



# **Student Teaching Handbook**

Department of Counseling Psychology & Special Education

McKay School of Education

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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 \(FoR\)](#)
2. [Educator Disposition Assessment \(EDA\)](#)
3. [Explicit Instruction \(EI\) Observation Form](#)
4. [BYU/EPP Professional Teacher-Candidate Assessment](#)

**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

<b>Standard 1: Learner Development and Individual Learning Differences</b>	
<b>1.0</b>	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.
<i>Key Elements</i>	
<b>1.1</b>	Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.
<b>1.2</b>	Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities
<b>Standard 2: Learning Environments</b>	
<b>2.0</b>	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.
<i>Key Elements</i>	
<b>2.1</b>	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.
<b>2.2</b>	Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
<b>2.3</b>	Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.
<b>Standard 3: Curricular Content Knowledge</b>	
<b>3.0</b>	Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
<i>Key Elements</i>	
<b>3.1</b>	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.
<b>3.2</b>	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.
<b>3.3</b>	Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.
<b>Standard 4: Assessment</b>	
<b>4.0</b>	Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.
<i>Key Elements</i>	
<b>4.1</b>	Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.
<b>4.2</b>	Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.
<b>4.3</b>	Beginning special education professionals, in collaboration with colleagues and families, use multiple types of assessment information in making decisions about individuals with exceptionalities.
<b>4.4</b>	Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.
<b>Standard 5: Instructional Planning and Strategies</b>	
<b>5.0</b>	Beginning special education professionals select, adapt, and use a repertoire of evidence-based

	instructional strategies to advance learning of individuals with exceptionalities.
<i>Key Elements</i>	
<b>5.1</b>	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.
<b>5.2</b>	Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.
<b>5.3</b>	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.
<b>5.4</b>	Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.
<b>5.5</b>	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.
<b>5.6</b>	Beginning special education professionals teach to mastery and promote generalization of learning.
<b>5.7</b>	Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.
<b>Standard 6: Professional Learning and Ethical Practice</b>	
<b>6.0</b>	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.
<i>Key Elements</i>	
<b>6.1</b>	Beginning special education professionals use professional ethical principles and professional practice standards to guide their practice.
<b>6.2</b>	Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.
<b>6.3</b>	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.
<b>6.4</b>	Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.
<b>6.5</b>	Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.
<b>6.6</b>	Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.
<b>Standard 7: Collaboration</b>	
<b>7.0</b>	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.
<i>Key Elements</i>	
<b>7.1</b>	Beginning special education professionals use the theory and elements of effective collaboration.
<b>7.2</b>	Beginning special education professionals serve as a collaborative resource to colleagues.
<b>7.3</b>	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.

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



## **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 specifically:

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

### **Preventing Sexual Harassment**

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

### **Students with Disabilities**

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

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

### **Diversity and 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 15<sup>th</sup> for Fall, and November 15<sup>th</sup> 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 BYU assessments
- c. One Summative BYU assessments (incorporating information from the observations)
- d. One EDA

#### **2. Cooperating Teacher Evaluations**

- a. Three Formative BYU assessments
- b. One Summative BYU assessments

#### **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 on the BYU assessments
- c. Receive a minimum score of 80% on the [EDA](#).
- d. Take the [Foundations of Reading state test](#).
- e. [Assignments](#)

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 15-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/cpsc/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](mailto: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 **BYU Teacher-Candidate Assessment** and Educational Disposition Assessment (EDA) are *due the 14<sup>th</sup> Friday of the semester:*

- December 6, 2024, for fall student teachers
- April 10, 2025, 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](mailto: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 **BYU/EPP Professional Teacher-Candidate Assessment**, 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 **Assessment** 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 **BYU Assessment**.
  - b. Direct Instruction Observation #1
  - c. Direct Instruction Observation #2
  - d. Educator Disposition Assessment
  - e. Total of three Formative **BYU Assessment**.
  - f. Direct Instruction Observation #3
  - g. Final three-way meeting followed by a Summative (final) **BYU Assessment**.
  - 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 & Rubrics**

## Overview of Student Teaching Requirements

### Student Teaching Evaluation

Student teachers will be evaluated using the Foundations of Reading, BYU/EPP professional teacher-candidate (PTC) assessment, EI Observation Form, and EDA. The Foundations of Reading test is scored by outside companies, and the BYU PTC assessment, 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:

- \_\_\_\_\_ BYU PTC Assessment (University Supervisor)
- \_\_\_\_\_ BYU PTC Assessment (Cooperating Teacher)
- \_\_\_\_\_ EDA (University Supervisor)

The portfolio, PPAT, and PAES will no longer be used for evaluating student teachers, but [professional skills](#) can be developed through assignments and in the following areas:

[FBA-BSP/BIP](#)

[Comprehensive Educational Assessment Report](#)

IEP (see district guidelines)

[Training of Para-Educators or Others](#)

## BYU Professional Teacher Candidate Assessment

Competency Scale	
0	Not Effective
1	Beginning
2	Demonstrates Competency
3	Exceptional

### **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 of each candidate's performance. 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 expected, nor required; it is only during the final summative evaluation that students are expected to exhibit competency-level teaching.

### **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 Coordinator 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 experiences. As personnel directors and/or principals value the final evaluations in the hiring process, the summary statements must be 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.

**BYU PTC Assessment Rubric**

<b>BYU PROFESSIONAL TEACHER CANDIDATE ASSESSMENT</b>				
<b>1. BYU-Public School Partnership Commitment: Civic Preparation &amp; Engagement</b>				
The Partnership develops educators who model and teach the knowledge, skills, and dispositions required for civic virtue and engagement in our society.				
<b>Competency</b>	<b>Not Effective (0)</b>	<b>Beginning (1)</b>	<b>Demonstrates Competency (2)</b>	<b>Exceptional (3)</b>
<p><b>Classroom Climate 1:</b> Create a learning climate that is sensitive to multiple experiences and backgrounds, including trauma informed practices and restorative practices.</p> <p><b>Classroom Climate 2:</b> Promote a classroom environment in which students will respect and value each other. (InTASC 1, 2, 3)</p>	Creates a classroom environment that is disrespectful or is insensitive to students' experiences and backgrounds	Creates a learning environment that is sensitive to students' experiences and backgrounds	Creates a classroom environment in which students respect and value each other and that is sensitive to multiple experiences and backgrounds, including trauma informed practices and restorative practices	<b>... and</b> Explicitly teaches and models respect and caring of every member of the classroom
<p><b>Classroom Climate 6:</b> Strategically organize and structure the classroom environment for optimal student learning.</p> <p><b>Classroom Climate 7:</b> Model and maintain routines and procedures to encourage a predictable and functional classroom. (InTASC 3)</p>	Fails to use classroom management strategies, routines, and procedures	Introduces some classroom management strategies, routines, and procedures	Strategically organizes and structures the classroom environment for optimal student learning; models and maintains routines and procedures to encourage a predictable and functional classroom	<b>... and</b> Encourages learners to be engaged with the content and holds students accountable for following routines and procedures
<p><b>Mentor Teacher and University Supervisor: Post-teaching discussion prompt</b></p> <p>When considering the teacher competencies listed above and other aspects you have observed in this teacher candidate's work, how has this teacher candidate modeled civic virtue and engagement?</p>				



**Teacher Candidate: Reflect on the aspects of the BYU-Public School Partnership Commitment and the above competencies as it relates to your teaching experience and the Mission of BYU:**

**From the BYU Mission Statement**

A BYU education helps students strengthen not only themselves—they “also bring strength to others in the tasks of home and family life, social relationships, civic duty, and service to mankind.”

- When you consider your most recent field experience, what have you learned about how your example and modeling of service influences your learners’ actions and behaviors?
- How have you developed an ethic of service that engages your learners in democratic practices in the classroom?

**2. BYU-Public School Partnership Commitment: Equitable Access to Knowledge**

The Partnership develops educators who are committed to and actively provide equitable access for all students to the fullest possible range and richness of the educational experience.

Competency	Not Effective (0)	Beginning (1)	Demonstrates Competency (2)	Exceptional (3)
<b>Professional Responsibility 1:</b> Understand equal opportunity as outlined in <a href="#">R277-328</a> by acknowledging that all students are capable of learning. (InTASC 2, 7)	Does not distribute resources to provide equal opportunities for learning	Provides supportive resources that focus on learning for some students	Acknowledges that all students are capable of learning and provides equal opportunity in regard to resources, curriculum, and classroom instruction	... and Provides access to rigorous curriculum and instruction with high levels of support for all students based on their individual needs
<b>Learners and Learning 2:</b> Design learning that builds on the learner’s background knowledge and supports students’ needs. <b>Learners and Learning 4:</b> Identify adaptations made to instruction to benefit learners of varied backgrounds. (InTASC 1, 2, 7)	Fails to build or adapt instruction to benefit learners based on students’ needs and backgrounds	Identifies and provides instruction that considers some students needs and backgrounds	Designs learning experiences that build on students’ background knowledge and support their needs; identifies the instruction adaptations made to benefit each learner	... and Encourages students to create learning experiences based on their background knowledge and needs
<b>Instructional Practice 6:</b> Provide relevant learning opportunities	Does not provide instruction grounded	Provides some learning opportunities focused	Provides relevant learning opportunities that are	... and

that are grounded in student interests, needs, and backgrounds. (InTASC 2, 7, 8)	student interests, needs, and backgrounds	on student interests, needs, and backgrounds	grounded in student interests, needs, and backgrounds	Provides a variety of advanced learning opportunities based on student interests, needs, and backgrounds
<b>Instructional Clarity 1:</b> Demonstrate an understanding of Utah Core Standards. <b>Instructional Clarity 2:</b> Create learning intentions and success criteria that are aligned to Utah Core Standards. (InTASC 4, 9)	Does not understand Utah State Core Standards or align learning intentions and success criteria to those standards	Understands Utah Core Standards and aligns some learning intentions and success criteria to those standards	Demonstrates an understanding of Utah Core Standards by creating learning intentions and success criteria aligned to those standards	<b>... and</b> Uses Utah Core Standards to help students develop their own learning goals and success
<b>Instructional Practice 3:</b> Analyze student assessment data, including both formative and summative assessments, to inform and adjust instruction <b>Instructional Practice 4:</b> Employ a variety of assessments that allow all students to demonstrate learning. (InTASC 1, 6)	Does not use a variety of assessments or fails to analyze student assessment data to inform instruction	Uses and analyzes some formative and summative assessments	Analyzes and uses assessment data from a variety of assessments, including formative and summative, to inform and adjust instruction, allowing all students to demonstrate learning	<b>... and</b> Provides multiple learning and assessment opportunities to promote high levels of student learning
<b>Instructional Practice 8:</b> Provide intentional tools and technology to design and implement activities that promote active student technology use. (InTASC 3, 9)	Does not utilize or provide available tools and technology	Uses some tools and technologies to design and implement activities for students	Provides intentional tools and technology to design and implement activities that promote active student technology use	<b>... and</b> Encourages students to use technology creative ways
<b>Mentor Teacher and University Supervisor: Post-teaching discussion prompt</b> Considering these competencies and other aspects you have observed, how has this teacher candidate demonstrated efforts to provide equitable access to knowledge for all learners?				
<b>Teacher Candidate: Reflect on the aspects of the BYU-Public School Partnership Commitment and the above competencies as it relates to your teaching experience and the BYU Mission Statement:</b>				

**From the BYU Mission Statement**

Provide a period of learning in a stimulating setting where a commitment to excellence is expected and the full realization of human potential is pursued.

- How has your understanding of the divine purpose of each of your learners impacted your efforts to persist in helping them learn something that is challenging?
- How does your understanding of each learner’s identity as a child of God impact your efforts to provide equitable learning opportunities in your classroom?

**3. BYU-Public School Partnership Commitment: Engaged Learning Through Nurturing Pedagogy:**

The Partnership develops educators who are competent and caring and who promote engaged learning through appropriate instructional strategies, high expectations, and positive classroom environments and relationships.

Competency	Not Effective (0)	Beginning (1)	Demonstrates Competency (2)	Exceptional (3)
<p><b>Classroom Climate 4:</b> Address physical and emotional safety concerns in a timely manner.</p> <p><b>Classroom Climate 8:</b> Encourage an environment where students feel safe to take risks, participate and engage. (InTASC 3)</p>	<p>Fails to create an environment where students feel safe and willing to take risks, participate, or engage</p>	<p>Creates an environment where some students feel safe and willing to take risks, participate, and engage</p>	<p>Addresses physical and emotional safety concerns in a timely manner to create an environment where students feel safe to take risks, participate, and engage</p>	<p>... and Creates a nurturing environment, develops relationships, and supports student learning</p>
<p><b>Classroom Climate 3:</b> Involve students in establishing clear guidelines for behavior.</p> <p><b>Learners and Learning 5:</b> Communicate clear expectations and procedures that include positive behavior interventions to promote student ownership of behavior. (InTASC 6)</p>	<p>Does not establish clear expectations, procedures, or guidelines for behavior</p>	<p>Establishes and communicates teacher-created expectations, procedures, and guidelines for behavior</p>	<p>Involves students in establishing clear guidelines for behavior; communicates clear expectations and procedures, including positive behavior interventions that promote student ownership of behavior</p>	<p>... and Creates an environment where students demonstrate high accountability to self and others</p>

<p><b>Classroom Climate 5:</b> Consistently applies the norms of the classroom to align with schoolwide expectations. (InTASC 3, 10)</p>	Does not align norms of the classroom with schoolwide expectations	Aligns some norms of the classroom with schoolwide expectations	Aligns the norms of the classroom to comply with schoolwide expectations	... <b>and</b> Creates positive behavior interventions by aligning classroom norms with schoolwide expectations
<p><b>Learners and Learning 3:</b> Strengthen and support classroom norms that encourage positive teacher-student and student-student relationships. (InTASC 2)</p>	Does not strengthen and support classroom norms	Identifies classroom norms that encourage positive teacher-student relationships	Strengthens and supports classroom norms that encourage positive teacher-student and student-student relationships	... <b>and</b> Improves quality of teacher-student and student-student relationships by implementing new classroom norms
<p><b>Instructional Clarity 3:</b> Design learning experiences aligned to learning intentions and success criteria.</p> <p><b>Instructional Clarity 7:</b> Design a variety of instructional strategies to engage students and promote active learning. (InTASC 1, 7, 8)</p>	Lacks evidence of learning intentions and success criteria or fails to design a variety of instructional strategies	Designs some learning experiences and instructional strategies	Designs learning experiences aligned to learning intentions and success criteria; designs a variety of instructional strategies to engage students and promote active learning	... <b>and</b> Analyzes student work to improve the design of learning experiences and instructional strategies for student engagement and learning
<p><b>Instructional Clarity 4:</b> Plan learning progressions that build upon students' previous learning and support current learning intentions.</p> <p><b>Instructional Practice 1:</b> Include differentiated strategies aligned with lesson objectives to meet the unique needs of every student. (InTASC 1, 7, 8)</p>	Does not plan learning progressions or include differentiated strategies	Plans learning progressions and differentiated strategies based on some student needs	Plans learning progressions that build on students' previous learning and current learning intentions; aligns differentiated strategies with lesson objectives to meet student needs	... <b>and</b> Uses differentiated strategies to provide challenging learning progressions for all students

**Mentor Teacher and University Supervisor: Post-teaching discussion prompt**  
Considering these competencies and other aspects you have observed, how has this teacher candidate demonstrated methods and strategies to provide engaged learning through nurturing pedagogy for learners?

**Teacher Candidate: Reflect on the aspects of the BYU-Public School Partnership Commitment and the above competencies as it relates to your teaching experience and the BYU Mission Statement.**

**From the BYU Mission Statement**

Students think clearly, communicate effectively, understand important ideas in their own cultural tradition as well as that of others, and establish clear standards of intellectual integrity.

- What Christlike attributes have you been striving to emulate as you work to create and implement a nurturing pedagogy?
- How have the moral virtues of the BYU education guided you in creating positive classroom environments?

**4. BYU-Public School Partnership Commitment: Simultaneous Renewal**

The Partnership cultivates in educator a commitment to continuous improvement through inquiry, reflection, and action, both within one’s professional practice and collaboratively within the Partnership.

Competency	Not Effective (0)	Beginning (1)	Demonstrates Competency (2)	Exceptional (3)
<p><b>Learners &amp; Learning 6:</b> Encourage student ownership of learning by applying real-world connections and authentic learning experiences in the classroom. (InTASC 3, 5)</p>	<p>Does not encourage student ownership of learning by applying real-world connections or authentic learning experiences</p>	<p>Identifies real-world connections and authentic learning experiences</p>	<p>Encourages real-world connections and authentic learning experiences to promote student ownership of learning</p>	<p>... <b>and</b> Provides opportunities for students to make real-world connections and create authentic learning experiences</p>
<p><b>Professional Responsibility 3:</b> Demonstrate intellectual curiosity and values continuous growth by engaging in professional learning. <b>Professional Responsibility 4:</b> Engages in reflective practices that support professional, instructional, and schoolwide improvement. (InTASC 9)</p>	<p>Fails to seek and engage in professional learning or reflective practices</p>	<p>Engages in some professional learning and reflective practices</p>	<p>Demonstrates and values intellectual curiosity and continuous growth by engaging in professional learning; uses reflective practices that support professional, instructional, and schoolwide improvement</p>	<p>... <b>and</b> Develops and implements personal and professional learning goals based on professional learning experiences and reflective practices</p>

<p><b>Instructional Clarity 5:</b> Provide opportunities for students to track, reflect on, and set goals for their learning.</p> <p><b>Instructional Clarity 6:</b> Allow students multiple opportunities and means for demonstration of competency. (InTASC 6)</p>	<p>Does not provide opportunities for students to demonstrate competency or track, reflect on, and set goals for learning</p>	<p>Provides some opportunities for students to demonstrate competency as well as track, reflect on, and set goals for their learning</p>	<p>Provides multiple opportunities for students to demonstrate competency as well as track, reflect on, and set goals for their learning</p>	<p><b>... and</b> Promotes student engagement in ongoing analysis of their own goals and learning to encourage improvement</p>
<p><b>Instructional Practice 2:</b> Provide appropriate strategies to promote and facilitate students' problem-solving, critical thinking and discourse.</p> <p><b>Instructional Practice 7:</b> Encourage students to think, engage and access content in creative ways. (InTASC 4, 5, 8)</p>	<p>Does not use problem-solving, critical thinking, and discourse strategies or encourage students to think about, engage with and access content in creative ways</p>	<p>Provides some strategies to facilitate critical thinking and creative engagement</p>	<p>Provides appropriate strategies to promote and facilitate students' problem-solving, critical thinking, or academic discourse; encourages students to think, engage and access content in creative ways</p>	<p><b>... and</b> Encourages students to create and apply their own critical thinking strategies</p>

**Mentor Teacher and University Supervisor: Post-teaching discussion prompt.**  
Considering these competencies and other things you have observed, how has this teacher candidate demonstrated renewal?

**Teacher Candidate: Reflect on the aspects of the BYU-Public School Partnership Commitment and the above competencies as it relates to your teaching experience and the BYU Mission Statement:**

**From the BYU Mission Statement**  
Students...will also bring strength to others in the task of home and family life, social relationships, civic duty, and service to others.

- How are you striving to renew yourself spiritually and how has the process of renewal impacted your work as a teacher?
- How has using the Spirit helped you address difficult questions and challenges in your classroom and school?

**5. BYU-Public School Partnership Commitment: Stewardship**  
The Partnership assists educators in their role as stewards who oversee, protect, and care for the wellbeing of students, schools, and communities.

Competency	Not Effective (0)	Beginning (1)	Demonstrates Competency (2)	Exceptional (3)
<p><b>Learners &amp; Learning 1:</b> Participate in meetings with student’s parents/guardians (e.g., IEP, 504, behavior, attendance, parent teacher conferences) to help assess and plan needed student support. (InTASC 1, 3)</p>	Does not assess and plan for student needs	Plans needed student support in isolation	Participates in a meeting with parents/guardians to help assess and plan needed student support	<p>... and Initiates communication with families to design supports that meet the specific needs of students</p>
<p><b>Learners &amp; Learning 7:</b> Provide formative and timely feedback to guide students in self-assessment of learning. <b>Instructional Practice 5:</b> Provide feedback to students and parents that supports learning and growth. <b>Professional Responsibility 5:</b> Use effective communication with students, parents, families, and colleagues about student learning. (InTASC 1, 3)</p>	Fails to provide communication and feedback to students, parents, families, or colleagues about student learning	Provides limited or general feedback and communication	Uses effective communication to guide students in self-assessment and provide students, parents, families, and colleagues with timely, formative feedback about student learning	<p>... and Structures opportunities for students to apply feedback to improve their learning and self-assessment of progress towards learning goals</p>
<b>Competency</b>	<b>No</b>		<b>Yes</b>	
<p><b>Professional Responsibility 2:</b> Comply with relevant school, district, and state laws, rules and policies governing the profession. <b>Professional Responsibility 7:</b> Secure student data and respect confidentiality related to student data.</p>	Does not understand or 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 secure student data and respect confidentiality related to such data		Complies with relevant university, school, district, and state laws as well as rules and policies governing the profession while securing student data and respecting confidentiality related to student data	
<p><b>Professional Responsibility 6:</b> Exhibit professional and ethical conduct in accordance with school, district, and state policy.</p>	Does not exhibit professional and ethical conduct in accordance with university, school, district, and state policy		Exhibits professional and ethical conduct in accordance with university, school, district, and state policy	

**Mentor Teacher and University Supervisor: Post-teaching discussion prompt**

When considering the teacher competencies listed above and other aspects you have observed in the teacher candidate’s work, how has this teacher candidate demonstrated ethical stewardship for learners and educational resources?

**Teacher Candidate: Reflect on the aspects of the BYU-Public School Partnership Commitment and the above competencies as it relates to your teaching experience and the BYU Mission Statement:**

**From the BYU Mission Statement**

All relationships within the BYU community should reflect devout love for God and a loving, genuine concern for the welfare of our neighbor.

- How has a focus on integrity in both your professional and personal life helped you navigate the ethical requirements of the education profession?
- What inspiration have you received that has helped you care for the needs of your learners?

**SUMMARY STATEMENT: Please provide a brief summary of the candidate’s teaching practices while in the classroom. As part of your summary, please include information about teaching skills, ability to meet USBE’s general competencies, content knowledge, interpersonal interactions with others, and any other strengths or areas for improvement. This is not a letter of recommendation but is an evaluation of the candidate’s knowledge and skill.**

**UETS 1: Learners & Learning (LL)**

Effective teachers exhibit knowledge, skills and dispositions that demonstrate an awareness of and sensitivity toward diversity in learner development and student individualities.

**UETS 3: Instructional Practice (IP)**

Effective teachers exhibit knowledge, skills, and dispositions that support instructional practices that drive high-quality instruction, demonstrate a data-driven and cooperative approach to teaching and learning, and meet the diverse needs of all learners.

**UETS 2: Instructional Clarity (IC)**

Effective teachers exhibit knowledge, skills, and dispositions that demonstrate clarity regarding the content they teach and how to organize and sequence it to effectively facilitate learning and drive student engagement.

**UETS 4: Classroom Climate (CC)**

Effective teachers exhibit the knowledge, skills, and dispositions that enable them to create appropriate physical, social, and emotional environments to support learning.

**UETS 5: Professional Responsibility (PR)**

Effective teachers exhibit the knowledge, skills, and dispositions that demonstrate awareness of and adherence to professional and ethical standards personally, within their school community, with parents, and within their local community.





## 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 1. Demonstrates Effective Oral Communication Skills

	Needs Improvement 0	Developing 1	Meets Expectations 2
	<input type="checkbox"/> Does not consistently demonstrate professional oral communication skills as evidenced by making <i>major</i> errors in language, grammar, and word choice	<input type="checkbox"/> 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	<input type="checkbox"/> Demonstrates strong professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment
	<input type="checkbox"/> Does not vary oral communication to motivate students as evidenced by monotone voice with visible lack of student participation	<input type="checkbox"/> Strives to vary oral communication as evidenced of some students demonstrating a lack of participation	<input type="checkbox"/> Varies oral communication as evidenced by encouraging participatory behaviors
	<input type="checkbox"/> Choice of vocabulary is either too difficult or too simplistic	<input type="checkbox"/> Occasionally uses vocabulary that is either too difficult or too simplistic	<input type="checkbox"/> 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
	<input type="checkbox"/> Communicates in tones that are harsh or negative as evidenced by fostering negative responses	<input type="checkbox"/> Communicates respectfully and positively but with some detectable negative undertones, evidenced by unproductive responses	<input type="checkbox"/> Communicates respectfully and positively with all stakeholders as evidenced by fostering conventional responses

	<input type="checkbox"/> Demonstrates <i>major</i> spelling and grammar errors or demonstrates frequent common mistakes	<input type="checkbox"/> Demonstrates <i>common</i> errors in spelling and grammar	<input type="checkbox"/> Demonstrates precise spelling and grammar
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**3. Demonstrates professionalism** Danielson: 4f; InTASC: 9(o)

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

	<b>Needs Improvement 0</b>	<b>Developing 1</b>	<b>Meets Expectations 2</b>
	<input type="checkbox"/> Often complains when encountering problems and rarely offers solutions	<input type="checkbox"/> Seeks solutions to problems with prompting	<input type="checkbox"/> Actively seeks solutions to problems without prompting or complaining
	<input type="checkbox"/> Resists change and appears offended when suggestions are made to try new ideas/activities	<input type="checkbox"/> May tentatively try new ideas/activities that are suggested yet is often unsure of how to proceed	<input type="checkbox"/> Tries new ideas/activities that are suggested
	<input type="checkbox"/> Demonstrates a flattened affect as evidenced by lack of expressive gestures and vocal expressions	<input type="checkbox"/> Overlooks opportunities to demonstrate positive affect	<input type="checkbox"/> 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)

	<b>Needs Improvement 0</b>	<b>Developing 1</b>	<b>Meets Expectations 2</b>
	<input type="checkbox"/> Rejects constructive feedback as evidenced by no implementation of feedback	<input type="checkbox"/> Somewhat resistant to constructive feedback as evidenced by a lack of follow through on some suggestions	<input type="checkbox"/> Accepts constructive feedback as evidenced by implementation of feedback as needed
	<input type="checkbox"/> Possesses an inaccurate perception of teaching/learning effectiveness as evidenced by limited concept of how to improve	<input type="checkbox"/> Reflection contains inaccuracies as evidenced by needing assistance for corrective measures of improvement	<input type="checkbox"/> Learns and adjusts from experience and reflection as evidenced by improvements in performance
	<input type="checkbox"/> Comes to class unplanned and without needed materials	<input type="checkbox"/> Comes to class with some plans and most needed materials	<input type="checkbox"/> Comes to class planned and with all needed materials
	<input type="checkbox"/> Does not have awareness to alter lessons in progress as evidenced by activating no changes when needed	<input type="checkbox"/> Aware that lesson is not working but does not know how to alter plans to adjust	<input type="checkbox"/> 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)

	<b>Needs Improvement 0</b>	<b>Developing 1</b>	<b>Meets Expectations 2</b>
	<input type="checkbox"/> Demonstrates inequitable embracement of all <i>diversities</i>	<input type="checkbox"/> Goes through the <i>expected and superficial</i> motions to embrace all <i>diversities</i>	<input type="checkbox"/> Embraces all <i>diversities</i> as evidenced by implementing <i>inclusive activities and behaviors</i> with goals of <i>transcendence</i>
	<input type="checkbox"/> Is challenged to create a <i>safe classroom</i> as evidenced by ignoring <i>negative</i> behaviors by students	<input type="checkbox"/> Strives to build a <i>safe classroom</i> with zero tolerance of <i>negative</i> behaviors towards others but needs further development in accomplishing this task	<input type="checkbox"/> Creates a <i>safe classroom</i> with zero tolerance of negativity to others as evidenced by correcting <i>negative</i> student behaviors

### 7. Collaborates effectively with stakeholders

Danielson: 4c, 4d; Marzano: 55, 56; InTASC: 1(k), 3(n), 3(q), 7(o)

	<b>Needs Improvement 0</b>	<b>Developing 1</b>	<b>Meets Expectations 2</b>
	<input type="checkbox"/> Is inflexible, as evidenced by inability to work well with others and does not accept majority consensus	<input type="checkbox"/> Demonstrates some flexibility	<input type="checkbox"/> Demonstrates flexibility as evidenced by providing considered responses and accepts majority consensus
	<input type="checkbox"/> Tone exhibits a general lack of respect for others as evidenced by interruptions and talking over others	<input type="checkbox"/> Maintains a respectful tone in most circumstances but is not consistent	<input type="checkbox"/> Maintains a respectful tone at all times, even during dissent as evidenced by not interrupting or talking over others
	<input type="checkbox"/> Rarely collaborates or shares strategies and ideas even when prompted	<input type="checkbox"/> Shares teaching strategies as evidenced by some effort towards collaboration	<input type="checkbox"/> 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)

	<b>Needs Improvement 0</b>	<b>Developing 1</b>	<b>Meets Expectations 2</b>
	<input type="checkbox"/> Is unable to self-correct own weaknesses as evidenced by not asking for support or overuse of requests for support	<input type="checkbox"/> Is beginning to recognize own weaknesses and asks for support making some effort to become involved in professional growth	<input type="checkbox"/> Recognizes own weaknesses as evidenced by seeking solutions before asking for support
	<input type="checkbox"/> Does not conduct appropriate research to guide the implementation of effective teaching as evidenced by a lack of citations in work	<input type="checkbox"/> Level of research needs further development to acquire fully and integrate resources leading to implementing different and effective teaching styles	<input type="checkbox"/> 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

	<b>Needs Improvement 0</b>	<b>Developing 1</b>	<b>Meets Expectations 2</b>
	<input type="checkbox"/> Demonstrates immaturity and lack of self-regulation as evidenced by overreacting to sensitive issues	<input type="checkbox"/> Demonstrates level of maturity to self-regulate after initial response is one of overreaction to sensitive issues	<input type="checkbox"/> Demonstrates appropriate maturity and self-regulation as evidenced by remaining calm when discussing sensitive issues
	<input type="checkbox"/> Does not demonstrate perseverance and resilience (grit) as evidenced by giving up easily	<input type="checkbox"/> Demonstrates perseverance and resilience (grit) most of the time	<input type="checkbox"/> Demonstrates perseverance and resilience (grit) as evidenced by tenacious and determined ability to persist through tough situations
	<input type="checkbox"/> Demonstrates insensitivity to feelings of others as evidenced by a lack of compassion and empathetic social awareness	<input type="checkbox"/> Demonstrates sensitivity to feelings of others most of the time	<input type="checkbox"/> 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: \_\_\_\_\_

<b>Scoring Key</b>
5 = Exceptional
3 = Competent
1 = Emerging

<b>Opening</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<ul style="list-style-type: none"> <li>• Have appropriate lesson plan prepared.</li> <li>• Copy of materials including data ready for observer.</li> <li>• Have all appropriate teaching materials ready and easily accessible.</li> <li>• Begin lesson on time.</li> <li>• Begin with anticipatory set and rationale, as related to daily objective.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Review</u> maintenance and prerequisite knowledge to make logical connections between this lesson and previous learning.</li> <li>• State the instructional objective in “student” terms.</li> <li>• Daily learning objective challenges students appropriately to make progress toward IEP goal(s).</li> <li>• Teach or review expected behavior routines during all phases of lesson.</li> </ul>				
<b>Comments:</b>					
<b>Modeling</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<ul style="list-style-type: none"> <li>• State new skill or knowledge in small manageable parts.</li> <li>• Demonstrate new skill or knowledge in small manageable parts.</li> </ul>	<ul style="list-style-type: none"> <li>• Use age and ability appropriate examples and materials.</li> <li>• Check for student understanding; model again as needed.</li> </ul>				
<b>Comments:</b>					
<b>Guided Practice</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<ul style="list-style-type: none"> <li>• Prompt students to say, write, or do new skill with exercises or examples that align with instructional objective.</li> <li>• Prompt students to say, write, or do skill with sufficient number of exercises or examples (minimum of 3).</li> <li>• Prompt group responses, then individual responses.</li> <li>• Prompt responses in a mode appropriate for each student (e.g., sign language, pictures, single words, phrases).</li> <li>• Fade prompts as students’ master skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Reteach incorrect academic responses and practice as needed to advance to independent practice <b>or</b> reinforce correct responses.</li> <li>• Reteach inappropriate behavioral/social responses and practice as needed <b>or</b> reinforce appropriate responses.</li> <li>• Collect data on student readiness for independent practice.</li> <li>• Use data to verify mastery of skills to stated criterion before advancing to independent practice.</li> </ul>				
<b>Comments:</b>					
<b>Independent Practice</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<ul style="list-style-type: none"> <li>• Assign practice exercises that align with current and/or previous instructional objectives.</li> <li>• Assign sufficient number of practice exercises for students to use skill independently (minimum of 5).</li> <li>• Circulate and monitor each student’s progress.</li> <li>• Reteach incorrect academic responses or reinforce correct responses.</li> </ul>	<ul style="list-style-type: none"> <li>• Reteach inappropriate social/behavioral responses or reinforce appropriate responses.</li> <li>• Maintain adequate balance between general and specific praise.</li> <li>• Collect and record appropriate data on student mastery of instructional objective.</li> <li>• Use data to determine next lesson’s objective.</li> </ul>				
<b>Comments:</b>					

**Explicit Instruction Observation Form (Continued)**

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Observer: \_\_\_\_\_ Observation #: \_\_\_\_\_  
 Teacher Candidate Teaching Goal(s): \_\_\_\_\_  
 Teacher Candidate Met Teaching Goal(s): YES      NO  
 Describe: \_\_\_\_\_

<b>Scoring Key</b>
5 = Exceptional
3 = Competent
1 = Emerging

<b>Closing</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<ul style="list-style-type: none"> <li>Summarize learning by restating objective and describing student performance.</li> </ul>					
<ul style="list-style-type: none"> <li>Preview next lesson to make logical connections between this lesson and the next.</li> <li>Transition all students to the next activity.</li> </ul>					
<b>Comments:</b>					
<b>General Classroom Procedures &amp; Professionalism</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<ul style="list-style-type: none"> <li>Supports an environment where students are able to assume appropriate levels of responsibility for themselves and others.</li> <li>Establishes a positive atmosphere in the classroom (e.g., preventative strategies, age-appropriate decorations, interactions with staff and students, effective use of time).</li> <li>Follows Least Restrictive Behavioral Interventions for preventing and dealing with challenging behaviors.</li> <li>Assures that all students, paraeducators, volunteers, and/or peer tutors are engaged in meaningful work.</li> </ul>					
<ul style="list-style-type: none"> <li>Uses a wide range of standards-based materials, resources, and technologies adapting them for effective ESL and/or content teaching.</li> <li>Is positive, teachable, collaborative, dependable, and dressed appropriately.</li> <li>Self-assesses accurately through reflective strategies, then revises practice.</li> <li>Post 3-5 positively-stated classroom rules.</li> <li>Has made sufficient progress toward <b>BYU Assessment</b>.</li> </ul>					
<b>Comments:</b>					



## 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
<b>GROUP</b>			
<b>INDIVIDUAL</b>			

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
<b>GENERAL PRAISE</b>		
<b>DESCRIPTIVE PRAISE</b>		
<b>NONVERBAL</b>		

## 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: \_\_\_\_\_

<b>Scoring Key</b>
5 = Exceptional
3 = Competent
1 = Emerging

<b>Response Rate and Reinforcement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<ul style="list-style-type: none"> <li>• Elicit high rates of responses <b>or</b> response rate appropriate for age, ability, and instructional activity.</li> <li>• Maintain 1:1 ratio of incorrect responses to corrective feedback.</li> <li>• Maintain adequate balance between general and specific praise that is age/ability appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Reinforce correct academic responses.</li> <li>• Reinforce appropriate behavior/social responses.</li> <li>• Reinforce <u>each</u> student for academic and/or behavioral responses.</li> </ul>				
<p><b>Comments:</b></p>					

**Overall Lesson Performance:**

<b>Emerging</b>		<b>Competent</b>		<b>Exceptional</b>
1	2	3	4	5

**Strengths, areas for improvement, and general comments:**

\_\_\_\_\_  
Observer's Signature

\_\_\_\_\_  
Student Teacher's Signature



## **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						
<b>Totals:</b>						

Signature of Student Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Signature of Cooperating Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

### Student Teacher and Cooperating Teacher Contact Sheet

Week	Date	Topics of Discussion	Reviewed Assessments	Type of Contact
1			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> In person <input type="checkbox"/> Phone <input type="checkbox"/> E-mail
2			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> In person <input type="checkbox"/> Phone <input type="checkbox"/> E-mail
3			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> In person <input type="checkbox"/> Phone <input type="checkbox"/> E-mail
4			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> In person <input type="checkbox"/> Phone <input type="checkbox"/> E-mail
5			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> In person <input type="checkbox"/> Phone <input type="checkbox"/> E-mail
6			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> In person <input type="checkbox"/> Phone <input type="checkbox"/> E-mail
7			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> In person <input type="checkbox"/> Phone <input type="checkbox"/> E-mail
8			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> In person <input type="checkbox"/> Phone <input type="checkbox"/> E-mail

Signature of Student Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Cooperating Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

**Student Teacher and Cooperating Teacher Contact Sheet (Continued)**

<b>Week</b>	<b>Date</b>	<b>Topics of Discussion</b>	<b>Reviewed Assessments</b>	<b>Type of Contact</b>
9			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> In person <input type="checkbox"/> Phone <input type="checkbox"/> E-mail
10			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> In person <input type="checkbox"/> Phone <input type="checkbox"/> E-mail
11			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> In person <input type="checkbox"/> Phone <input type="checkbox"/> E-mail
12			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> In person <input type="checkbox"/> Phone <input type="checkbox"/> E-mail
13			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> In person <input type="checkbox"/> Phone <input type="checkbox"/> E-mail
14			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> In person <input type="checkbox"/> Phone <input type="checkbox"/> E-mail
15			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> In person <input type="checkbox"/> Phone <input type="checkbox"/> E-mail
16			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> In person <input type="checkbox"/> Phone <input type="checkbox"/> E-mail

Signature of Student Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Cooperating Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

## **Assignment 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 1 2 3 4 5 6 High	
			Low 1 2 3 4 5 6 High	
			Low 1 2 3 4 5 6 High	
			Low 1 2 3 4 5 6 High	
			Low 1 2 3 4 5 6 High	
			Low 1 2 3 4 5 6 High	

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

### Summarize **A**ntecedent (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 **C**onsequence

**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  
6

5

4

So-so  
3

2

Not at all  
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 1 2 3 4 5 6 High	
			Low 1 2 3 4 5 6 High	
			Low 1 2 3 4 5 6 High	
			Low 1 2 3 4 5 6 High	
			Low 1 2 3 4 5 6 High	
			Low 1 2 3 4 5 6 High	
			Low 1 2 3 4 5 6 High	
			Low 1 2 3 4 5 6 High	
			Low 1 2 3 4 5 6 High	

## 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?

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## Behavior Intervention Plan

Student Name: \_\_\_\_\_ Action Team Members: \_\_\_\_\_ Date of Meeting: \_\_\_\_

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

### 2. INTERVENTION STRATEGIES

<b>2.1 Setting Event Strategies</b>	<b>2.2 Antecedent Strategies</b>	<b>2.3 Teaching Strategies</b>	<b>2.4 Consequence Strategies to Reinforce Appropriate Behavior</b>





### 3. CONSEQUENCE STRATEGIES

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

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### 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 5<sup>th</sup> 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 Minecraft. 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 6<sup>th</sup> 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

NAME:

DATE:

M T W Th F

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 <ul style="list-style-type: none"> <li>• Group oral</li> <li>• Individual oral</li> <li>• Individual written</li> </ul>
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>
<input type="checkbox"/> Formative assessment	September 25	January 22
<input type="checkbox"/> Formative assessment	October 16	February 12
<input type="checkbox"/> Formative assessment	November 6	March 8
<input type="checkbox"/> Enter <a href="#">EDA</a> on Educator website	December 6	April 10
<input type="checkbox"/> Summative assessment on Educator website*	December 6	April 10
<input type="checkbox"/> Final Grade to Barbara Smith*	December 13	April 18
<input type="checkbox"/> Last day of student teaching	December 13	April 18

\*Please report to Barbara Smith ([barbara\\_smith@byu.edu](mailto:barbara_smith@byu.edu)) completion of items.

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## Cooperating Teacher Assignment Checklist

Student Teacher: _____	<u>Fall Due Date</u>	<u>Winter Due Date</u>
<input type="checkbox"/> Formative assessment	September 25	January 22
<input type="checkbox"/> Formative assessment	October 16	February 12
<input type="checkbox"/> Formative assessment	November 6	March 8
<input type="checkbox"/> Summative assessment on Educator website*	November 25	April 1
<input type="checkbox"/> Last day of student teaching	December 13	April 18

\*Please report to Barbara Smith ([barbara\\_smith@byu.edu](mailto:barbara_smith@byu.edu)) completion of items.

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Educator User Guides available at <https://epp.byu.edu/educator-user-guides>  
or contact technical assistance at [epp@byu.edu](mailto:epp@byu.edu) or 801-422-1190.

## Student Teacher Assignment Checklist

Student Teacher: _____	<u>Fall Due Date</u>	<u>Winter Due Date</u>
<input type="checkbox"/> Pass the Praxis <a href="#">5354</a> (score 160 or more) <i>(It is recommended to take the Praxis as early as possible)</i>	November 1	March 1
<input type="checkbox"/> Apply for graduation at <a href="http://graduation.byu.edu">graduation.byu.edu</a>	September 15	November 15
<input type="checkbox"/> Electronically sign <b>MT &amp; US assessments</b> on Educator.com	December 13	April 18
<input type="checkbox"/> Last day of student teaching	December 13	April 18
<input type="checkbox"/> Complete the UTESS on Educator website	December 13	April 18
<input type="checkbox"/> Check your current academic standing on MyMap	December 13	April 18
<input type="checkbox"/> Update contact information on MyMap	December 13	April 18

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**Educator User Guides available at <https://epp.byu.edu/educator-user-guides>  
or contact technical assistance at [epp@byu.edu](mailto:epp@byu.edu) or 801-422-1190.**

**BYU Special Education Timeline**  
**14-Week Placement (from Fall 2021 as example)**

What do I need to do?	What evidence do I need?	Completion Date
1. <a href="#">Copy of Praxis scores/PDF to US</a>		<a href="#">August 30</a>
2. 3:1 Meeting		
3. <a href="#">Teacher Observation (optional)</a>	(Other than Mentor)	<a href="#">September 3</a>
<b>4. Apply for Graduation</b>	<a href="http://Graduation.byu.edu">Graduation.byu.edu</a>	<b>September 14</b>
5. Send home permission forms	Signed forms for each student	September 6
6. Permission forms completed	Signed forms for each student	September 10
7. <a href="#">Observation of a Problem-Solving Team Meeting (optional)</a>		<a href="#">September 24</a>
8. <a href="#">Administer Preassessment</a>	Baseline Data	September 30
9. <a href="#">Teach your lesson</a>		October 8
10. <a href="#">Administer the Post Assessment</a>		October 8
11. Determine Learning goal for lesson and how you will gather baseline data	None	October 20
12. <a href="#">Gather Baseline Data</a>	Baseline data	October 25
13. <a href="#">Training of Paraeducators or Others (optional)</a>		<a href="#">November 3</a>
14. Teach lesson and gather student work samples for assessment ( <b>REMEMBER TO VIDEO RECORD YOUR LESSON</b> )		November 5
15. Read information about your video upload. Watch video upload information video. Edit your video		November 6
16. <a href="#">Participate in an IEP (optional)</a>		<a href="#">November 12</a>
17. <a href="#">Electronically sign MT and US assessment on Educator</a>		<a href="#">December 3</a>
18. <a href="#">Update fingerprint clearance</a>		<a href="#">December 9</a>
19. <a href="#">Complete UTESS on Educator</a>		<a href="#">December 9</a>
20. <a href="#">Check your current academic standing on MyMap</a>		<a href="#">December 9</a>
21. <a href="#">Update contact information on MyMap</a>		<a href="#">December 9</a>

**Add assignment due dates—one per month**

**BYU Special Education Timeline**  
**14-Week Placement (from Winter 2022 as example)**

What do I need to do?	What evidence do I need?	Completion Date
1. <b>Apply for Graduation</b>	<a href="http://Graduation.byu.edu">Graduation.byu.edu</a>	<b>Nov 14</b>
2. <a href="#">Copy of Praxis scores/PDF to US</a>		<a href="#">Jan 1</a>
3. <a href="#">3:1 meeting</a>		<a href="#">Jan 7</a>
4. <a href="#">Teacher Observation (optional)</a>	<a href="#">(other than Mentor)</a>	<a href="#">Jan 14</a>
5. <a href="#">Observation of a Problem-Solving Team Meeting (optional)</a>		<a href="#">Jan 14</a>
6. <a href="#">Send home permission forms</a>	<a href="#">Signed forms for each student</a>	<a href="#">Jan 10</a>
7. <a href="#">Permission forms completed</a>	<a href="#">Signed forms for each student</a>	<a href="#">Jan 14</a>
8. <a href="#">Administer Preassessment</a>	<a href="#">Baseline Data</a>	<a href="#">Jan 31</a>
9. <a href="#">Teach your lesson</a>		<a href="#">Jan 18-31</a>
10. <a href="#">Administer the Post Assessment</a>		<a href="#">Feb 4</a>
11. <a href="#">Determine Learning goal for lesson and how you will gather baseline data</a>	<a href="#">None</a>	<a href="#">Feb 23</a>
12. <a href="#">Gather Baseline Data</a>	<a href="#">Baseline data</a>	<a href="#">March 4</a>
13. <a href="#">Training of Paraeducators or Others (optional)</a>		<a href="#">March 9</a>
14. <a href="#">Teach lesson and gather student work samples for assessment (REMEMBER TO VIDEO RECORD YOUR LESSON)</a>		<a href="#">March 11</a>
15. <a href="#">Read information about your video upload. Watch video upload information video. Edit your video</a>		<a href="#">March 16</a>
16. <a href="#">Participate in IEP (optional)</a>		
17. <a href="#">Electronically sign <b>MT and US assessment</b> on Educator</a>		<a href="#">April 13</a>
18. <a href="#">Update fingerprint clearance</a>		<a href="#">April 13</a>
19. <a href="#">Complete UTESS on Educator</a>		<a href="#">April 13</a>
20. <a href="#">Check your current academic standing on MyMap</a>		<a href="#">April 13</a>
21. <a href="#">Update contact information on MyMap</a>		<a href="#">April 13</a>