4. Learn school policies and procedures as stated in the school handbook.
5. Obtain a course of study for subjects taught in your class and become familiar with the objectives for the curriculum.
6. Observe your cooperating teacher and others in the building.
7. Schedule a daily time when you can evaluate the events of the day and plan with the cooperating teacher.
8. Make a list of questions for your cooperating teacher and university supervisor.
9. Plan to incorporate available instructional technology into your plans for teaching.
10. Develop a long-range plan for your gradual increase in teaching responsibilities.

Weeks 3-11:
1. Continue daily debriefing and planning sessions with your cooperating teacher.
2. Begin teaching one subject or period with additional subjects or periods as directed by your cooperating teacher.
3. Written, weekly evaluation of the lessons you teach regularly. Four formal observations are required, of which two can be recorded and uploaded to GoReact on LearningSuite. Discuss your self-evaluations with your cooperating teacher and supervisor.
4. Assume more administrative and classroom maintenance responsibilities.
5. Increase your teaching responsibilities to full days.

Weeks 12-end:
1. Continue daily conferences with your cooperating teacher.
2. Continue evaluating and analyzing your teaching.
3. Participate in a final three-way conference with your cooperating teacher and university supervisor to evaluate your progress.

Focus on Teaching the Students
Your main concern should be helping students progress rather than making a favorable impression on the cooperating teacher or university supervisor.

Focus on Continual Improvement
Continually reflect on and formally evaluate each teaching experience, determining what went well, what needs to be improved, and how you can be more effective next time.
1. Stay aware of the importance of your work.
2. Select one or two areas at a time for self-improvement (see optional professional development).
3. Focus on the things that you can control.

Focus on Student Teaching
Student teachers are cautioned not to overload themselves with additional university courses or other responsibilities such as outside work during the student teaching experience. The amount of other activities you undertake during your student teaching experience has a direct relationship to your effectiveness as a teacher. Your teaching work is a responsibility that must come first. The obligation to the education of students cannot be taken lightly; therefore, responsibilities other than teaching should be kept minimal.

Role of the Cooperating Teacher

The term cooperating teacher is used in a broad sense to include classroom teachers, counselors, and administrators who have direct supervisory responsibility for the student teacher working in the school system.

Qualifications:
To be a cooperating teacher, a teacher must have the following qualifications:
1. Hold the appropriate standard license (not a provisional or probationary license).
2. Have at least one year of experience in the current school system.
3. Be recommended by the building principal and district administration.
4. Consent to the principal's and administrator's recommendation.
5. Have release time from his/her regular responsibilities throughout the semester to ensure that he/she can observe the student teacher at different times of the day with regular time for consultation.
6. Not have any other large district/school assignments that would take away from their ability to mentor.
7. Participate in a formal observation of the student teacher with the university supervisor one to two times (the first of these being the first observation).
8. Know legal requirements and paperwork for IEP files.

9. Give feedback to the university supervisor for grading.
10. Model effective professionalism and evidence-based practice.
11. Be on-site and responsive to the student teacher.
12. Hold daily conferences with their student teacher.

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

Responsibilities:
1. **Participate in Training and Complete Honorarium Information.** Honorariums will be processed after grades are finalized at the end of the semester. It takes about two months for them to be completed and mailed.

2. **Read the Student Teacher Handbook.** The handbook is located online at https://education.byu.edu/cpse/teaching-experience.

3. **Meet with the University Supervisor and Student Teacher in a three-way Conference.** Early in the assignment meet with the student teacher and the university supervisor, either in person or through on-line technology, to discuss requirements and expectations. This meeting is designed to enhance the professional development of the cooperating teacher in the supervisory role.

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

5. **Schedule a Time for Daily Conferences.** Keeping in close communication with the student teacher is important for purposes of planning lessons, modeling effective teaching, and evaluating the student teacher's progress. Guidance in helping the student teacher 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 cooperating teacher and the student teacher. These conferences are a time to approve written lessons or unit plans that the student teacher is preparing to teach. The student teacher is required to make note of these conferences on a weekly basis, and the cooperating teacher must sign the form at the completion of the assignment.

6. **Provide Opportunities for the Student Teacher to Observe.** The most critical part of student teaching is the opportunity to observe an exemplary teacher in action. Please allow the student teacher to observe your teaching on a frequent basis. During your daily conference discuss what the student teacher has observed. Although a large part of the student teacher's responsibility is to

teach students with disabilities, blocks of time should be left for observing the cooperating teacher and other teachers in the building.

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

8. **Allow the Student Teacher to Assume Full-Time Teaching.** Student teachers should assume total responsibility for planning, teaching, and evaluating student progress of an 8 week-long unit. The student teacher will follow the course of study that the cooperating teacher would normally follow during this period. The cooperating teacher may occasionally leave the room for certain periods to allow the student teacher to be totally in charge of the classroom. However, it makes good instructional sense for the cooperating teacher to remain in the classroom and work with individuals or small groups. The student teacher is considered to be teaching full-time even if the cooperating teacher remains in the classroom.

9. **Observe and Evaluate Your Student Teacher.** The cooperating teacher's main role is not as evaluator, but their feedback is used in final (summative) evaluations that are completed by the university supervisor for the student teacher's grade. A cooperating teacher's comments and observations about the student teacher's performance are extremely important. Written comments noted while the student is teaching will serve as the basis for the later conference. Although you may leave the classroom occasionally when the student teacher is in charge, the cooperating teacher should remain in the classroom to observe the student teaching the majority of the time. We recommend that at least one observation be co-observed with the university supervisor as early on as possible in the semester.

10. **Communicate with the University Supervisor.** The cooperating teacher should find a few minutes to talk with the university supervisor at each visit to discuss the student teacher's progress. The cooperating teacher will have at least one joint observation (with the university supervisor) during student teaching. The first observation by the university supervisor will be a joint observation with the cooperating teacher. In addition, there will be a three-way conference with the cooperating teacher, university supervisor, and student teacher. Please schedule the requested period of time for these conferences. The university supervisor will make every effort to schedule the conference at a time compatible with the cooperating teacher's schedule. University supervisors will provide cooperating teachers with their phone numbers and e-mail addresses. Student teachers and cooperating teachers should not hesitate to call the supervisor should a problem arise. 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 cooperating teacher may contact the BYU Special Education Student Teaching Coordinator.

11. **Hold Conferences with your Student Teacher.** Conferences between you and the student teacher are essential to a successful student teaching experience. Several factors may make

effective communication difficult: daily schedules may leave no time for conferences; the student teacher, cooperating teacher, or both may feel insecure in their roles; the cooperating teacher may be overly concerned about hurting the student teacher's feelings; the student teacher may be defensive; and/or finding a place to talk in private may be difficult. Good communication will only occur when both the cooperating teacher and student teacher 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 student teacher may become consciously aware of his/her instructional behavior as observed by the cooperating teacher. Student teachers 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 student teacher and cooperating teacher will give attention to matters of immediate consequence: adjusting plans, coordinating work schedules, identifying & 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 de-emphasize the importance of these interactions.

Weekly conferences between student teacher and cooperating teacher should also be scheduled, and it is probably best to reserve about one hour for this purpose. These conferences may be used for long-term planning, cooperative evaluation of the student teacher's competence, analysis of the cooperating 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 cooperating teachers:
a. The time and place of the conference should be arranged in advance. It should be canceled or postponed only when essential, and it is not unreasonable to expect the student teacher to return to school for the weekly conferences. The setting should be informal, in a place where few interruptions are likely to occur. Regularly scheduled conferences will prevent the student teacher 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 student teacher offering ideas.
c. Analysis of the student teacher'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 student teachers complain, "My cooperating teacher never tells me how I can improve," while others state, "My cooperating teacher only mentions the things I do wrong."
d. You should not hesitate to offer suggestions and teaching ideas. Student teachers 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 student teacher to become increasingly self-directed and self-evaluative. Ultimately, teachers will be essentially on their own in classroom

situations, and many of the qualities and practices that result in continued professional growth begin during the student teaching semester.

    f.   Three-way conferences with the university supervisor may be centered on the overall evaluation of the student teacher's performance. Here is a recommended sequence for using these evaluations:

        i.   An initial conference to set expectations and review the evaluation instruments.

       ii.   A mid-placement conference to assess progress to date.

      iii.   A conference at the end of student teaching to explain the final evaluation and to discuss the expectations for future professional success.

12. **Create an evaluator account on the Educator website at https://educator.byu.edu/.** User Guides are available at https://epp.byu.edu/educator-user-guides. *Technical assistance can be acquired by contacting Educator Support at epp@byu.edu or 801-422-1190. (If emailing, please include screenshots and exact descriptions.)*

13. **Cooperating Teaching Honorarium.** Individuals who serve as cooperating teachers receive an honorarium. Although the payment is regarded as a "token amount," your time and commitment to the teaching profession is probably much more adequately described as a professional courtesy for two reasons. First, the remuneration is small considering the amount of time and effort you spend working with the student teacher. Second, most cooperating teachers work with student teachers for highly professional reasons, such as a feeling of obligation to assist the improvement of their profession. The honorarium will be provided within a few weeks after W-9 forms are received by the Education Advisement Center and required evaluations have been submitted.

14. **Complete and Submit Student Teacher Evaluations on the Educator website.** Final Utah Teacher Candidate Performance Assessment and Evaluation (PAES) and Educational Disposition Assessment (EDA) due dates:

- December 8, 2023, for fall student teachers
- April 12, 2024, for winter student teachers

All evaluations must be submitted on Educator. Instructions on how to complete the forms on Educator can be reviewed with the University Supervisor. *(Assistance can be acquired by contacting Educator Support at epp@byu.edu or 801-422-1190.)*

There is probably no task that is faced by cooperating teachers with more apprehension than writing evaluations. "Am I being fair?" or "Will the reader understand what I mean?" are typical concerns. Remember that student teaching is just one phase in the professional growth of the teacher and that this phase is focused on helping the student teacher 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 student teachers 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 student teachers 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 cooperating teachers; "If I had a child with special needs, would I want this student teacher to be his/her teacher?" and "Would I willingly co-teach with this student teacher 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 four times throughout the semester (formative evaluations, NOT submitted online) and at the end of the semester (final evaluation, IS submitted online) for student teachers. The final checklist has been merged with the Utah Teacher Candidate Performance Assessment and Evaluation System (PAES) and CEC Initial Preparation Standards (CEC IPS). The PAES is completed on the Educator website and put in the teacher candidate's placement file. Again, you must discuss your evaluations with the student teacher, and both signatures are required.

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

Guidelines for Effective Mentoring: Cooperating Teacher Expectations

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 student teacher.
3. Review all lesson plans and provide appropriate feedback.
4. Provide the student teacher 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 student teacher in planning assignments and homework that provide appropriate challenges.
7. Assist the student teacher in accommodating students with diverse needs.
8. Guide the student teacher 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 student teacher 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 student teacher in parent conferences and other professional meetings.
4. Integrate the student teacher 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. The student teacher provides the main instructions; the cooperating 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 student teacher 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 Principal

The school principal recommends teachers for cooperating teachers who are **at least second-year teachers**, have **demonstrated superior teaching practice,** and **are eligible** to serve in those roles. Principals must assure that the cooperating teacher has adequate time to serve as an effective mentor for the student teacher. Principals then consult with eligible teachers regarding their willingness to work with university teacher candidates and university supervisors.

In addition, the principal should:
1. Provide the student teacher with an orientation to the school's philosophy, policies, and operating procedures.
2. Give the student teacher a tour of the school facility and a description of the community.
3. Include the student teacher as part of the regular staff.
4. Provide student teachers with copies of all staff memos and communications that are pertinent to their experience.
5. Give the student teacher a practice or mock interview for a teaching position, if requested.
6. Informally observe the student teacher while he/she teaches.
7. Consider writing a reference if the student teacher requests one.
8. Provide feedback to the McKay School of Education regarding program completers/alumni.

Role of the University Supervisor

The university supervisor assigned to work with the student teacher should fulfill the following duties:
1. Observe the **student teacher** at least **four times** during the semester and complete four formal, written evaluations in conjunction with these observations. You may observe in person or via technology, with approximately half being in person and half being online using GoReact in LearningSuite. **At least one observation should be done with the cooperating teacher.** You can complete more than one observation during each visit.
   a. Initial three-way meeting followed by an initial PAES.
   b. Direct Instruction Observation #1
   c. Direct Instruction Observation #2
   d. Educator Disposition Assessment
   e. Three Formative PAES.
   f. Direct Instruction Observation #3

       g. Final three-way meeting followed by a Summative (final) PAES.
       h. Follow-up EDA, if needed.
       i. Submit the university supervisor Observation Record.
2. Communicate frequently with the student teacher and cooperating teacher.
       a. Provide specific oral and written feedback to the student teacher regarding his/her instructional, managerial, organizational, and professional behavior.
       b. Communicate problems or concerns with district personnel and BYU special Education Student Teacher Coordinator.
       c. Confer with the cooperating teacher regarding the student teacher's progress.
       d. Assess the environment. (Is it a proper placement?)
       e. Remind cooperating teacher of observations and due dates for forms.
3. Assign a Pass/Fail grade for student teaching and submit to Student Teaching Coordinator by the last day of student teaching.

Grading Evaluations

Overview of Student Teaching Requirements

Student Teaching Evaluation

Student teachers will be evaluated using the FRA, PPAT, EI Observation Form, EDA, and PAES. The FRA and PPAT are scored by outside companies, and the PAES, EDA, and EI form will be completed by the mentor teacher and university supervisor, accordingly. Students will need to review with their mentor teacher and university supervisor during the semester, and sign evaluations on the Educator website at the end of student teaching.

Items to be signed on Educator:

_____ PAES (University Supervisor)

_____ PAES (Cooperating Teacher)

_____ EDA (University Supervisor)

The portfolio will no longer be used for evaluating student teachers, but professional skills can be developed further in the following areas:

FBA-BSP/BIP
Comprehensive Educational Assessment Report
IEP (see district guidelines)
Training of Para-Educators or Others

Pedagogical Performance Assessment for Teachers (PPAT)

This unit may be designed for multiple groups: 1 student, small group, whole class.
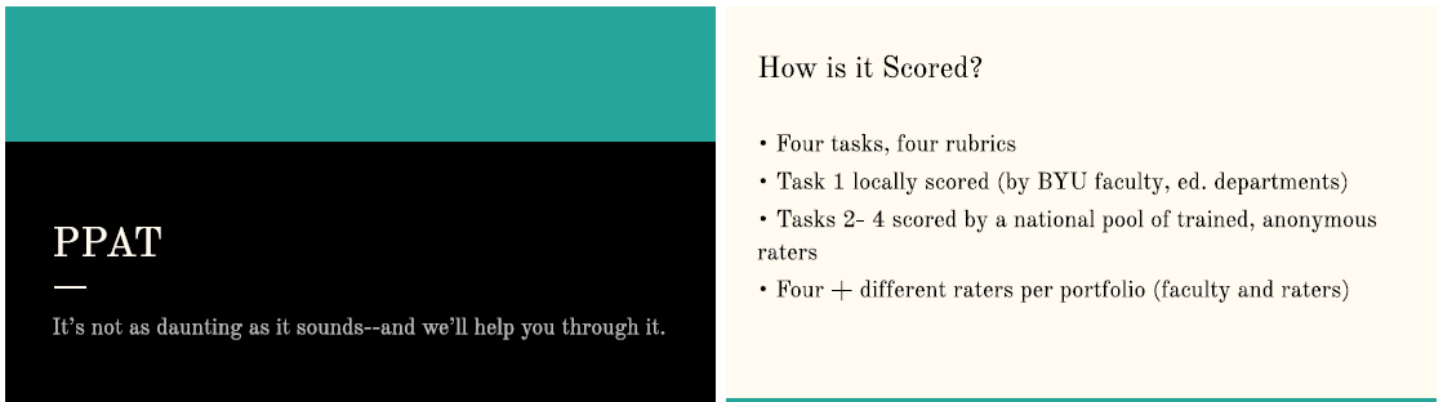NOTE: Read the scoring rubric in advance.

The PPAT, or Pedagogical Performance for Teachers, is a capstone assessment that measures a teacher candidate's ability to provide contextual factors that impact learning environments. It also measures the candidate's ability to plan lessons, teach content, and use assessments to measure K-12 student learning.
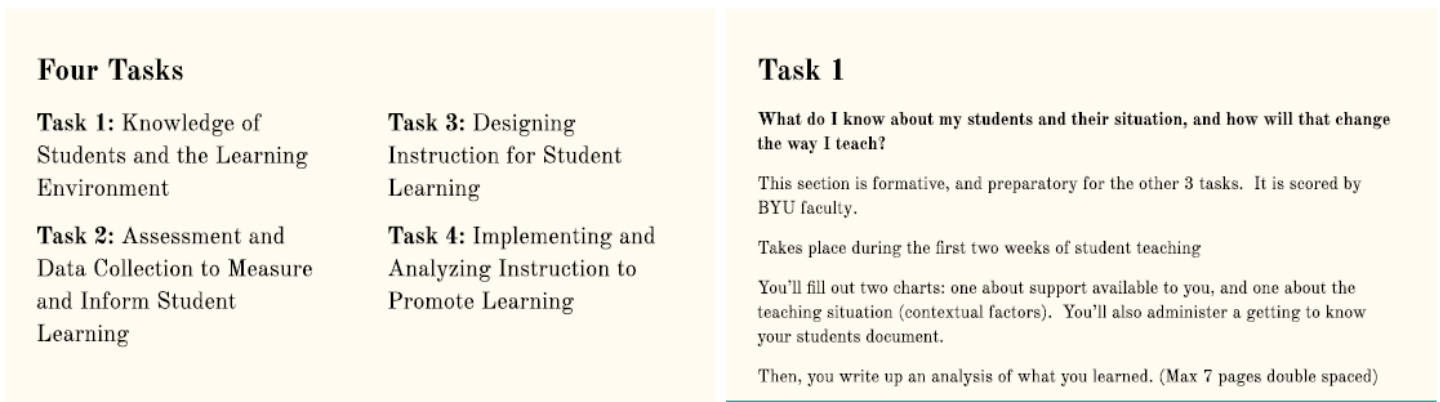
The assessment is divided into 4 Tasks, one of which requires a video recording of a teaching session. The assessment is administered by ETS. All teacher candidates applying for licensure in the state of Utah must pass a state-approved pedagogical performance assessment after August 31, 2021. BYU provides links to the ETS website and has developed PowerPoint introductions to each task (https://epp.byu.edu/assessments/ppat). The assessment is designed to be completed by the candidate as a capstone project and as an evaluation of their teaching ability.

As ETS owns and administers the assessment, students should consult the PPAT website for final clarification of tasks. See https://www.ets.org/ppat/test-takers/about.html.

Overview of the Pedagogical Performance Assessment for Teachers (PPAT)

PPAT
—
It's not as daunting as it sounds--and we'll help you through it.

How is it Scored?

- Four tasks, four rubrics
- Task 1 locally scored (by BYU faculty, ed. departments)
- Tasks 2- 4 scored by a national pool of trained, anonymous raters
- Four + different raters per portfolio (faculty and raters)

Four Tasks

Task 1: Knowledge of Students and the Learning Environment

Task 2: Assessment and Data Collection to Measure and Inform Student Learning

Task 3: Designing Instruction for Student Learning

Task 4: Implementing and Analyzing Instruction to Promote Learning

Task 1

What do I know about my students and their situation, and how will that change the way I teach?

This section is formative, and preparatory for the other 3 tasks. It is scored by BYU faculty.

Takes place during the first two weeks of student teaching

You'll fill out two charts: one about support available to you, and one about the teaching situation (contextual factors). You'll also administer a getting to know your students document.

Then, you write up an analysis of what you learned. (Max 7 pages double spaced)

Task 2

Can I develop Assessments to measure numerical data about student progress? Can I analyze that data and explain what it means?

Summative and pass/fail, scored by ETS

Written Commentary (7 double-spaced pages) that includes description of your process for:

1. Planning the Assessment
2. Administering the Assessment and Analyzing the Data
3. Reflecting

Task 2 (continued)

You'll also upload artifacts of your assessment process, including:

1. The assessment itself
2. Baseline data for the whole class
3. The rubric or scoring guide
4. Baseline data for Focus student 1
5. Baseline data for Focus student 2
6. Some kind of graphic representation (spreadsheet, pie chart, table, etc.) of all the collected assessment data
7. Completed assessment from Focus student 1
8. Completed assessment from Focus student 2

Task 3

Can I design a lesson for student learning?

Completely separate from Tasks 1 and 2, summative, and scored by ETS (not necessarily the same person who scored Task 2)

Written commentary (8 pages double spaced) that includes description of your process for:

1. Planning the lesson
2. Selecting focus students
3. Analyzing instruction
4. Reflecting

Task 3 (continued)

You'll also upload artifacts of your assessment process, including:

1. Lesson plan for the whole class (must use technology)
2. Differentiated lesson plan for focus student 1
3. Differentiated lesson plan for focus student 2
4. Work sample from any class member other than the 2 focus students
5. Work sample from focus student 1
6. Work sample from focus student 2

Task 4

Can I plan and implement a lesson? Can I adjust the lesson as I teach it because of student needs? Can I reflect on my practice?

Completely separate from Tasks 1, 2, and 3,, summative, and scored by ETS (not necessarily the same person who scored Tasks 2 and 3))

Written commentary (9 pages double spaced) that includes description of your process for:

1. Planning
2. Implementing the plan
3. Understanding the two focus students
4. Reflecting
5. Response to the video (Yes, you'll video-tape yourself!)

Task 4 (continued)

You'll also upload artifacts of your assessment process, including:

1. Written standards-based lesson plan
2. Baseline data for the whole class
3. Baseline data for focus student 1
4. Baseline data for focus student 2
5. Work sample from focus student 1
6. Work sample from focus student 2
7. 15-minute video (could contain 1 15-minute segment (unedited) or 3 5-minute segments (unedited) combined into the same file. Must all be from the same day

Overviews of each task with more details are available at https://epp.byu.edu/assessments/ppat.

Pedagogical Performance Assessment for Teachers (PPAT) – Task 1

Objective	Indicator *Minimally* Met	Indicator *Partially* Met	Indicator *Effectively* Met	Indicator *Consistently* Met
Task 1, Step 1: Factors, Resources, and Protocols				
Step 1: Factors, Resources, and Protocols	A response at the 1 level provides ***minimal*** evidence that demonstrates the teacher candidate's ability to identify one instructional strategy and one learning activity based on a chosen community factor; to identify one instructional strategy and learning activity based on a chosen school/district factor; and to connect the selected factors to each instructional strategy and learning activity; to explain how two selected resources would be used to support student learning; to explain how a selected resource could enhance student learning based on a chosen student characteristic; to describe a classroom norm, protocol, or agreement and a technology norm, protocol, or agreement and explain how they facilitate instruction, enhance student learning, and/or impact the learning environment; and to identify and describe one norm, protocol, or agreement that could be created by the students and the teacher candidate and explain how it would facilitate instruction, enhance student learning, and/or impact the learning environment. The preponderance of evidence provided by the teacher candidate is **minimal and/or ineffective** throughout the response for Step 1. **Evidence may also be missing**.	A response at the 2 level provides ***partial*** evidence that demonstrates the teacher candidate's ability to identify one instructional strategy and one learning activity based on a chosen community factor; to identify one instructional strategy and learning activity based on a chosen school/district factor; and to connect the selected factors to each instructional strategy and learning activity; to explain how two selected resources would be used to support student learning; to explain how a selected resource could enhance student learning based on a chosen student characteristic; to describe a classroom norm, protocol, or agreement and a technology norm, protocol, or agreement and explain how they facilitate instruction, enhance student learning, and/or impact the learning environment; and to identify and describe one norm, protocol, or agreement that could be created by the students and the teacher candidate and explain how it would facilitate instruction, enhance student learning, and/or impact the learning environment. The preponderance of evidence provided by the teacher candidate is **limited and/or vague** throughout the response for Step 1.	A response at the 3 level provides ***effective*** evidence that demonstrates the teacher candidate's ability to identify one instructional strategy and one learning activity based on a chosen community factor; to identify one instructional strategy and learning activity based on a chosen school/district factor; and to connect the selected factors to each instructional strategy and learning activity; to explain how two selected resources would be used to support student learning; to explain how a selected resource could enhance student learning based on a chosen student characteristic; to describe a classroom norm, protocol, or agreement and a technology norm, protocol, or agreement and explain how they facilitate instruction, enhance student learning, and/or impact the learning environment; and to identify and describe one norm, protocol, or agreement that could be created by the students and the teacher candidate and explain how it would facilitate instruction, enhance student learning, and/or impact the learning environment. The preponderance of evidence provided by the teacher candidate is **appropriate and connected throughout** the response for Step 1.	A response at the 4 level provides ***consistent*** evidence that demonstrates the teacher candidate's ability to identify one instructional strategy and one learning activity based on a chosen community factor; to identify one instructional strategy and learning activity based on a chosen school/district factor; and to connect the selected factors to each instructional strategy and learning activity; to explain how two selected resources would be used to support student learning; to explain how a selected resource could enhance student learning based on a chosen student characteristic; to describe a classroom norm, protocol, or agreement and a technology norm, protocol, or agreement and explain how they facilitate instruction, enhance student learning, and/or impact the learning environment; and to identify and describe one norm, protocol, or agreement that could be created by the students and the teacher candidate and explain how it would facilitate instruction, enhance student learning, and/or impact the learning environment. The preponderance of evidence provided by the teacher candidate is **insightful and tightly connected throughout** the response for Step 1.

Objective	Indicator *Minimally* Met	Indicator *Partially* Met	Indicator *Effectively* Met	Indicator *Consistently* Met
Response for Textbox 1.1.1	Response provides evidence that includes the following: • an ***ineffective*** identification of an instructional strategy and a learning activity that are connected to the chosen community factor and could be used to further student learning with a ***disconnected*** rationale • an ***irrelevant*** identification and description of an instructional strategy and a learning activity that are connected to the chosen school/district factor and could be used to further student learning with a ***disconnected*** rationale	Response provides evidence that includes the following: • an ***incomplete*** identification of an instructional strategy and a learning activity that are connected to the chosen community factor and could be used to further student learning with a ***loosely*** connected rationale • a ***partial*** identification and description of an instructional strategy and a learning activity that are connected to the chosen school/district factor and could be used to further student learning with a ***loosely*** connected rationale	Response provides evidence that includes the following: • an ***effective*** identification of an instructional strategy and a learning activity that are connected to the chosen community factor and could be used to further student learning with an ***appropriate*** rationale • an ***effective*** identification and description of an instructional strategy and a learning activity that are connected to the chosen school/district factor and could be used to further student learning with a ***connected*** rationale	Response provides evidence that includes the following: • a ***detailed*** identification of an instructional strategy and a learning activity that are connected to the chosen community factor and could be used to further student learning with a ***tightly*** connected rationale • a ***thorough*** identification and description of an instructional strategy and a learning activity that are connected to the chosen school/district factor and could be used to further student learning with a ***tightly*** connected rationale
Response for Textbox 1.1.2	Response provides evidence that includes the following: • an ***inaccurate*** description of how two resources would be used in the classroom to support student learning • an ***uninformed*** explanation of how a third resource based on a particular Knowledge of Students characteristic could enhance student learning	Response provides evidence that includes the following: • a ***limited*** description of how two resources would be used in the classroom to support student learning • a ***global*** explanation of how a third resource based on a particular Knowledge of Students characteristic could enhance student learning	Response provides evidence that includes the following: • an ***accurate*** description of how two resources would be used in the classroom to support student learning • an ***informed*** explanation of how a third resource based on a particular Knowledge of Students characteristic could enhance student learning	Response provides evidence that includes the following: • an ***extensive*** description of how two resources would be used in the classroom to support student learning • an ***in-depth*** explanation of how a third resource based on a particular Knowledge of Students characteristic could enhance student learning

Objective	Indicator *Minimally* Met	Indicator *Partially* Met	Indicator *Effectively* Met	Indicator *Consistently* Met
Response for Textbox 1.1.3	Response provides evidence that includes the following: • an ***ineffective*** explanation of how a classroom norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment • an ***unclear*** explanation of how a technology norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment • an ***uninformed*** explanation of how a classroom norm, protocol, or agreement that could be created by the students and the candidate teacher would facilitate instruction, enhance student learning, and/or impact the learning environment	Response provides evidence that includes the following: • a ***limited*** explanation of how a classroom norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment • an ***incomplete*** explanation of how a technology norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment • a ***partial*** explanation of how a classroom norm, protocol, or agreement that could be created by the students and the teacher candidate would facilitate instruction, enhance student learning, and/or impact the learning environment	Response provides evidence that includes the following: • a ***logical*** explanation of how a classroom norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment • a ***clear*** explanation of how a technology norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment • an ***informed*** explanation of how a classroom norm, protocol, or agreement that could be created by the students and the teacher candidate would facilitate instruction, enhance student learning, and/or impact the learning environment	Response provides evidence that includes the following: • a ***detailed*** explanation of how a classroom norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment • a ***thorough*** explanation of how a technology norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment • an ***insightful*** explanation of how a classroom norm, protocol, or agreement that could be created by the students and the teacher candidate would facilitate instruction, enhance student learning, and/or impact the learning environment

Objective	Indicator *Minimally* Met	Indicator *Partially* Met	Indicator *Effectively* Met	Indicator *Consistently* Met
Task 1, Step 2: Knowledge of Students				
Step 1: Factors, Resources, and Protocols	A response at the 1 level provides **minimal** evidence that demonstrates the teacher candidate's ability to analyze how one example from the results of the compilation of information from the Getting To Know Your Students activity would influence a whole-class instructional decision; to analyze how the results from one student's completed activity would influence an instructional decision for that student; to explain how each of two Focus Students' cultural and linguistic assets, lived experiences, academic strengths, and learning needs contribute to the classroom learning environment; to identify and describe one instructional strategy and one learning activity that could be created with each of the two Focus Students and to explain how that strategy and activity reflect understanding and appreciation of each Focus Student's cultural and linguistic assets, lived experiences, academic strengths, and learning needs; to explain how the method of communication coveys the importance of cultivating positive relationships with students and their families; to explain how the method of communication fosters interaction among the teacher candidate, the students, and their families; and to describe the overall response received from the communication and explain how the response will impact an instructional decision to be made in the classroom. The preponderance of evidence for the 1-level criteria is **minimal** and/or **ineffective** throughout the response for Step 2. Evidence may also be missing.	A response at the 2 level provides **partial** evidence that demonstrates the teacher candidate's ability to analyze how one example from the results of the compilation of information from the Getting To Know Your Students activity would influence a whole-class instructional decision; to analyze how the results from one student's completed activity would influence an instructional decision for that student; to explain how each of two Focus Students' cultural and linguistic assets, lived experiences, academic strengths, and learning needs contribute to the classroom learning environment; to identify and describe one instructional strategy and one learning activity that could be created with each of the two Focus Students and to explain how that strategy and activity reflect understanding and appreciation of each Focus Student's cultural and linguistic assets, lived experiences, academic strengths, and learning needs; to explain how the method of communication coveys the importance of cultivating positive relationships with students and their families; to explain how the method of communication fosters interaction among the teacher candidate, the students, and their families; and to describe the overall response received from the communication and explain how the response will impact an instructional decision to be made in the classroom. The preponderance of evidence for the 2-level criteria is **limited** and/or **vague** throughout the response for Step 2.	A response at the 3 level provides **effective** evidence that demonstrates the teacher candidate's ability to analyze how one example from the results of the compilation of information from the Getting To Know Your Students activity would influence a whole-class instructional decision; to analyze how the results from one student's completed activity would influence an instructional decision for that student; to explain how each of two Focus Students' cultural and linguistic assets, lived experiences, academic strengths and learning needs contribute to the classroom learning environment; to identify and describe one instructional strategy and one learning activity that could be created with each of the two Focus Students and to explain how that strategy and activity reflect understanding and appreciation of each Focus Student's cultural and linguistic assets, lived experiences, academic strengths, and learning needs; to explain how the method of communication coveys the importance of cultivating positive relationships with students and their families; to explain how the method of communication fosters interaction among the teacher candidate, the students, and their families; and to describe the overall response received from the communication and explain how the response will impact an instructional decision to be made in the classroom. The preponderance of evidence for the 3-level criteria is **appropriate** and **connected** throughout the response for Step 2.	A response at the 4 level provides **consistent** evidence that demonstrates the teacher candidate's ability to analyze how one example from the results of the compilation of information from the Getting To Know Your Students activity would influence a whole-class instructional decision; to analyze how the results from one student's completed activity would influence an instructional decision for that student; to explain how each of two Focus Students' cultural and linguistic assets, lived experiences, academic strengths, and learning needs contribute to the classroom learning environment; to identify and describe one instructional strategy and one learning activity that could be created with each of the two Focus Students and to explain how that strategy and activity reflect understanding and appreciation of each Focus Student's cultural and linguistic assets, lived experiences, academic strengths, and learning needs; to explain how the method of communication coveys the importance of cultivating positive relationships with students and their families; to explain how the method of communication fosters interaction among the teacher candidate, the students, and their families; and to describe the overall response received from the communication and explain how the response will impact an instructional decision to be made in the classroom. The preponderance of evidence for the 4-level criteria is **insightful** and **tightly** connected throughout the response for Step 2.

Objective	Indicator *Minimally* Met	Indicator *Partially* Met	Indicator *Effectively* Met	Indicator *Consistently* Met
Response for Textbox 1.2.1	Response provides evidence that includes the following: • an ***ineffective*** analysis of how the compilation of information from the results of a Getting to Know Your Students activity would influence a whole-class instructional decision with a ***disconnected*** rationale provided for the decision • an ***inaccurate*** analysis of how one student's completed Getting to Know Your Students activity would influence an instructional decision made for the student with a ***disconnected*** rationale provided for the decision	Response provides evidence that includes the following: • a ***partial*** analysis of how the compilation of information from the results of a Getting to Know Your Students activity would influence a whole-class instructional decision with a ***limited*** rationale provided for the decision • a ***partial*** analysis of how one student's completed Getting to Know Your Students activity would influence an instructional decision made for the student with a ***limited*** rationale provided for the decision	Response provides evidence that includes the following: • an ***informed*** analysis of how the compilation of information from the results of a Getting to Know Your Students activity would influence a whole-class instructional decision with an ***aligned*** rationale provided for the decision • an ***informed*** analysis of how one student's completed Getting to Know Your Students activity would influence an instructional decision made for the student with an ***aligned*** rationale provided for the decision	Response provides evidence that includes the following: • an ***extensive*** analysis of how the compilation of information from the results of a Getting to Know Your Students activity would influence a whole-class instructional decision with a ***detailed*** rationale provided for the decision • an ***in-depth*** analysis of how one student's completed Getting to Know Your Students activity would influence an instructional decision made for the student with a ***detailed*** rationale provided for the decision
Response for Textbox 1.2.2	Response provides evidence that includes the following: • an ***inaccurate*** explanation of how each of the two Focus Students' cultural and linguistic assets, lived experiences, academic strengths, and learning needs contribute to the learning environment of the classroom • an ***ineffective*** explanation of how an identified instructional strategy and learning activity created with each Focus Student reflects the teacher candidate's understanding and appreciation of each Focus Student's cultural and linguistic assets, lived experiences, academic strengths, and learning needs	Response provides evidence that includes the following: • a ***cursory*** explanation of how each of the two Focus Students' cultural and linguistic assets, lived experiences, academic strengths, and learning needs contribute to the learning environment of the classroom • an ***incomplete*** explanation of how an identified instructional strategy and learning activity created with each Focus Student reflects the teacher candidate's understanding and appreciation of each Focus Student's cultural and linguistic assets, lived experiences, academic strengths. and learning needs	Response provides evidence that includes the following: • an ***accurate*** explanation of how each of the two Focus Students' cultural and linguistic assets, lived experiences, academic strengths, and learning needs contribute to the learning environment of the classroom • an ***effective*** explanation of how an identified instructional strategy and learning activity created with each Focus Student reflects the teacher candidate's understanding and appreciation of each Focus Student's cultural and linguistic assets, lived experiences, academic strengths, and learning needs	Response provides evidence that includes the following: • a ***significant*** explanation of how each of the two Focus Students' cultural and linguistic assets, lived experiences and academic strengths, and learning needs contribute to the learning environment of the classroom • a ***thorough*** explanation of how an identified instructional strategy and learning activity created with each Focus Student reflects the teacher candidate's understanding and appreciation of each Focus Student's cultural and linguistic assets, lived experiences, academic strengths, and learning needs

Objective	Indicator *Minimally* Met	Indicator *Partially* Met	Indicator *Effectively* Met	Indicator *Consistently* Met
Response for Textbox 1.2.3	Response provides evidence that includes the following: • an ***unclear*** explanation of how the method of communication conveys the importance of cultivating positive relationships with students and their families using ***disconnected*** examples from the communication for support • an ineffective explanation of how the method of communication fosters interaction among the teacher candidate, the students, and their families using inappropriate examples for support • a ***minimal*** analysis of how an instructional decision in the classroom connects to the overall response received from the communication using ***irrelevant*** examples from the responses for support of the analysis	Response provides evidence that includes the following: • a ***cursory*** explanation of how the method of communication conveys the importance of cultivating positive relationships with students and their families using ***loosely*** connected examples from the communication for support • a ***global*** explanation of how the method of communication fosters interaction among the teacher candidate, the students, and their families using ***loosely*** connected examples for support • an ***uneven*** analysis of how an instructional decision in the classroom connects to the overall response received from the communication using ***incomplete*** examples from the responses for support of the analysis	Response provides evidence that includes the following: • a ***clear*** explanation of how the method of communication conveys the importance of cultivating positive relationships with students and their families using ***connected*** examples from the communication for support • an ***effective*** explanation of how the method of communication fosters interaction among the teacher candidate, the students, and their families using ***connected*** examples for support • a ***logical*** analysis of how an instructional decision in the classroom connects to the overall response received from the communication using ***relevant*** examples from the responses for support of the analysis	Response provides evidence that includes the following: • an ***extensive*** explanation of how the method of communication conveys the importance of cultivating positive relationships with students and their families using ***tightly*** connected examples from the communication for support • an ***insightful*** explanation of how the method of communication fosters interaction among the teacher candidate, the students, and their families using ***tightly*** connected examples for support • a ***significant*** analysis of how an instructional decision in the classroom connects to the overall response received from the communication using ***tightly*** connected examples from the responses for support of the analysis

Evaluation Forms

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

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

3. Demonstrates professionalism Danielson: 4f; InTASC: 9(o)

	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

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

5. Demonstrates preparedness in teaching and learning Danielson: 1e, 3e, 4a; InTASC: (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

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

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

8. Demonstrates self-regulated learner behaviors/takes initiative
Danielson: 4e; Marzano: 57; InTASC: 9(l), 9(n), 10(r), 10(t)

	Needs Improvement 0	Developing 1	Meets Expectations 2
	☐ 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

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:

Explicit Instruction (EI) Observation Form

Name: _____ Date: _____ Observer: _____ Observation #: _____

Teacher Candidate Teaching Goal(s): _____

Teacher Candidate Met Teaching Goal(s): YES   NO

Describe: _____

Opening		1	2	3	4	5

- Have appropriate lesson plan prepared.
- Copy of materials including data ready for observer.
- Have all appropriate teaching materials ready and easily accessible.
- Begin lesson on time.
- Begin with anticipatory set and rationale, as related to daily objective.

- Review maintenance and prerequisite knowledge to make logical connections between this lesson and previous learning.
- State the instructional objective in "student' terms.
- Daily learning objective challenges students appropriately to make progress toward IEP goal(s).
- Teach or review expected behavior routines during all phases of lesson.

Comments:

Modeling		1	2	3	4	5

- State new skill or knowledge in small manageable parts.
- Demonstrate new skill or knowledge in small manageable parts.

- Use age and ability appropriate examples and materials.
- Check for student understanding; model again as needed.

Comments:

Guided Practice		1	2	3	4	5

- Prompt students to say, write, or do new skill with exercises or examples that align with instructional objective.
- Prompt students to say, write, or do skill with sufficient number of exercises or examples (minimum of 3).
- Prompt group responses, then individual responses.
- Prompt responses in a mode appropriate for each student (e.g., sign language, pictures, single words, phrases).
- Fade prompts as students' master skills.

- Reteach incorrect academic responses and practice as needed to advance to independent practice **or** reinforce correct responses.
- Reteach inappropriate behavioral/social responses and practice as needed **or** reinforce appropriate responses.
- Collect data on student readiness for independent practice.
- Use data to verify mastery of skills to stated criterion before advancing to independent practice.

Comments:

Independent Practice		1	2	3	4	5

- Assign practice exercises that align with current and/or previous instructional objectives.
- Assign sufficient number of practice exercises for students to use skill independently (minimum of 5).
- Circulate and monitor each student's progress.
- Reteach incorrect academic responses or reinforce correct responses.

- Reteach inappropriate social/behavioral responses or reinforce appropriate responses.
- Maintain adequate balance between general and specific praise.
- Collect and record appropriate data on student mastery of instructional objective.
- Use data to determine next lesson's objective.

Comments:

Explicit Instruction Observation Form (Continued)

Name: _____ Date: _____ Observer: _____ Observation #: _____

Teacher Candidate Teaching Goal(s): _____

Teacher Candidate Met Teaching Goal(s): YES   NO

Describe: _____

Scoring Key
5 = Exceptional
3 = Competent
1 = Emerging

Closing	1	2	3	4	5
• Summarize learning by restating objective and describing student performance.	• Preview next lesson to make logical connections between this lesson and the next. • Transition all students to the next activity.				

Comments:

General Classroom Procedures & Professionalism	1	2	3	4	5
• Supports an environment where students are able to assume appropriate levels of responsibility for themselves and others. • Establishes a positive atmosphere in the classroom (e.g., preventative strategies, age-appropriate decorations, interactions with staff and students, effective use of time). • Follows Least Restrictive Behavioral Interventions for preventing and dealing with challenging behaviors. • Assures that all students, paraeducators, volunteers, and/or peer tutors are engaged in meaningful work.	• Uses a wide range of standards-based materials, resources, and technologies adapting them for effective ESL and/or content teaching. • Is positive, teachable, collaborative, dependable, and dressed appropriately. • Self-assesses accurately through reflective strategies, then revises practice. • Post 3-5 positively-stated classroom rules.				

Comments:

Explicit Instruction (EI) Observation Form (Continued)

Response Opportunities and Reinforcement for Student Behavior
(Collect during Modeling/Guided Practice)

Response Rate: Time Began: _____ Time Ended: _____
Standard: 0=0; 1=1; 2=2; 3=3; 4=4; ≥5=5; Number of Minutes Observed: _____
Activity: _____ Number of Students: _____

	CORRECT RESPONSES	INCORRECT RESPONSES	FEEDBACK
GROUP			
INDIVIDUAL			

Response Rate (Number of responses/Number of minutes)= _____/minute
Corrective Feedback (Number of incorrect responses: Number of corrective feedback)= _____ **:** _____

Reinforcement Rate: Time Began: _____ Time Ended: _____
Standard: 0=0; 1=1; 2=2; 3=3; 4=4; ≥5=5; Number of Minutes Observed: _____
Activity: _____ Number of Students: _____

	ACADEMIC REINFORCEMENTS	BEHAVIORAL REINFORCEMENTS
GENERAL PRAISE		
DESCRIPTIVE PRAISE		
NONVERBAL		

Explicit Instruction (EI) Observation Form (Continued)

Response Opportunities and Reinforcement for Student Behavior

Name: _____ Date: _____ Observer: _____ Observation #: _____

Teacher Candidate Teaching Goal(s): _____

Teacher Candidate Met Teaching Goal(s): YES   NO

Describe: _____

Scoring Key
5 = Exceptional
3 = Competent
1 = Emerging

Response Rate and Reinforcement		1	2	3	4	5
• Elicit high rates of responses **or** response rate appropriate for age, ability, and instructional activity. • Maintain 1:1 ratio of incorrect responses to corrective feedback. • Maintain adequate balance between general and specific praise that is age/ability appropriate.	• Reinforce correct academic responses. • Reinforce appropriate behavior/social responses. • Reinforce <u>each</u> student for academic and/or behavioral responses.					

Comments:

Overall Lesson Performance:

Emerging		**Competent**		**Exceptional**
1	**2**	**3**	**4**	**5**

Strengths, areas for improvement, and general comments:

_____   _____

Observer's Signature   Student Teacher's Signature

Utah Teacher Candidate Performance Assessment & Evaluation System (PAES)

For use in mentored learning experiences and student teaching, 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 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 on the Educator website.

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

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

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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.

	Performance Expectation	Not Effective (0)	Beginning (1)	Developing (2)	Preservice Effective (3) (Emerging Effective)	Inservice Effective
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.

	Performance Expectation	Not Effective (0)	Beginning (1)	Developing (2)	Preservice Effective (3) (USBE Emerging Effective)	Inservice Effective
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.

	Performance Expectation	Not Effective (0)	Beginning (1)	Developing (2)	Preservice Effective (3)	Inservice Effective
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.

	Performance Expectation	*Not Effective (0)*	*Beginning (1)*	*Developing (2)*	*Preservice Effective (3)* *(USBE Emerging Effective)*	*Inservice Effective*
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 schoolwork 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)

Student Teaching Forms

Log of Student Teaching Attendance

Name: _____

Semester: _____   Year: _____   Total # of Hours: _____   School Name: _____

Subject(s): _____   School District: _____   Grade Level: _____

Cooperating Teacher: _____

HOURS TEACHING:

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Weekly Total
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
Totals:						

Signature of Student Teacher: _____   Date: _____

Signature of Cooperating Teacher: _____   Date: _____

Student Teacher and Cooperating Teacher Contact Sheet

Week	Date	Topics of Discussion	Reviewed PAES	Type of Contact
1			□ Yes □ No	□ In person □ Phone □ E-mail
2			□ Yes □ No	□ In person □ Phone □ E-mail
3			□ Yes □ No	□ In person □ Phone □ E-mail
4			□ Yes □ No	□ In person □ Phone □ E-mail
5			□ Yes □ No	□ In person □ Phone □ E-mail
6			□ Yes □ No	□ In person □ Phone □ E-mail
7			□ Yes □ No	□ In person □ Phone □ E-mail
8			□ Yes □ No	□ In person □ Phone □ E-mail

Signature of Student Teacher: _____Date: _____

Signature of Cooperating Teacher: _____Date: _____

Student Teacher and Cooperating Teacher Contact Sheet (Continued)

Week	Date	Topics of Discussion	Reviewed PAES	Type of Contact
9			□ Yes □ No	□ In person □ Phone □ E-mail
10			□ Yes □ No	□ In person □ Phone □ E-mail
11			□ Yes □ No	□ In person □ Phone □ E-mail
12			□ Yes □ No	□ In person □ Phone □ E-mail
13			□ Yes □ No	□ In person □ Phone □ E-mail
14			□ Yes □ No	□ In person □ Phone □ E-mail
15			□ Yes □ No	□ In person □ Phone □ E-mail
16			□ Yes □ No	□ In person □ Phone □ E-mail

Signature of Student Teacher: _____Date: _____

Signature of Cooperating Teacher: _____Date: _____

Optional Professional Development Forms

Functional Behavioral Assessment Behavior Support Plan (FBA-BSP) Protocol

Functional Behavioral Assessment Interview –Teachers/Staff

(Please remember that completing a form is not the same as completing a functional behavior assessment or a behavior intervention plan. If you are not confident that you have identified the correct function of the behavior or if your function-based intervention is not producing a meaningful change in the student's behavior, then your work is not done.)

Student Name _____ **Age**:____ **Grade**:____ **Date:**_____

Person(s) interviewed: _____

Interviewer: _____

Student Profile: What is the student good at or what are some strengths that the student brings to school?
_____
_____
_____

STEP 1: INTERVIEW TEACHER/STAFF/PARENT

Description of the Behavior

What does the problem behavior(s) look like?
How often does the problem behavior(s) occur?
How long does the problem behavior(s) last when it does occur?
How disruptive or dangerous is the problem behavior(s)?

Description of the Antecedent

When, where, and with whom are problem behaviors most likely?

Schedule (Times)	Activity	Specific Problem Behavior	Likelihood of Problem Behavior	With Whom does Problem Occur
			Low High 1 2 3 4 5 6	
			Low High 1 2 3 4 5 6	
			Low High 1 2 3 4 5 6	
			Low High 1 2 3 4 5 6	
			Low High 1 2 3 4 5 6	
			Low High 1 2 3 4 5 6	

		Low High 1 2 3 4 5 6	
		Low High 1 2 3 4 5 6	
		Low High 1 2 3 4 5 6	

Summarize Antecedent (and Setting Events)

What situations seem to set off the problem behavior? (difficult tasks, transitions, structured activities, small group settings, teacher's request, particular individuals, etc.)

When is the problem behavior most likely to occur? (times of day and days of the week)

When is the problem behavior least likely to occur? (times of day and days of the week)

Setting Events: Are there specific conditions, events, or activities that make the problem behavior worse? (missed medication, history of academic failure, conflict at home, missed meals, lack of sleep, history or problems with peers, etc.)

Description of the Consequence

What usually happens after the behavior occurs? (what is the teacher's reaction, how do other students react, is the student sent to the office, does the student get out of doing work, does the student get in a power struggle, etc.)

Note: There are other interview forms and formats that you may wish to use to build a more complete understanding of the behavior you are trying to change [e.g., Functional Analysis Screening Tool (Florida Center on Self-Injury), Functional Assessment Interview (O'Neill et al.)].

Reminder: Completing a form does not mean you have completed a functional behavior assessment.

- - - - - - End of Interview - - - - - -

STEP 2: PROPOSE A TESTABLE EXPLANATION

Setting Event	Antecedent	Behavior	Consequence
		1.	
		2.	

Function of the Behavior
For each ABC sequence listed above, why do you think the behavior is occurring? (to get teacher attention, to get peer attention, gets desired object/activity, escapes undesirable activity, escapes demand, escapes particular people, etc.)
1._____
_____
2._____
_____

How confident are you that your testable explanation is accurate?

Very sure			So-so		Not at all
6	5	4	3	2	1

Functional Behavioral Assessment (FBA) Interview – Students

Student Name _____ **Age** _____ **Grade** ____ **Date** _____

Interviewer _____

Student Profile: What are things that you like to do, or do well, while at school? (E.g., activities, classes, helping others, etc.) _____

_____

_____

STEP 1: INTERVIEW STUDENT

Description of the Behavior

What are some things you do that get you in trouble or that are a problem at school? (e.g., talking out, not getting work done, fighting, etc.)

How often do you _____? (Insert the behavior listed by the student)

How long does _____ usually last each time it happens?

How serious is _____? (Do you or another student end up getting hurt? Are other students distracted?)

Description of the Antecedent

Where, when and with whom are problem behaviors most likely?

Schedule (Times)	Activity	With Whom does Problem Occur	Likelihood/Intensity of Problem Behavior	Specific Problem Behavior
			Low High 1 2 3 4 5 6	
			Low High 1 2 3 4 5 6	
			Low High 1 2 3 4 5 6	
			Low High 1 2 3 4 5 6	
			Low High 1 2 3 4 5 6	
			Low High 1 2 3 4 5 6	
			Low High 1 2 3 4 5 6	
			Low High 1 2 3 4 5 6	
			Low High 1 2 3 4 5 6	
			Low High 1 2 3 4 5 6	

Summarize Antecedent (and Setting Events)

What kind of things make it more likely that you will have this problem? (difficult tasks, transitions, structured activities, small group settings, teacher's request, particular individuals, etc.)

When and where is the problem most likely to happen? (days of week, specific classes, hallways, bathrooms)

When is the problem behavior least likely to occur? (days of week, specific classes, hallways, bathrooms)

Setting Events: Is there anything that happens before or after school or in-between classes that make it more likely that you'll have a problem? (missed medication, history of academic failure, conflict at home, missed meals, lack of sleep, history or problems with peers, etc.)

Description of the Consequence

What usually happens after the problem occurs? (what is the teacher's reaction, how do other students react, is the student sent to the office, does the student get out of doing work, does the student get in a power struggle, etc.)

Note: There are other interview forms and formats that you may wish to use to build a more complete understanding of the behavior you are trying to change [e.g., Classroom Student Interview (pbis.org)].

Reminder: **Completing a form does not mean you have completed a functional behavior assessment.**

- - - - - - End of Interview - - - - - -

STEP 2: DEVELOP A TESTABLE EXPLANATION

Setting Event	Antecedent	Behavior	Consequence
		1.	
		2.	
		3.	

Function of the Behavior

For each ABC sequence listed above, why do you think the behavior is occurring? (to get teacher attention, to get peer attention, gets desired object/activity, escapes undesirable activity, escapes demand, escapes particular people, etc.)
1. _____
2. _____
3. _____

STEP 3: RATE YOUR CONFIDENCE IN THE TESTABLE EXPLANATION

If you completed both interviews, was there agreement on these parts? (Y/N)
(a) Setting Events ____ (b) Antecedents ____ (c) Behaviors ____ (d) Consequences ____ (e) Function ____

How confident are you that your testable explanation is accurate?

Very sure			So-so		Not at all
6	5	4	3	2	1

STEP 4: CONDUCT DIRECT OBSERVATIONS

- If student has an identified disability and is at risk of suspension, expulsion, or change in placement, you must conduct an observation of student.
- If student does not meet above criteria, but confidence rating is 1, 2, 3, or 4, you should conduct observations to better understand when, where, and why the problem behavior is occurring.
- If student does not meet above criteria, and confidence rating is 5 or 6, you may go directly to Step 6

Summarize Observation Data

Setting Event	Antecedent	Behavior	Consequence
		1.	
		2.	
		3.	

Function of the Behavior

For each ABC sequence listed above, why do you think the behavior is occurring? (to get teacher attention, to get peer attention, gets desired object/activity, escapes undesirable activity, escapes demand, escapes particular people, etc.)
1. _____
2. _____
3. _____

STEP 5: CONFIRM/MODIFY TESTABLE EXPLANATION

Was there agreement between the Teacher Interview and the Observation? Y/N

a) Setting Events ____   (b) Antecedents ____   (c) Behaviors ____   (d) Consequences ____   (e) Function ____

Was there agreement between the Student Interview and the Observation? Y/N

a) Setting Events ____   (b) Antecedents ____   (c) Behaviors ____   (d) Consequences ____   (e) Function ____

Based on the interviews and observations, what is your working testable explanation for why the problem behavior occurs?
_____
_____
_____
_____

Behavior Intervention Plan

Student Name: _____   Action Team Members: _____   Date of Meeting: ___

		Desired Replacement (Long Term Objective)	**Reinforcing Consequences for Desired Replacement**	
Setting Event	**Triggering Antecedent**	**Problem Behavior**	**Maintaining Consequences**	**Function**
		Alternative Replacement Behavior (Short-term Replacement)		

2. INTERVENTION STRATEGIES

2.1 Setting Event Strategies	2.2 Antecedent Strategies	2.3 Teaching Strategies	2.4 Consequence Strategies to Reinforce Appropriate Behavior

3. CONSEQUENCE STRATEGIES

(Response strategies &/or environmental manipulations that make consequences for problem behavior ineffective)

4. SAFETY PLAN

Phase	What Student Does	Staff Response
Calm		
Triggers		
Stimulation/Agitation		
Escalation/Acceleration		
Crisis/Peak		
De-escalation		
Recovery		

5. IMPLEMENTATION PLAN

Person responsible for training school personnel how to implement each part of the BIP: _____

Deadline for completing the training: _____

Tasks to Complete & Resources Needed	Person Responsible for Implementing	Person Responsible for Training	Timeline

6. MONITORING & EVALUATION PLAN

Behavioral Objective (specific, observable, measurable)	Procedures for Data Collection	Person Responsible & Timeline	Review Date:	Evaluation Decision • Monitor • Modify • Discontinue

Data to be Collected	Procedures for Data Collection	Person Responsible	Timeline
Is Plan Being Implemented? (Fidelity of Implementation) Is Plan Making a Difference? (Social Validity)			

7. GENERALIZATION & MAINTENANCE

Generalization Strategies	Person Responsible & Timeline
Maintenance Strategies	Person Responsible & Timeline

We agree to the conditions of this plan:

Student (date)	Family or guardian (date)	Action Team member (date)
Teacher (date)	Teacher (date)	Action Team member (date)

Alternate Response-Discrepancy Observation Form

Student: _____ Grade: _____ School: _____

Observer: _____ Position: _____

Behaviors that will be noted during the observation:

Classroom activity (activities) during the observation:

Explicit class rules in effect during the observation:

Length of interval used in this observation = _____ seconds.

```
┌─────────────────────────────────────────────────────────────────────┐
│           Behavior Codes                    Teacher Reaction Codes     │
│  T   = On Task                        AA  = Attention to All           │
│  V   = Verbal Off Task                A+  = Positive Attention to Student│
│  M   = Motor Off Task                 A-  = Negative Attention to Student│
│  P   = Passive Off Task               Ao  = No Attention to Student     │
│  __  = _____               An  = Neutral Attention to Student│
│  __  = _____               __  = _____│
└─────────────────────────────────────────────────────────────────────┘
```

Select a comparison student of the same sex as the student who is the subject of the observation. Make notes, if needed, on the back of this form for each observation.

Observation #1:   Time Started: _____   Time Stopped: _____   Date: _____

Student:
_____

Comparison:
_____

Teacher Reaction:
_____

Observation #2:   Time Started: _____   Time Stopped: _____   Date: _____

Student:
_____

Comparison:
_____

Teacher Reaction:
_____

Observation #3:   Time Started: _____   Time Stopped: _____   Date: _____

Student:
_____

Comparison:
_____

Teacher Reaction:
_____

Comprehensive Educational Assessment Report
Confidential, **Example Report**

Identifying Data

Name: Redacted   School: Central Elementary
Age at time of testing: 12 years-11 months   Parents: Redacted
Sex: Male   Teacher: Ms. Stevens
DOB: 10/12/2011   Referred by: Parents
Grade: 5   Examiner: [Student Teacher]
Date of Report: 1/23/2022   Date(s) of Test(s): 1/8/22, 1/12/22,

Reason for Evaluation

____ was referred for evaluation by his parents due to concerns about his academic achievement. The intent of this evaluation is to provide data to use in determining eligibility for special education services. (Other possible reasons: to identify current levels of performance, to monitor progress, to provide information for the development of an IEP, as part of the triennial evaluation, as part of a functional behavioral assessment)

Student Background Information

(This section includes relevant educational, family, medical, educational, behavior and social information based on the reasons for the referral. This section should provide the reader with a clear understanding of the child and their world at the present time.)

Educational History: ____ is currently a 5th grade student at Central Elementary. This is his first year at Central. Prior to that he attended various schools in different small towns in Colorado. ____ attended a Title 1 preschool program from ages three to five and repeated his kindergarten year. Mother states that he has always struggled with reading but has never been referred for special education eligibility.

Family History: According to his mother, ___ lives at home with both parents and two siblings. The siblings are in high school and both siblings have had trouble with academics. One has had an IEP in the past. Mother also stated that the father struggled in school. The family has moved frequently, but plan on staying in their current home indefinitely.

Developmental and Medical History: School records revealed that ___ passed both the vision and hearing screening given in the fall of 2021. ____'s mother reported that he has had no medical issues other than a broken arm at age five or six. She reported that the pregnancy was normal and that he began to walk at about one year of age and began talking at around two.

Social History: According to ___, he enjoys playing soccer and playing Mindcraft. He also enjoys watching YouTube videos about how to make things. His mother stated that he gets along well with his sister, but his brother often teases him and can "sometimes be rough". The classroom teacher stated that ____ is a quiet and well-behaved student.

Brief Review of Previous Testing

(Include a summary of any relevant previous testing/assessment.)
According to reading data collected through Acadience Reading Progress monitoring throughout the fall of 2021, ____ scored Well-below Benchmark on each of the assessments indicating the need for intensive support through targeted interventions.

Classroom Observations

(Provide a summary of the student performance during classroom and/or the testing sessions.)

Throughout the assessment, _____ appeared anxious and nervous. He repeatedly asked if he had read a word/phrase correctly.

During the classroom observation (1/13/22) the students were asked to read silently while the teacher took small groups to the back of the room for instruction. _____ appeared distracted and frequently looked up from his reading assignment to look out the window. The teacher redirected him individually two times and reminded the class to read silently once during the 20-minute reading time.

Tests/Assessments Administered

(This section is a list of all the tests administered-including cognitive, academic and behavior. Do not use abbreviations for the tests.)

The Woodcock-Johnson IV Tests of Achievement (WJ IV ACH)
Houghton Mifflin Harcourt *Into Reading* Oral Reading Fluency (Curriculum-based Assessment)

Test Results

(Create a table that lists the name of the subtest and could include:
Standard Score
Percentile Rank
Classification
Age/grade Equivalent)

WJ IV ACH

Subtest	Std Score	Percentile Rank	Classification	Age Equivalent
Letter-Word Identification	79	15	Well Below Average	7-9
Passage Comprehension	74	14	Well Below Average	7-6
Oral Reading	78	15	Well Below Average	7-9

HMH ORF – Grade level

Accuracy	Rate	Prosody
10 errors	50 words per minute	Level 1 Primarily reads word by word. Does not preserve meaningful syntax

Summary & Conclusions

(This is a summary of the student's skills and includes present levels of academic achievement and functional performance. In this section also include how the CBA aligns with the standardized testing and how the needs of culturally or linguistically diverse students were addressed.)

The letter-word identification subtest of the Woodcock Johnson presents a list of letters and words that the student is asked to identify or read. On this subtest, _____ was able to identify all the letters and could read words at a second-grade level. An analysis of the errors on the oral reading fluency test indicated that he often added or omitted syllables. His reading speed was slow, and he was unable to self-correct his errors.

These assessments were given as prescribed in the administration manual. Based on information received from the mother, accommodations or modifications for culture and language diversity were not an issue in this assessment.

Report Recommendations and Goals

(In this section write your suggested goals, include recommendations for parents, teachers and the student, as appropriate.)

Goal #1. By January 31, 2023 _____ will read 75 words per minute with less than 5 errors when given a 6th grade-level text on 4 out of 5 trials.

Recommendations:
Encourage ____ to read aloud at home for 20-30 minutes each night.
Provide classroom time for _____ to read aloud to an adult 3-4 times per week.
Provide instruction in decoding and encoding.
Provide fluency instruction such as MAPPS (Samuels & Farstrup) or The Fluency Development Lesson (Rasinski, Padak, Linek & Sturtevant).
Encourage ____ to use the Multidimensional Fluency Scale (Morgan, Mraz, Padak, Raskinski) to self-evaluate his reading prosody.

Explicit Instruction (EI) Lesson Plan Outline

Personal Instructional Focus:
IEP Objective/PLAAFP:
Unit Objective and Core Standard:
Daily Instructional Objective:
Daily Instructional Objective in Student Terms:
Materials: Technology: Accommodations: Data to be Collected:
Behavior Expectations:
Rationale:
Task Analysis:
Review & Pre-requisite Skills: List 3-5 examples
Anticipatory Set:
Instruction/Modeling: (When I …Teacher directed) List 3-5 examples
Instruction/Guided Practice: (When We…Fade prompts to independent practice) List 3-5 examples • Group oral • Individual oral • Individual written
Instruction/Independent Practice: (When You…Aligned to daily instructional objective) List 5-7 examples
Closing & Preview: (Today we learned… Tomorrow we will…) (Describe Student Behavior)

Helpful References

University Supervisor Assignment Checklist

Student Teacher: _____   <u>Fall Due Date</u>   <u>Winter Due Date</u>

		Fall Due Date	Winter Due Date
□	Formative PAES	September 25	January 22
□	Formative PAES	October 16	February 12
□	Formative PAES	November 6	March 8
□	Enter EDA on Educator website	December 8	April 12
□	Summative PAES on Educator website	December 8	April 12
□	Final Grade to Barbara Smith*	December 15	April 19
□	Last day of student teaching	December 15	April 19

*Please report to Barbara Smith (barbara_smith@byu.edu) completion of items.

Cooperating Teacher Assignment Checklist

Student Teacher: _____   <u>Fall Due Date</u>   <u>Winter Due Date</u>

		Fall Due Date	Winter Due Date
□	Formative PAES	September 25	January 22
□	Formative PAES	October 16	February 12
□	Formative PAES	November 6	March 8
□	Summative PAES on Educator website*	November 27	April 1
□	Last day of student teaching	December 15	April 19

*Please report to Barbara Smith (barbara_smith@byu.edu) completion of items.

**Educator User Guides available at https://epp.byu.edu/educator-user-guides
or contact technical assistance at epp@byu.edu or 801-422-1190.**

Student Teacher Assignment Checklist

Student Teacher: _____	Fall Due Date	Winter Due Date
☐ Pass the Praxis 5354 (score 160 or more) *(It is recommended to take the Praxis as early as possible)*	November 1	March 1
☐ Apply for graduation at graduation.byu.edu	September 15	November 15
☐ PPAT to US & ETS website	September 22	February 9
☐ Electronically sign MT-PAES & US-PAES on Educator.com	December 12	April 16
☐ Last day of student teaching	December 15	April 19
☐ Complete the UTESS on Educator website	December 15	April 19
☐ Check your current academic standing on MyMap	December 15	April 19
☐ Update contact information on MyMap	December 15	April 19

**Educator User Guides available at https://epp.byu.edu/educator-user-guides
or contact technical assistance at epp@byu.edu or 801-422-1190.**

BYU Special Education/ETS PPAT Timeline
14-Week Placement (from Fall 2021 as example)

What do I need to do?	What evidence do I need?	Completion Date
1. Copy of Praxis scores/PDF to US		August 30
2. Read PPAT Task 1 Handbook	None	August 30
3. Read PPAT Task Requirements and Rubrics	None	August 30
4. Go through Task 1 PowerPoint on EPP website	None	August 30
5. 3:1 Meeting		
6. Teacher Observation (optional)	(Other than Mentor)	September 3
7. Apply for Graduation	**Graduation.byu.edu**	**September 14**
8. Register for PPAT		**Last day: Sept 15***
9. Send home PPAT permission forms	Signed forms for each student	September 6
10. Permission forms completed	Signed forms for each student	September 10
11. Task 1, Step 1: Factors, Resources, and Protocols	Contextual Factors Chart, Instructional Support and Resources Chart, answers to Guiding Prompts	September 10
12. Task 1, Step 2: Knowledge of Students	Getting to Know Your Students Activity document, answers to guiding prompts	September 14
13. Task 1, Step 2: Communicating with Families	Communication with Students' Families document, answers to guiding prompts	September 20
14. Task 1 Submitted to US and on Educator	Contextual Factors Chart Instructional Support and Resources Chart Getting to Know Your Students document Communication with Students' Families document Answers to all guiding questions	**September 22***
15. Observation of a Problem-Solving Team Meeting (optional)		September 24
16. Complete Contextual Information for Tasks 2 & 3	Answers to all guiding prompts	September 25
17. Read Task 2 and 3 Requirements and Rubrics		September 25
18. Watch ETS Deep Dive Videos about Tasks 2 and 3	None	September 25
19. Go through Tasks 2 and 3 PowerPoints on EPP Website	Representative pages of the assessment, rubric or scoring guide,	September 25
20. Administer Preassessment	Baseline Data	September 30
21. Task 3, Step 1: Plan your lesson	Lesson plan, answers to guiding prompts	October 3
22. Task 3, Step 2: The Focus Students	A differentiated lesson plan for Focus Student 1 and 2, answers to guiding prompts	October 3
23. Task 2, Step 1: Planning the assessment	Representative pages of baseline data for whole class, representative data of the post assessment, representative pages of the rubric or scoring guide, representative page of the baseline data for Focus Student 1 and 2, and answers to guiding prompts	October 3
24. Teach your lesson		October 8
25. Administer the Post Assessment		October 8
26. Task 2, Steps 2, and 3	Representative pages of a graphic representation of post assessment data, completed post assessments for Focus students 1 and 2, answers to all guiding prompts	October 10
27. Submit Tasks 2 and 3 on ETS website	Pages of your post assessment Pages of the baseline data for whole class Page of baseline data for each Focus Student Graphic representation of post assessment data Completed post assessment for both Focus Students	**October 13***

	Answers to all guiding prompts	
28. Read Task 4 Requirements and Rubrics	None	October 16
29. Watch ETS Video about Tasks 4	None	October 16
30. Go through Task 4 PowerPoint	None	October 16
31. Complete Contextual Information for Task 4	Answer guiding prompts	October 16
32. Determine Learning goal for lesson and how you will gather baseline data	None	October 20
33. Gather Baseline Data	Baseline data	October 25
34. Task 4, Step 1: Planning	Graphic representation of baseline data for whole class, baseline data for both Focus Students, Representative pages of your lesson plan, answers to all guiding questions	October 30
35. Training of Paraeducators or Others (optional)		November 3
36. Teach lesson and gather student work samples for assessment **(REMEMBER TO VIDEO YOUR LESSON)**		November 5
37. Read information about your video upload. Watch video upload information video. Edit your video		November 6
38. Task 4, Steps 2, 3, and 4	Student work sample for Focus student 1 and 2, answers to all guiding questions with time markers for questions that ask you to reference your video	November 6
39. Upload Task 4 and video to ETS website	Lesson plan Baseline data for whole class Baseline data for Focus student 1 Baseline data for Focus student 2 Student work sample for Focus student 1 Student work sample for Focus student 2 15-minute video	**November 10***
40. Participate in an IEP (optional)		November 12
41. Electronically sign MT-PAES and US-PAES on Educator		December 3
42. Update fingerprint clearance		December 9
43. Complete UTESS on Educator		December 9
44. Check your current academic standing on MyMap		December 9
45. Update contact information on MyMap		December 9

*Highlighted dates are set in stone by ETS. DO NOT miss these deadlines!

BYU Special Education/ETS PPAT Timeline
14-Week Placement (from Winter 2022 as example)

What do I need to do?	What evidence do I need?	Completion Date
1. Apply for Graduation	Graduation.byu.edu	Nov 14
2. Copy of Praxis scores/PDF to US		Jan 1
3. Read PPAT Task 1 Handbook		Jan 1
4. Read PPAT Task Requirements and Rubrics		Jan 1
5. Go through Task 1 PowerPoint on EPP website		Jan 1
6. 3:1 meeting		Jan 7
7. Teacher Observation (optional)	(other than Mentor)	Jan 14
8. Observation of a Problem-Solving Team Meeting (optional)		Jan 14
9. **Register for PPAT**		**Feb 1**
10. Send home PPAT permission forms	Signed forms for each student	Jan 10
11. Permission forms completed	Signed forms for each student	Jan 14
12. Task 1, Step 1: Factors, Resources, and Protocols	Contextual Factors Chart, Instructional Support and Resources Chart, answers to Guiding Prompts	Jan 14
13. Task 1, Step 2: Knowledge of Students	Getting to Know Your Students Activity document, answers to guiding prompts	Jan 14
14. Task 1, Step 2: Communicating with Families	Communication with Students' Families document, answers to guiding prompts	Jan 14
15. Task 1 Submitted to US and on Educator	Contextual Factors Chart Instructional Support and Resources Chart Getting to Know Your Students document Communication with Students' Families document Answers to all guiding questions	**Feb 8***
16. Complete Contextual Information for Tasks 2 & 3	Answers to all guiding prompts	Jan 28
17. Read Task 2 and 3 Requirements and Rubrics		Jan 28
18. Watch ETS Deep Dive Videos about Tasks 2 and 3	None	Jan 28
19. Go through Tasks 2 and 3 PowerPoints on EPP Website	Representative pages of the assessment, rubric or scoring guide,	Jan 28
20. Administer Preassessment	Baseline Data	Jan 31
21. Task 3, Step 1: Plan your lesson	Lesson plan, answers to guiding prompts	Feb 4
22. Task 3, Step 2: The Focus Students	A differentiated lesson plan for Focus Student 1 and 2, answers to guiding prompts	Feb 4
23. Task 2, Step 1: Planning the assessment	Representative pages of baseline data for whole class, representative data of the post assessment, representative pages of the rubric or scoring guide, representative page of the baseline data for Focus Student 1 and 2, and answers to guiding prompts	Feb 4
24. Teach your lesson		Jan 18-31
25. Administer the Post Assessment		Feb 4
26. Task 2, Steps 2, and 3	Representative pages of a graphic representation of post assessment data, completed post assessments for Focus students 1 and 2, answers to all guiding prompts	Feb 11

27. Submit Tasks 2 and 3 on ETS website	Pages of your post assessment Pages of the baseline data for whole class Page of baseline data for each Focus Student Graphic representation of post assessment data Completed post assessment for both Focus Students Answers to all guiding prompts	March 2
28. Read Task 4 Requirements and Rubrics	None	Feb 18
29. Watch ETS Video about Tasks 4	None	Feb 18
30. Go through Task 4 PowerPoint	None	Feb 18
31. Complete Contextual Information for Task 4	Answer guiding prompts	Feb 18
32. Determine Learning goal for lesson and how you will gather baseline data	None	Feb 23
33. Gather Baseline Data	Baseline data	March 4
34. Task 4, Step 1: Planning	Graphic representation of baseline data for whole class, baseline data for both Focus Students, Representative pages of your lesson plan, answers to all guiding questions	March 4
35. Training of Paraeducators or Others (optional)		March 9
36. Teach lesson and gather student work samples for assessment **(REMEMBER TO VIDEO YOUR LESSON)**		March 11
37. Read information about your video upload. Watch video upload information video. Edit your video		March 16
38. Task 4, Steps 2, 3, and 4	Student work sample for Focus student 1 and 2, answers to all guiding questions with time markers for questions that ask you to reference your video	March 16
39. Upload Task 4 and video to ETS website	Lesson plan Baseline data for whole class Baseline data for Focus student 1 Baseline data for Focus student 2 Student work sample for Focus student 1 Student work sample for Focus student 2 15-minute video	March 30
40. Participate in IEP (optional)		
41. Electronically sign MT-PAES and US-PAES on Educator		April 13
42. Update fingerprint clearance		April 13
43. Complete UTESS on Educator		April 13
44. Check your current academic standing on MyMap		April 13
45. Update contact information on MyMap		April 13

*Highlighted dates are set in stone by ETS. DO NOT miss these deadlines!