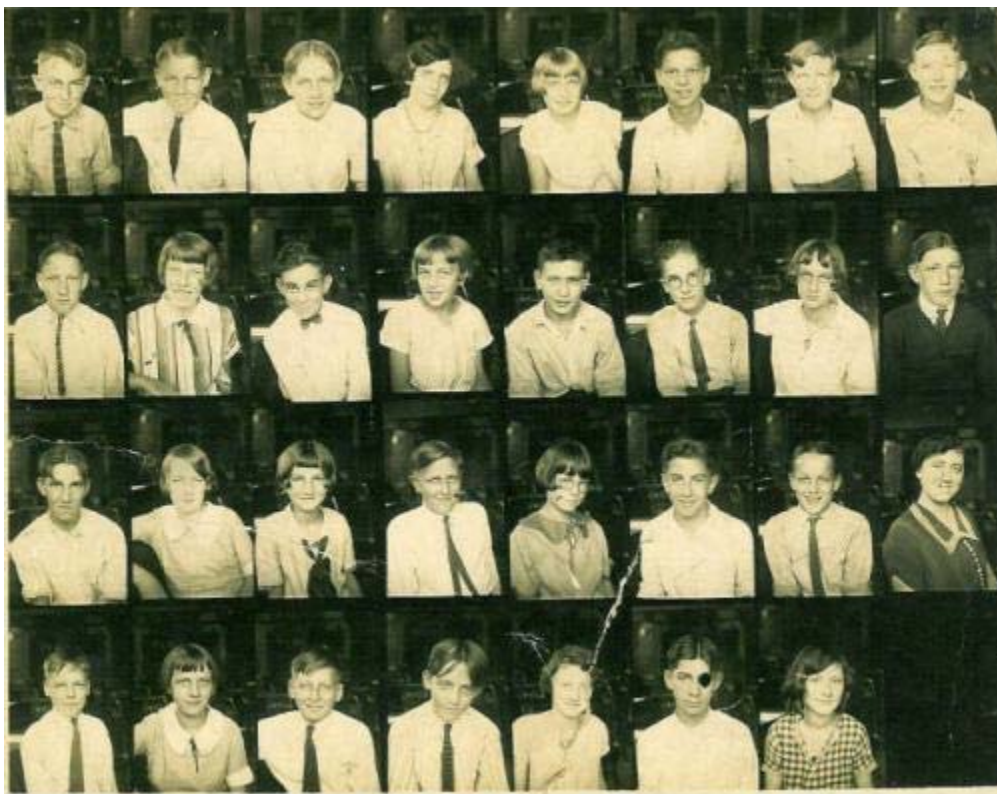




Principal's Guide to The Master in Teaching Program's Student Teaching Handbook



The Evergreen State College
Master in Teaching Program

Dear School Principal,

Thank you for welcoming our teacher candidate into your building. In this Principal's Guide, you will find key documents that have been shared with the mentor teacher and teacher candidate.

We would appreciate if you could review the information and if you have any questions, please contact us.

Also we appreciate your support of the mentor teacher as he/she guides our teacher candidate in developing the knowledge and skills necessary to affect student achievement.

Sincerely,

The Master in Teaching Program
The Evergreen State College

Notes for the College Faculty - First Visit with Mentors and Teacher Candidates

Students will give a Handbook to their Cooperating Teacher – Mentors before your visit. Be sure that both the student and Cooperating Teacher - Mentor have their handbook with them for the Orientation Meeting. Take a business card with you and attach it to the Cooperating Teacher – Mentors Handbook.

- **Emphasize collaborative relationship among mentor teacher, candidate and faculty.**
- **Facilitate a discussion of the Mentor's goals for the student teaching experience and the Candidate's goals. Seek to develop agreements about communication and feedback.**
- **Reach agreements about regular discussions concerning the candidate's goals, progress and areas that need improvement.**
- **Emphasize importance of being in communication with college faculty and/or field experience officer.**
- **Help the mentor understand the relationship between the Positive Impact on Student Learning Project and the State's requirements for recommendation for residency certification**

Go over the quarter schedule. Start and end dates for the Teacher Candidate, as well as finding out their building schedule, school holidays and any other days off. Also check about days that it is not possible to visit like field trips or other district in service days. Teacher Candidates will be there from **the beginning of the school year for 10 weeks. (This will be different for each school district).**

Go over the Handbook –

1. **Program's themes** – Democracy and Schooling, Multicultural and Anti-Bias Perspective and Developmentally Appropriate Teaching and Learning.
2. **Roles and Expectations:**
Teacher Candidate ... Be here on time and prepared. Note need to video tape at least one lesson by mid-term. Take photos for their portfolios – any special permission needed for photos and video? Any extracurricular involvement they might like to do is fine, so long as they have time enough to plan lessons. How much in advance would the teacher like to have lesson plans to review?
Cooperating Teacher - Mentor , includes Orienting the Teacher Candidate to the Assigned School. Where will the Teacher Candidate's desk or workspace be? Good to find time at least twice a week or more often to give regular constructive feedback. Suggest it may be easier to sit down every couple of weeks and make marks in different colors on the Rubric, then it is easier to see progress and to discuss it. Using the Assessment Rubric as the basis, write an evaluative letter at the quarter's end.
Role of the College Faculty . Faculty will visit the site 6 or 7 times during the quarter which will include: orientation, at least 4 observations, a mid-quarter and final three-way evaluation meeting. At some point during week 4 – 6, we will meet for a three-way mid-term conference to discuss strengths and things to work on during the last half of the quarter. Use the Rubric as the framework.
3. **Discuss a plan for the gradual assumption of teaching responsibilities.** What will the teacher candidate do first, then next, paced across the quarter? When will the three weeks solo teaching occur? What will they be responsible for teaching during their solo period? It is best if the teacher is out of the room except during planned observation times, if they can. Faculty will need to see the candidate teacher at least one workshop, complete with student worksheet

guide, and one learning center activity. In elementary grades, the faculty must see candidate teach math, reading and writing.

4. **Withdrawing a Teaching Candidate from an Assignment if Necessary.**
5. **Review the Domains of the Rubric and How to Use it.**

**The Evergreen State College
Master in Teaching Program**

Student Teaching Evaluation Conference Form

Fall Quarter _____ mid-term _____
Spring Quarter _____ final _____

PERFORMANCE ASSESSMENT OF TEACHER CANDIDATE

(name of Teacher Candidate)

for the time period _____ through _____
(starting date) (ending date)

in the _____ grade(s)/classroom(s) of

Cooperating Teacher-Mentor _____ in the subject area(s)

of _____ .

The signatures below of the Cooperating Teacher-Mentor and the College Supervisor indicate completion of the evaluation of the Teacher Candidate based on the MIT Student Teaching Assessment Rubric. The signature of the Teacher Candidate indicates that he or she was present and participated in the evaluation with the Cooperating Teacher-Mentor and the College Faculty.

For the mid-term evaluation performance areas needing attention or improvement have been noted and shared with the Teacher Candidate. For the final evaluation any written concerns by the Cooperating Teacher-Mentor and/or the College Faculty regarding the Teacher Candidate not meeting minimum expectations for the student teaching assignment are attached.

Cooperating Teacher-Mentor: _____ Date: _____

College Faculty: _____ Date: _____

Teacher-Candidate: _____ Date: _____

Note to College Faculty: At the completion of the student teaching experience, please return this completed and signed form, along with one completed copy of the Student Teaching Checklist (the short form of The Evergreen State College rubric) and one completed Pedagogy Assessment Rubric to the Field Experience Officer.

The Evergreen State College Master in Teaching Program End of Quarter Evaluation Form

(name of Teacher Candidate)

1 = inappropriate, 2 = emerging, 3 = clearly developing, 4 = skilled/experienced

	<i>Domain 1: Planning and Preparation</i>
	A: Demonstrating Knowledge of Content and Pedagogy
	knowledge of content
	knowledge of prerequisite relationships
	knowledge of content-related pedagogy
	knowledge of multi-cultural, anti-bias curriculum planning
	B: Demonstrating Knowledge of Students
	knowledge of (developmental) characteristics of age group
	knowledge of students' varied approaches to learning
	knowledge of students' skills and knowledge
	knowledge of students' interests and cultural heritage
	C: Selecting Instructional Goals in the Context of Key Concepts
	Value
	State of Washington EALRs
	Clarity
	suitability for diverse learners
	balance
	D: Demonstrating Knowledge of Resources
	resources for teaching
	resources for students
	E: Designing Coherent Instruction
	learning activities
	instructional materials and resources
	instructional groups
	lesson and unit structure
	F: Assessing Student Learning
	congruence with instructional goals
	criteria and standards
	use for planning

Please Return to Field Experience Officer at end of quarter!!

	<i>Domain 2: The Classroom Environment</i>
	A: Creating an Environment of Respect and Rapport
	democratic classroom management system
	teacher candidate interaction with students
	response to student interaction
	B: Establishing a Culture for Learning
	importance of the content
	expectations for learning and achievement
	C: Managing Classroom Procedures
	management of instructional groups
	management of transitions
	management of materials and supplies
	performance of non-instructional duties
	supervision of volunteers and paraprofessionals
	D: Managing Student Behavior
	expectations
	monitoring of student behavior
	response to student misbehavior
	E: Organizing Physical Space
	safety and arrangement of furniture
	accessibility to learning and use of physical resources

Please Return to Field Experience Officer at end of quarter!!

	<i>Domain 3: Instruction</i>
	A: Communicating Clearly and Accurately
	directions and procedures
	oral and written language
	B: Using Questioning and Discussion Techniques
	quality of questions
	discussion techniques
	student participation
	C: Engaging Students in Learning
	representation of content
	activities and assignments
	activities and assignments supporting EALRS
	grouping of students
	instructional materials and resources
	structure and pacing
	D: Providing Feedback to Students
	quality: accurate, substantive, constructive, and specific
	timeliness
	E: Demonstrating Flexibility and Responsiveness
	lesson adjustment
	response to students
	Persistence

Please Return to Field Experience Officer at end of quarter!!

	<i>Domain 4: Professional Responsibilities</i>
	A: Reflecting on Teaching
	accuracy
	effectiveness with diverse students
	use in future teaching
	B: Maintaining Accurate Records
	student completion of assignments
	student progress in learning,
	assessment of EALRS
	non-instructional records
	C: Communicating with Families
	information about instructional program
	information about individual students
	engagement of families in the instructional program
	D: Contributing to the School and District
	relationships with colleagues
	service to the school
	participation in school and district projects
	E: Growing and Developing Professionally
	enhancement of content knowledge and pedagogical skill
	service to the profession
	reflects upon own cultural encapsulation
	F: Showing Professionalism
	service to students
	multicultural and anti-bias advocacy
	democratic and professional decision making

The “Student Teaching Assessment Rubric” is based on *Enhancing Professional Practice: A Framework for Teaching* (©1996) by Charlotte Danielson, Alexandria, VA: Association for Supervision and Curriculum Development. Permission granted by author to modify for use by the Master in Teaching Program at The Evergreen State College.

Please Return to Field Experience Officer at end of quarter!!

SCORING RUBRIC

Candidate _____ Supervisor _____ Cooperating Teacher _____

School _____ School District _____ Grade Level(s) _____

PAA Administration Dates: 1st _____ 2nd _____ 3rd _____ 4th _____



















1. The teacher candidate sets learning targets that address the Essential Academic Learning Requirements and the state learning goals.

Source of Evidence: ***Instructional Plan, Instructional Plan Rationale***

Criterion	Not Met	Met	Comments (evidence of performance)
A. Alignment	The plan's learning targets are not aligned with EALRs, state learning goals, district goals, and school and classroom goals.	The plan's learning targets are explicitly aligned with EALRs, state learning goals, district goals, and school and classroom goals.	Met Not Met Not Observed
B. Meaningfulness/Importance	The plan's learning targets represent trivial learning and lack potential for fostering student critical thinking and problem solving.	The plan's learning targets represent valuable learning and foster student critical thinking and problem solving.	Met Not Met Not Observed
C. Developmental and Instructional Appropriateness	The plan's learning targets are not appropriate for the development, pre-requisite knowledge, skills, experiences, and backgrounds of students or student characteristics and needs.	The plan's learning targets are suitable for all students in the class and are adapted where necessary to the needs of individual students.	Met Not Met Not Observed
D. Accuracy	The plan's learning targets represent activities rather than learning outcomes and cannot be assessed.	The plan's learning targets define learning outcomes and can be assessed.	Met Not Met Not Observed
E. Multicultural Perspectives	The plan's learning targets lack transformative multicultural knowledge, reasoning, performance skills, products, or dispositions.	The plan's learning targets are grounded in transformative multicultural knowledge, reasoning, performance skills, products, or dispositions.	Met Not Met Not Observed













2. The teacher candidate demonstrates knowledge of the characteristics of students and their communities.

Source of Evidence: **Instructional Plan, Instructional Plan Rationale**

Criterion	Not Met	Met	Comments (evidence of performance)
A. Developmental Characteristics	The plan reflects minimal or inaccurate understanding of students' developmental characteristics.	The plan reflects understanding of students' developmental characteristics.	 Met  Not Met  Not Observed
B. Exceptionalities	The plan reflects minimal or inaccurate understanding of students' exceptionalities and special learning needs.	The plan reflects understanding of students' exceptionalities and special learning needs.	 Met  Not Met  Not Observed
C. Cultural Backgrounds, Ethnicity, Language Development, Socioeconomic Status (SES), Gender	The plan reflects minimal or inaccurate understanding of students' cultural backgrounds, ethnicity, first language development, English acquisition, SES, and gender.	The plan reflects understanding of students' cultural backgrounds, ethnicity, first language development, English acquisition, SES, and gender.	 Met  Not Met  Not Observed
D. Approaches to Learning	The plan reflects minimal or inaccurate understanding of students' varied approaches to learning.	The plan reflects understanding of students' varied approaches to learning.	 Met  Not Met  Not Observed
E. Prior Knowledge and Skills	The plan reflects minimal or inaccurate understanding of students' knowledge and skills relative to the learning targets.	The plan reflects understanding of students' knowledge and skills relative to the learning targets for each student, including those with special needs.	 Met  Not Met  Not Observed
F. Community Factors that Impact Student Learning	The plan reflects minimal or inaccurate understanding of community factors that impact student learning.	The plan reflects understanding of how to use students' community as support for activities, resources, and learning strategies.	 Met  Not Met  Not Observed

3. The teacher candidate plans and establishes effective interactions with families to support student learning and well-being.

Source of Evidence: **Plan for using personal contact with families (e.g., telephone, home visit, family conferences, and/or written messages)**

Criterion	Not Met	Met	Comments (evidence of performance)
A. Appropriateness	There are no plans for interactions with families OR interactions presented in the plan are inappropriate for the language and level of understanding of families.	The plan's interactions with families are specifically adapted to the language and level of understanding of each student and his or her family, including low-status/historically marginalized families.	 Met  Not Met  Not Observed
B. Purpose	Interactions in the plan focus primarily on negative student behavior and performance.	The plan for family interaction provides and elicits information regarding student learning and well being, including low-status/historically marginalized families.	 Met  Not Met  Not Observed
C. Cultural Responsiveness	Interactions in the plan are routine with little or no effort to make interactions culturally responsive.	The plan's interactions with families are culturally responsive for each student and his or her family.	 Met  Not Met  Not Observed
D. Two-Way Communications	The plan provides limited opportunities for families to engage in communication about the learning progress and well being of their children.	The plan provides adequate opportunities for families to engage in communication or activities to support student learning and well being.	 Met  Not Met  Not Observed

4. The teacher candidate designs assessment strategies that measure student learning.

Source of Evidence: **Instructional Plan. Include descriptions or documentation related to the assessment strategies (e.g., copy of assignments, description of strategies, rubric)**

Criterion	Not Met	Met	Comments (evidence of performance)
Alignment	The plan's assessment strategies are not aligned with the learning targets.	The plan's assessment strategies are aligned with the learning targets.	Met Not Met Not Observed
A. Technical Soundness	The plan's assessment strategies do not measure the intended outcomes of the learning targets.	The plan includes assessments that measure the student outcomes reflected in the learning targets.	Met Not Met Not Observed
B. Formative and Summative Assessment	The plan does not provide for the use of both formative and summative assessment data to evaluate the impact on student learning.	The plan provides for the use of both formative and summative assessment data to evaluate impact on student learning.	Met Not Met Not Observed
C. Multiple Modes and Approaches	The plan's assessment strategies employ a single assessment mode or approach.	The plan includes opportunities for students to engage in a variety of assessments that measure their performance relative to the learning targets.	Met Not Met Not Observed
D. Feedback	The plan's assessment strategies provide no opportunities for students to receive feedback.	The plan includes opportunities for students to receive feedback regarding their performance relative to the learning targets.	Met Not Met Not Observed

5. The teacher candidate designs instruction based on research and principles of effective practice.

Source of Evidence: **Instructional Plan, Instructional Plan Rationale**

Criterion	Not Met	Met	Comments (evidence of performance)
A. Alignment	The plan's learning activities are not aligned with learning targets and assessments.	The plan's learning activities are aligned with learning targets and assessments.	Met Not Met Not Observed
B. Lesson Sequence	The plan's learning activities are unrelated to prior learning and do not support the learning targets.	The plan's learning activities account for prior learning and support the learning targets.	Met Not Met Not Observed
C. Research-Based Pedagogy	The plan fails to connect instruction to research and principles of effective practice that are developmentally appropriate, culturally responsive, gender sensitive, and inclusive of all students including low-status/historically marginalized students.	The plan is based on research and principles of effective practices that are developmentally appropriate, culturally responsive, gender sensitive, and inclusive of all students including low-status/historically marginalized students.	Met Not Met Not Observed
D. Academic Knowledge and Perspective	The plan reflects a single viewpoint OR uses multicultural or gender academic knowledge only as an add-on to instruction that reflects the dominant culture.	The plan describes how instructional strategies extend beyond the existing diversity of the students in the class and expand material to incorporate a range of transformative multicultural and gender-relevant subject matter content.	Met Not Met Not Observed
E. Culturally Responsive Learning Activities	The plan employs a single learning strategy or method throughout the lesson OR limits student opportunity to learn from one another in a democratic and caring environment.	The plan employs a variety of learning experiences that build on and recognize the academic competence of each student and encourages critical thinking and collaborative learning in a democratic and caring environment.	Met Not Met Not Observed
F. Materials and Resources	The plan utilizes learning materials and learning tasks that primarily represent the dominant culture or a single gender.	The plan utilizes learning materials and engages in learning tasks that incorporate transformative multicultural and gender perspectives.	Met Not Met Not Observed
G. Use of Technology	The plan incorporates few opportunities for students to learn with varied technologies.	The plan utilizes technology to support and enhance instruction and student learning.	Met Not Met Not Observed

H. Heterogeneous Grouping	The plan's learning activities exclude heterogeneous cooperative learning groups.	The plan provides opportunities for students to engage in a variety of learning experiences including heterogeneous cooperative learning groups that build and recognize academic competence of all students, including low-status/historically marginalized students.	Met Not Met Not Observed
I. Student Engagement	The plan provides no opportunities for students to become intrinsically motivated or engaged in their own learning.	The plan describes how students will become intrinsically motivated and engaged in their own learning.	Met Not Met Not Observed

6. *The teacher candidate aligns instruction with the plan and communicates accurate content knowledge.*

Source of Evidence: ***Classroom Observation***

Criterion	Not Met	Met	Comments (evidence of performance)
A. Alignment	Classroom instruction and the instructional plan are not aligned.	Classroom instruction is aligned with the instructional plan.	Met Not Met Not Observed
B. Meaningful Opportunities to Learn	Students have limited opportunities to learn the key skills and concepts needed to reach the learning targets.	Students are learning the key skills and concepts needed to reach the learning targets.	Met Not Met Not Observed
C. Accuracy	The teacher candidate makes content errors.	The teacher candidate demonstrates accurate knowledge of the content.	Met Not Met Not Observed
D. Interdisciplinary Instruction	Students participate in tasks that focus on a single discipline without making connections to other subject areas.	Students are engaged in tasks that provide interdisciplinary connections with other subject areas.	Met Not Met Not Observed
E. Culturally Responsive and Gender-Sensitive Instruction	Students participate in tasks that represent limited cultural and gender-sensitive perspectives.	Students respond using multicultural and gender-sensitive perspectives.	Met Not Met Not Observed
















7. Students participate in a learning community that supports student learning and well-being.

Source of Evidence: **Classroom Observation**

Criterion	Not Met	Met	Comments (evidence of performance)
A. Democratic Classroom	Students do not participate in the development of classroom behavioral expectations and norms.	Students participate in the development of classroom behavioral expectations and norms (e.g., provide input regarding rules or procedures; are involved in conflict resolution).	Met Not Met Not Observed
B. Respect	Classroom interactions between students and teacher candidate or between peers are disrespectful.	Classroom interactions between students and teacher candidate or between peers reflect respect for others.	Met Not Met Not Observed
C. Learning Community	In group activities, some students act independently or fail to support one another's inquiry/learning or exclude low-status/historically marginalized students.	Students support one another in group learning activities and include low-status/historically marginalized students.	Met Not Met Not Observed
D. Self-Directed Learning	Students have no opportunity to express their opinions and provide suggestions regarding their own learning.	Students express their opinions and provide suggestions regarding their own learning.	Met Not Met Not Observed
E. Diverse Perspectives	Students demonstrate disrespect for the multicultural and gender perspectives expressed by others.	Students show respect for multicultural and gender perspectives expressed by others.	Met Not Met Not Observed
F. Heterogeneous Groups	Students do not participate in heterogeneous cooperative learning groups OR heterogeneous cooperative learning groups fail to build the academic competence of all students including low-status/historically marginalized students.	Students engage in a variety of learning experiences including heterogeneous cooperative learning groups that build and recognize academic competence of students, including low-status/historically marginalized students.	Met Not Met Not Observed

8. Students engage in learning activities that are based on research and principles of effective practice.

Source of Evidence: **Classroom Observation**

Criterion	Not Met	Met	Comments (evidence of performance)
A. Questioning and Discussion Techniques	Students experience learning activities that include limited opportunities to pose and answer questions.	Students answer and pose questions and engage in cooperative discussions that enhance learning, critical thinking, transformative multicultural thinking, and problem solving.	 Met  Not Met  Not Observed
B. Delivery and Pacing	Students experience learning activities that are too slow or rushed OR are not mindful of the academic competence of low-status/historically marginalized students.	Students engage in learning activities that are paced appropriately for all students, are culturally responsive, and allow for reflection and closure as appropriate.	 Met  Not Met  Not Observed
C. Differentiated Instruction	Students experience undifferentiated learning activities.	Students engage in learning activities that are adjusted to meet their individual backgrounds, strengths, and needs and are culturally and gender responsive.	 Met  Not Met  Not Observed
D. Active Learning	Students are not engaged in learning activities OR low-status/historically marginalized students are disproportionately disengaged.	Students are cognitively engaged in the learning activities and initiate or adapt activities to enhance understanding.	 Met  Not Met  Not Observed
E. Technology	Students have no opportunities to use technology as part of the learning or assessment process.	Students use technology when engaging in learning or the demonstration of their learning.	 Met  Not Met  Not Observed

9. Students experience effective classroom management and discipline.

Source of Evidence: **Classroom Observation**

Criterion	Not Met	Met	Comments (evidence of performance)
A. Use of Classroom Materials	Students use the classroom space and materials with little regard for order and others.	Students find, use, and return classroom materials respectfully and efficiently with regard for order and others.	Met Not Met Not Observed
B. Equitable Discipline	Some students, such as low-status/historically marginalized students, are disproportionately disciplined in comparison to other students.	Students are fairly and equitably disciplined.	Met Not Met Not Observed
C. Transitions	Students have limited success changing from one learning task to another without disruptions in the flow of learning.	Students move between learning tasks in an efficient manner.	Met Not Met Not Observed
D. Response to Interventions	Students demonstrate little or no response to interventions.	Students positively respond to teacher suggestions and interventions in order to make adjustments to appropriate learning behaviors.	Met Not Met Not Observed
E. Democratic Practices	Students have limited opportunities to experience democratic classroom practices.	Students are engaged in democratic classroom management practices.	Met Not Met Not Observed

10. The teacher candidate and students engage in activities that assess student learning.

Source of Evidence: **Classroom Observation, documentation of student learning (e.g., formative or summative results)**

Criterion	Not Met	Met	Comments (evidence of performance)
A. Alignment	Students are not engaged in assessments that are aligned with learning targets.	Students engage in assessment activities that are aligned with learning targets.	Met Not Met Not Observed
B. Multiple Modes and Approaches	All students engage in the same assessment strategy to measure their performance.	Students engage in a variety of assessments that measure their performance relative to the learning targets.	Met Not Met Not Observed
C. Feedback	Some students receive limited feedback regarding their performance.	Students receive constructive, timely feedback based on assessment results.	Met Not Met Not Observed
D. Understanding of Assessment	Students demonstrate a lack of understanding of the relationship between assessment activities and the learning targets.	Students demonstrate an understanding of the relationship between the assessments and learning targets.	Met Not Met Not Observed
E. Self-Assessment	Students are not involved in self-assessment related to the learning targets.	Students engage in self-assessment related to the learning targets.	Met Not Met Not Observed
F. Student Reflection	Students do not reflect on their performance relative to learning targets.	Students reflect on their performance in order to evaluate progress over time relative to learning targets.	Met Not Met Not Observed
G. Positive Impact on Student Learning	Assessment results reflect insignificant learning relative to the learning targets by at least some students.	Assessment results show the expected amount of learning relative to the learning targets by all students.	Met Not Met Not Observed

The Candidate has has not met all the standards and criteria of the Performance-Based Pedagogy Assessment.

Candidate Signature_____ Supervisor Signature_____ Date_____

