



Student Teaching Handbook

**For
Teacher Candidates
Mentor Teachers
University Supervisors
Area Coordinators and
School Administrators**

**BYU-IDAHO
Student Teaching
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Dear Student Teaching Candidates, Mentor Teachers, and University Supervisors;

It is with great excitement that we welcome you to the student teaching experience. We invite each of you to learn and grow through this experience.

For Student Teaching Candidates, this is an opportunity to take all the theories you've learned and put them into practice in the classroom. Student teaching will be both a challenging and rewarding experience – one which will require you to think deeply about the nature of teaching and learning, to accept constructive feedback, and to be brave enough to take risks as you develop your own personal teaching style.

For Mentor Teachers and University Supervisors, it is an opportunity to share your wealth of knowledge and experience as you mentor a new generation of teachers. Your role is critical to the success of the student teaching experience, and we would like to thank you for being willing to serve the profession in this way. We recognize the commitment of your time and energy this semester.

It will be vital that each of you (Teacher Candidates, Mentor Teacher, and University Supervisor) actively work on building trust, developing open communication, and solving problems collaboratively. Standard nine of the Idaho Core Teacher Standards states, “The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.”

It is our goal to foster this attribute in our Teacher Candidates this semester. The profession needs teachers who can actively reflect on the goals of education and on the impact of their teaching practices on student learning.

This is an exciting time to be an educator. We are facing the challenges of meeting the needs of an increasingly diverse student population, adapting to enormous technological changes, and meeting the demands of an ever-changing world. No doubt the roles of educators will be affected by a changing future. However, it is also true that educators can help shape the future.

We welcome you as partners in this process. Please don't hesitate to call the Student Teaching Office if you have any questions or concerns.

Best of luck for a wonderful semester.

Sincerely,

BYU-Idaho

Policies and procedures handbook: Student Teaching
Student Teaching Office
Brigham Young University Idaho

Policies and procedures outlined in this handbook apply to Student Teaching experiences arranged by the Student Teaching Office. All field experiences associated with these programs incorporate standards established by the Teacher Certification Office of the Idaho State Office of Education, the Association for the Advancing Quality in Educator Preparation (AAQEP) as well as standards outlined by other relevant professional associations.

**Student Teaching
Office**

The Student Teaching Office serves all teacher preparation programs – early childhood/special education; elementary education; secondary education and special education K-12. The line-supervisor to the director for Student Teaching is the Dean of Teacher Preparation Programs who chairs the Education Coordinating Council (ECC). The ECC has oversight of the Student Teaching Office. The Student Teaching Office collaborates with faculty from each of the above programs in an effort to provide professional experiences for prospective teachers which includes practicums and student teaching. Student Teaching representatives, and school administrators and faculty meet regularly to establish mutual goals of excellence in schools and in the preparation of future teachers.

BYU-Idaho Mission Statement

Brigham Young University-Idaho was founded and is supported and guided by The Church of Jesus Christ of Latter-day Saints. Its mission is to develop disciples of Jesus Christ who are leaders in their homes, the Church and their communities. The university does this by: 1. Building testimonies of the restored gospel of Jesus Christ and encouraging living its principles. 2. Providing a quality education for students of diverse interests and abilities. 3. Preparing students for lifelong learning, for employment, and for their roles as citizens and parents. 4. Maintaining a wholesome academic, cultural, social, and spiritual environment.

Student Teaching Vision Statement

Our purpose in the Student Teaching Office is to uplift each student as a disciple of Christ with eternal significance and potential. Through our services and support, we aim to prepare our students for the crucial work that each will do in teaching today's youth to be tomorrow's leaders. We desire to increase all students' capacity to build others and add value wherever they serve.

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TEACHER CANDIDATE SIGNATURE PAGE

Please read the Student Teaching Handbook, copy this form, then sign and turn into I-Learn 492 course within the first two weeks of student teaching.

KEY PRINCIPLES – Please initial each line:

_____1. I agree to strictly adhere to the BYU-Idaho Honor Code and maintain high levels of personal honor, as well as adhere to all policies and procedures of student teaching as set forth in this handbook.

_____2. I agree to complete the designated time in the classroom to which I am assigned, including number of weeks, days, and hours, as outlined in the syllabus and/or in this handbook and as set forth by my program.

_____3. I understand I am required to be at my placement school for contract hours as well as In-Service Meetings, Parent Teacher Conferences, and Teacher Work Days as directed by my mentor teacher and supervisor. I agree to assume the same responsibilities as my mentor teacher.

_____4. I agree to meet with my supervisor, mentor teacher and school administration as required and requested.

_____5. I agree to participate and fulfill responsibilities at my cooperating school as set forth by the school and as outlined in this handbook.

_____6. I have received and read the student teaching agreement between BYU-Idaho and the School District and agree to abide by its terms (found in appendix 3 in the student teaching handbook).

_____7. I agree to maintain and have available each day, lesson plans for review by any visiting school administrator, supervisor, Area Coordinator, mentor teacher and/or University faculty.

_____8. I understand I will be co-teaching with my mentor teacher and will be focused on student learning outcomes, along with my own training. I recognize this will require collaboration with my mentor teacher. I acknowledge that teaching without supervision may be part of the training process, but cannot occur routinely or consistently without University approval.

_____9. I understand that student teaching will be terminated early if it is determined by the supervisor, Area Coordinator, and/or school in collaboration with the Student Teaching Office that the situation of a particular placement is damaging to young students or the Teacher Candidate (reference handbook Removal From the Field).

_____10. I understand that successful completion of student teaching requires one full semester, creation of an Individualized Professional Learning Plan and a final summative evaluation with scores of 2 or 3 in all components of Danielson along with positive recommendation from supervisor.

Teacher Candidate Understanding:

I have read this handbook and agree to abide by the policies herein. I certify I am eligible to student teach or have received and signed a written waiver from the Student Teaching Office allowing me to student teach with a deficit. I understand that if I successfully complete student teaching, but still have not met state requirements I will not be able to certify for teacher license.

(Teacher Candidate Signature)

(Date)

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TERMINOLOGY

Student Teaching – The period of guided teaching in a public school setting when Teacher Candidates assume shared responsibility for teaching a group of learners over a period of consecutive weeks while under the guidance of a competent, certified and experienced educator. This occurs in the Teacher Candidate’s final semester and represents a capstone experience.

Student Teaching Office – The office which creates, supports and administers all field placements associated with students in all education programs. Field experiences include practicums, student teaching and internships.

Teacher Candidate – A BYU-Idaho education student who applies for, is accepted, and placed full time in a public education setting for the purpose of learning appropriate practices and skills for teaching. Teacher Candidates enroll in ED 492 (10 semester hours). Teacher Candidates must have taken and passed all state required exams and coursework PRIOR to start of student teaching.

Mentor Teacher – The teacher in a cooperating school who has full responsibility for a group of learners, and to whom a Teacher Candidate is assigned for guided teaching experience. The mentor teacher has final authority in instructional decision.

Supervisor – A representative of BYU-Idaho who is given responsibility for supervising and/or coordinating the direction and evaluation of a Teacher Candidate’s activities. A supervisor is the Teacher Candidate’s advocate.

Area Coordinator – A representative of BYU-Idaho who is given responsibility for overseeing student teaching in a specific area. An Area Coordinator assures quality, solves problems, trains supervisors, is a liaison between principals and the Student Teaching Office to support school-level initiatives, organize area-wide Teacher Candidate and supervisor meetings, and assist the Student Teaching Office in the development of programs for their area.

Student Teaching Director/Officer – An individual who coordinates all student teaching experiences. These individuals work directly with school leaders and BYU-Idaho faculty to establish and maintain student teaching placement. They work directly with Area Coordinators to support management issues pertaining to student teaching and have oversight of all aspects of training related to student teaching. They have oversight responsibility to communicate with school and district leaders regarding the parameters of student teaching in a specific partnership district or alternative location.

They represent district needs and interests to Teacher Preparation Programs at BYU-Idaho.

School District – The legally recognized entity under state law that has responsibility to educate children who live within its boundaries. The rules and regulations of the school district guide the activities of both mentor teachers and Teacher Candidates and provide the environment in which teaching and learning take place in public schools.

Cooperating School – The school in which a Teacher Candidate will complete student teaching.

Partner School/District – A school and/or district which has entered into an agreement with BYU-Idaho placing multiple Teacher Candidates each semester using a collaborative co-teaching model to facilitate learning. The partner school district and BYU-Idaho will create an Advisory Council which will meet at least once a year to assess current practices and procedures. The Advisory Council will be composed of faculty, administration, supervisors, and Student Teaching Officers

Co-Teaching Model – The BYU-Idaho co-teaching model maximizes teaching opportunities for Teacher Candidates. The model is based on extensive research that demonstrates Teacher Candidates develop stronger teaching skills and dispositions and student learning is improved when student teaching occurs in a co-teaching model. The model is designed so

the Teacher Candidate and mentor teacher work together with students, sharing the planning, organization, delivery and assessment of instruction, as well as physical space. The BYU-Idaho model is based on seven different co-teaching strategies that include; one teach, one observe; one teach, one assist; station teaching; parallel teaching; supplemental teaching; alternative teaching; and team teaching.

Co-Planning – Co-planning occurs as the mentor teacher and Teacher Candidate work together to identify the lessons that will be co-taught and the co-teaching strategy which will best support students in meeting the goals and objectives of the lesson. Co-planning meetings are held regularly throughout student teaching. Factors to be considered in co-planning include; using planning time wisely, scheduling time to co-plan regularly,

discussing and establishing outcomes, pacing, developing engaging lessons focusing on district and state standards, as well as material relevant to students and their desire to be involved in learning. The goal is to have the mentor and the Teacher Candidate collectively engaged with students as much as possible.

Observation – Refers to specific situations where supervisors observe and evaluate the direct activities of Teacher Candidates in any of the areas of teacher responsibility. The purpose of observations is to provide feedback to the Teacher Candidate and evaluate their performance with intended outcome of growth and improvement.

INTRODUCTION

The purpose of this handbook is to provide Teacher Candidates, mentor teachers, supervisors, Area Coordinators, and school principals with the necessary information to make student teaching successful. Outlined are specific responsibilities and general suggestions to assure specific learning outcomes for Teacher Candidates. It is not intended to be comprehensive or answer all questions that may arise during student teaching. Learning outcomes are increased and legal liability is reduced when stake holders use common sense, act professionally, and are guided by specific policies of school districts, state law, and ethical standards of the teaching profession. The faculty and staff of BYU-Idaho recognize it is their responsibility to provide training and assistance to those who will be closely involved in a Teacher Candidate's experience. All who participate in student teaching have particular responsibilities and roles to play. The success of student teaching depends on learning those responsibilities and executing them with care and understanding.

Education majors at Brigham Young University-Idaho, in order to meet requirements for graduation and an Idaho Teacher license, must participate in a one-semester student teaching assignment. The Early Childhood Education/Early Childhood Special Education Program (ECE/ECSE Program) at BYU-Idaho prepares individuals to work with children, both typically and atypically developing in a variety of settings. This program blends two fields of study – Early Childhood Education and Early Childhood Special Education – and includes coursework and practicum experience specific to the young child from birth through grade three. During student teaching, ECE/ECSE Teacher Candidates will assume two areas of responsibility. First they will spend half of their time (7 weeks) working with a special education mentor teacher serving children grades one through three, and second, they will spend the other half of their time (7 weeks) working with a general education mentor teacher serving children grades one, two, or three.

Student teaching is the culminating experience or capstone of academic and professional training for Teacher Candidates. The public school classroom is the laboratory where Teacher Candidates apply what they have learned about the principles and art of teaching. Student teaching allows Teacher Candidates to observe, assist and teach students under the direction of a mentor teacher in a public school classroom. It is a time of learning and assessment for the Teacher Candidate. It is recognized as the most important experience in moving a college student toward the role of professional educator.

Idaho State Specific Requirement

Idaho State Specific Requirement SSR 5: Teacher Preparation Program demonstration of robust Clinical Practice and use of Performance Assessments

1. Robust Clinical Practice and Internships
 - Multiple indications that Cooperating Teachers are carefully matched to candidates, and that clinical experience is deeply meaningful and collaborative.
2. Accurate and Informative Performance Assessments
 - Formative and Summative: Candidates receive accurate performance evaluations. A proficient score on a summative evaluation using the Danielson Framework is required in order to recommend a candidate for certification
 - Evidence of common Summative Assessment aligning to Individualized Professional Learning Plans.

Hours of training and preparation are devoted to BYU-Idaho supervisors in being trained evaluators in the Danielson Framework.

Idaho Standards for Initial Certification of Professional School Personnel

Core Teacher Standards

The “Idaho Core Teacher Standards” apply to ALL teacher certification areas. These are the 10 basic standards all teachers must know and be able to do, regardless of their specific content areas. These standards are described in more detail with knowledge and performances in the first section of this packet. The summary of each standard is:

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

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

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

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

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

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

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

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

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

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

Charlotte Danielson’s Framework for Teaching

The work of Charlotte Danielson, *Enhancing Professional Practice: A Framework for Teaching*, provides Brigham Young University-Idaho’s department of teacher education with an instructional framework serving two important functions. First, it includes a common language for professional conversation. Second, it offers a structure for teachers to assess their practice and to organize improvement efforts. With this framework in place, faculty and students can conduct conversations about what effective instruction consists of, and where to focus improvement efforts within the context of shared definitions and understanding

Domains of Teaching

As Teacher Candidates gain knowledge and develop skills and dispositions for teaching, they will be assessed in the four domains of Danielson's *Framework for Teaching*. Expertise in each of the following four domains is essential to success in teaching.

Danielson Group, 2013 Framework for Teaching Evaluation Instrument:

<https://www.danielsongroup.org/download/?download=448>

1. Planning and Preparation
 - a. Demonstrating knowledge of content and pedagogy
 - b. Demonstrating knowledge of students
 - c. Selecting instructional goals
 - d. Demonstrating knowledge of resources
 - e. Designing coherent instruction
 - f. Designing student assessments
2. Classroom Environment
 - a. Creating an environment of respect and rapport
 - b. Establishing a culture for learning
 - c. Managing classroom procedures
 - d. Managing student behavior
 - e. Organizing physical space
3. Instruction
 - a. Communicating clearly and accurately
 - b. Using questioning and discussion techniques
 - c. Engaging students in learning
 - d. Using assessment in instruction
 - e. Demonstrating flexibility and responsiveness
4. Professional Responsibilities
 - a. Reflecting on teaching
 - b. Maintaining accurate records
 - c. Communicating with families
 - d. Participating in a professional community
 - e. Growing and developing professionally
 - f. Showing professionalism

BYU – Idaho Mission Statement

To develop disciples of Jesus Christ who are leaders in their home, the Church, and their Communities.

<p style="text-align: center;">A) Build Testimonies</p> <p>Build Testimonies of the restored gospel of Jesus Christ and encourage living its principles.</p>	<p style="text-align: center;">B) Quality Education</p> <p>Provide a quality education for students of diverse interests and abilities.</p>	<p style="text-align: center;">C) Lifelong Learning</p> <p>Prepare students for lifelong learning, for employment, and for their roles as citizens and parents.</p>	<p style="text-align: center;">D) Wholesome Environment</p> <p>Maintain a wholesome academic, cultural, social and spiritual environment</p>
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ECC Mission Statement

BYU-I Teacher Candidates become disciples of Jesus Christ who are professional educators with

C.L.E.A.R. understanding of teaching and learning

<p style="text-align: center;">I) Content</p> <p>Teacher Candidates will display fundamental and extensive knowledge for their content area.</p> <p>BYUI Outcome: D</p>	<p style="text-align: center;">II) Learners</p> <p>Teacher Candidates apply sound understanding in student development to engage all students.</p> <p>BYUI Outcome: A, B</p>	<p style="text-align: center;">III) Education Application</p> <p>Teacher Candidates will demonstrate the ability to design and execute coherent instruction with appropriate assessments.</p> <p>BYUI Outcome: A, B, C, D</p>	<p style="text-align: center;">IV) Responsibility</p> <p>Teacher Candidates will demonstrate a positive, teachable, professional disposition.</p> <p>BYUI Outcome: B, D</p>
<p>Idaho State Department of Education Standards for Initial Certification of Professional School Personnel</p>			
<p>Content Knowledge (4) Application of Content (5)</p>	<p>Learn Development (1) Learning Differences (2) Learning Environments (3)</p>	<p>Assessment (6) Planning for Instruction (7) Instructional Strategies (8)</p>	<p>Professional Learning and Ethical Practice (9) Leadership and Collaboration (10)</p>

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions. (“Idaho Standards for Initial Certification”, 2015, p.4)

Qualifying for Student Teaching

Education Programs have many unique aspects and requirements due to the fact that we, as a university are held accountable to multiple groups. As a university, our job is to prepare candidates for certification, but we do not actually certify Teacher Candidates. We recommend Teacher Candidates for certification to the State Department of Education (SDE) upon graduation and the successful completion of student teaching. As such, there are many standards and requirements that our programs MUST contain in order for the SDE to accept our certification recommendations.

One of the primary elements to which we must adhere is sending “highly qualified” Teacher Candidates to student teach. Student teaching is not an automatic right or course that anyone can take, just because they have met the course pre-requisites. There are multiple elements that define a “highly qualified” Teacher Candidate. These elements are listed in detail below.

Teacher Candidates, in order to be considered “highly qualified” for student teaching, and thus permitted to be placed in a student teaching experience, must complete ALL of the following BEFORE student teaching:

1. All coursework must be completed with a C- or better in all major and minor courses.
2. Both Praxis exams for a candidate’s major and minor (the only exception to this is if they are a composite major which means they may only have one test) must be passed by the following dates (depending on when they are planning to student teach):
 - a. Winter Semester – October 31st
 - b. Fall Semester – July 1st

NOTE: Although these are the due dates, keep in mind that it is HIGHLY recommended that candidates plan on taking exams well before these dates in case they don’t pass them. If candidates have a question about the suggested semester in which they should take their exams, they may contact their program directors.

3. Candidates must pass all parts of the Technology Assessment (which is currently housed in SPED 360) by the same due dates for Praxis exams.
4. Pass all other required exams – Literacy Proficiencies, etc.
5. Candidates must show proof of performance based upon the Danielson Framework (this is currently part of ED 461/ED 449/individual program practicums).
6. Candidates must show a continued professional disposition toward education throughout everything they do during their time in the program.

Requirements for student teaching placements:

1. Candidates are placed in the Fall, Winter and Spring semesters.
2. Student teaching placements are limited to one of our partner schools, found in the following locations:
 - a. Rexburg, Idaho
 - b. Rigby, Idaho
 - c. Idaho Falls, Idaho
 - d. Caldwell, Idaho (limited by request)
 - e. Weber, (Ogden, Utah area)
 - f. Salt Lake City, Utah
 - g. Melissa, Texas

NOTE: Candidates will be encouraged to leave the local area if at all possible. Local placements will be filled first with those candidates who require a local placement. If a candidate is not able to leave the local area, they will need to visit with the directors of Student Teaching BEFORE the interviews are held (March for Fall semester and September for Winter semester) to fill out a request form.

Partnership Placement

In 2011 partnership placements with schools and districts were created to increase the quality of the student teaching experience. While each partner school has varying levels of collaboration and advantages to students, each meets these basic parameters: Partner schools are schools where BYU-Idaho has commitments from the administrators to place at least one small cohort (3 to 5 Teacher Candidates) each and every semester, increasing the continuity and collaboration between their staff, our university supervisors and our campus faculty. Each partner school was selected by BYU-Idaho or by district administration because the school leaders and most or all of the staff are committed to improving their practice, innovate, and to provide the highest quality experience to their students and ours. This partnership provides numerous advantages to the school and to BYU-Idaho and the Teacher Candidates. One is the opportunity to participate in the interview process where Teacher Candidates and schools/administrators can take more ownership in placement, and mentor teachers can be better matched to the candidate's demographic information and desires. In addition to great interactions between their staff and the University, Teacher Candidates learn in an environment where the success and progress of all is a priority. Candidates work with other candidates where they can collaborate with each other daily and weekly in cohort seminars.

In addition, the Student Teaching Office is obligated to ensure Teacher Candidates have a positive experience that meets students' needs, and university and Idaho State Department of Education requirements. Student growth and preparation are assessed based upon Idaho Standards for Initial Certification of Professional School Personnel, Charlotte Danielson's Framework for Teaching and the Council for the Accreditation of Educator Preparation (CAEP).

Special Placement Requests for Student Teaching

Special Placements will NOT be permitted due to the following reasons:

- Special placements outside of the BYU-Idaho partner sites are expensive to carry out
- Partnership schools have been set up in three different states (Idaho, Utah, and Texas) to allow maximum flexibility for student placements within approved sites.
- Idaho certification rules require evaluations from a supervisor who is certified in the Danielson Teacher Evaluation Model. BYU-I provides certified supervisors in each of our partner sites.
- Each of the BYU-Idaho partner schools will provide a highly qualified mentor teacher that will utilize a Co- Teaching Model during the student teaching experience.
- Each student teaching candidate is required to participate in a weekly collaborative cohort group, led by a certified supervisor.
- Idaho certification requires an Individual Learning Plan, along with summative evaluation, to be completed by a Supervisor who is certified in the Danielson Framework for teaching model.

For questions or more information, please see the Director of the Student Teaching Office

RESPONSIBILITIES OF THE TEACHER CANDIDATE

Teacher Candidates work under the direction of their mentor teachers. They participate fully in the life of the classroom and school, and unless otherwise instructed, follow the same schedule, attend the same meetings and undertake the same duties as their mentor teachers. Teacher Candidates must communicate with their mentor teachers when uncertain about classroom and school procedures or expectations for performance.

The following is a list of responsibilities of the Teacher Candidate:

1. Register for student teaching (ED 492) and pay tuition and fees.
2. Maintain health and accident insurance coverage either through BYU-Idaho or contract with a private carrier. BYU-Idaho requires each Teacher Candidate be covered while student teaching.
3. Adhere to the BYU-Idaho Honor Code and all other policies and procedures established for Teacher Candidates to be governed by the Student Teaching Office.
4. Accept the responsibility to be an ambassador for BYU-Idaho and its standards.
5. Attend all meetings related to the placement, including seminars, teacher work days, parent teacher conferences, and in-service trainings.
6. Prepare for and participate in weekly cohort meetings including documentation of Danielson artifacts, reading required materials and completing online assignments as outlined on I-Learn.
7. Maintain and understand professionalism is expected at all times. This includes punctuality, completing assignments on-time, appropriate use of technology, etc.
8. Consistently follow the BYU-Idaho Dress and Grooming Standards.
9. Meet with supervisor after each visit and jointly review Formative Observation Form. When needed or upon request, more frequent visits may be required.

To be Successful make sure you focus on the right things:

1. *Focus on Teaching the Students*
 - a. Your main concern should be helping students progress rather than making a favorable impression on the mentor teacher or University Supervisor.
2. *Focus on Continual Improvement*
 - a. 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.
 - i. Stay aware of the importance of your work.
 - ii. Select one or two areas at a time for self-improvement.
 - iii. Focus on the things that you can control.
3. *Focus on Student Teaching*
 - a. Teacher Candidates 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 work you undertake during your student teaching experience has a direct relationship on 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

Housing for Student Teachers

Principles

1. We don't want to discourage church members from helping others.
2. We need to always ensure that we offer students a **variety** of resources to find housing. We (area coordinator, etc.) can also offer some housing options that we are aware of. Resources could be rental agency like Rent Master, YSA housing facebook site in the area, etc.
3. We must give students the ability to choose for themselves with no pressure to make a certain housing choice.

Practices

1. Some areas may have a senior church service missionary who helps find possible housing for interns and student teachers. This is fine as long as there is no pressure and we are offering a variety of housing resources including some not found by the missionary.
2. In our paperwork for student teaching, it states that students are responsible to find their own housing.
3. When there is a student with a disability, we should work with the Disability Services office to ensure we are meeting any obligations in terms of helping the student find adequate housing.
4. If the school district offers housing, we must still rely on principles 2 and 3 above.
5. If an area coordinator wants to work with the school district or the stake to come up with housing options, again that is fine as long as it's one of several resources/options we share with the student.

your mentor teacher and the students in your school and class.

1. Contact your mentor teacher as soon as you receive your placement to find out what you can do to prepare.
2. **Find out when you should arrive to your assigned school.**
3. Arrange to acquire your textbooks in advance if possible.
4. Student teaching is a complete semester long experience. Student teaching aligns closely to the university calendar for its start and ending dates. However, for official start and end dates, please coordinate with the area coordinator. Once you begin student teaching, you will follow the school district calendar.
5. Be proactive and take initiative.
 - a. Learn about each student, including their names, within the first week.
 - b. Become familiar with the physical layout of the school
 - c. Become acquainted with the demographics and unique characteristics of the community from which students in your school are drawn.
6. Mentor teachers share their classroom with you. Respect their rules and classroom procedures.
7. Know established district and building policies regarding attendance of teachers and students, teacher hours, faculty meetings, communication with parents, organization of supervisory duties, and extra-curricular activities. Ask questions and read all printed material provided by BYU-Idaho, the district, school and mentor teacher.
8. Become acquainted with the state standards, course of study, curriculum guides, textbooks, and materials being used for the subject(s) and grade(s), which you are assigned.

Things You Need to Know

Regard your mentor teacher and supervisor as mentors. Learn from their comments and suggestions. Asking for specific suggestions regarding lesson preparation, presentations, and classroom management techniques indicate you are eager to learn and improve. Above all, enjoy your association with

Nepotism and Anonymity

In order to provide the best experience possible, Teacher Candidates may not teach in a school in which relatives are employed or students who are relatives are attending. Exceptions to this policy could only occur through the consent of the Student Teaching Director.

videotaped and remind the Mentor Teacher, as necessary, of the

PROFESSIONALISM

The following are ethical guidelines with which we expect ALL Teacher Candidates to comply. If you have questions about them, please ask your supervisor or the Student Teaching Office.

Professional Communication

1. Social media should be used with discretion. All social media is considered and is searchable. Consequently, please follow these basic guidelines:
 - a. Do not write about students, even in nameless ways. (FERPA violation)
 - b. Do not write about student teaching, your school, parents, colleagues, etc.
 - c. Do not share anything from your personal life you would not be willing to have posted on the wall outside your classroom or have your mother read.
 - d. Do not invite students to your blog, Facebook, Twitter, Instagram, Pinterest, Snap Chat, or any other social media/blogging site.
 - e. Do not friend students in any social media platform.
 - f. Do not post pictures of students or your school on any website.
 - g. In regards to videotaping for evaluative purposes:
 - i. While the District is responsible for obtaining parental consent for the videotaping of students, Teach Candidates should be aware of which students in the class do NOT have consent to be

- need to ensure that students without consent to be videotaped are removed from the classroom, placed out of the camera's view, or otherwise managed in compliance with all applicable District policies and procedures.
- ii. Teacher Candidates must ensure that any and all videos taken in a classroom setting, on any device, are immediately deleted from that device after the video is uploaded to the secure vendor.
2. Written communication includes emails, letters home to parents, grading comments, etc., must be carefully written. The words you write represent you, your school, the University, and other BYU-Idaho students. Emails written using school district accounts are the property of the district. Make sure you follow these guidelines:
 - a. Do not have a serious conversation (phone call or written communication) with a parent without the presence or expressed permission of the mentor teacher.
 - b. Proofread everything you write. Use correct grammar and spelling. Invite a trusted peer to proof read important documents.
 - c. Use full sentences, avoid jargon and slang.
 - d. Use abbreviations sparingly and use them only after having defined them.
 - e. Be sensitive to your target audience and potential unintended recipients as well.
 - f. Keep communication professional in nature
 - g. Be open, honest and positive.
 - h. State facts, not opinions.
 - i. Do not share written documents about students with anyone without specific written permission from the parents unless the recipient shares responsibility for the student with you. (FERPA)
 3. Oral communication should follow similar guidelines as written communication.
 - a. Select your words carefully and articulate clearly.
 - b. Balance positive with negative comments and never use sarcasm.
- c. Do not talk about students in your class with anyone unless they share responsibility for the student. It is appropriate to speak with the child's parent, a co-teacher who also teaches the same student, or the principal. (FERPA)
 - d. Do not pass on gossip and be very careful with teasing.
 - e. Avoid the use of sexual innuendos in conversation or jokes. Avoid discussion about political candidates, parties or persuasions.
 - i. Discussing political issues is permissible so long as you do not take a clear stand. Use caution when discussing specific religions or the tenants of your own faith.
4. Know school district policies. Be familiar with state and national ethical standards. The State of Idaho Ethical Standards can be found in the Idaho Department of Education Code of Ethics online on the Idaho Department of Education web site and also in this handbook. The National Code of Ethics for Education can be found online at <http://www.aeteachers.org/index.php/about-us/ae-code-of-ethics>.

Professional Conduct

1. Participate and fulfill responsibilities in the same manner expected of any faculty member in the school
2. Demonstrate professionalism in dress, conduct, confidentiality, and commitment. Deviation from the BYU-Idaho Dress and Grooming Standards is allowed and expected in only a few situations. These exceptions would include participation in School Spirit Days, as directed by the school administrator (e.g., wearing the school shirt) or if the activity of the day would soil clothing worn by the Teacher Candidate and wearing an apron or smock would not be possible. Always wear official nametag.
3. Devote your full attention and time to student teaching to ensure a successful experience. Eliminate distractions and outside activities that may conflict with or distract from student teaching (e.g., a job, another class, etc.)

4. Keep confidences and respect the rights of others. All information received about students during student teaching is strictly confidential. Review the Federal Education Right to Privacy Act (FERPA) with your supervisor and/or mentor teacher.
5. Respect possible differences of opinion between your mentor teacher and supervisor concerning your performance. Try to implement the feedback of your mentor teacher, supervisor, and administrators.
6. Maintain a positive attitude and develop a positive learning climate for students. Promptly discuss with your mentor teacher and supervisor any problems, disappointments, and/or frustrations you experience without being negative or critical.
7. Willingly participate in non-classroom activities in which your mentor teacher has some responsibility. Attend faculty meetings, parent teacher conferences, district in-service meetings, and other meetings required of school faculty.
8. Refrain from imposing personal, religious or political views upon students, co-workers and/or colleagues and exhibit an accepting and tolerant attitude toward other perspectives, cultures and religions.
9. Be punctual and dependable. Prepare thoroughly for each day.
10. Your mentor teacher is in charge of the classroom. Pay careful attention to instructions you receive from them. The University has a contractual relationship with the school district and the mentor teacher to abide the direction provided by them. Deliberately violating this rule is grounds for immediate removal from student teaching.
11. In the event of a teacher work stoppage, such as a strike, notify your supervisor immediately. Do **not** participate in any activities associated with a work stoppage. Do **not** return to the classroom to teach until the work stoppage has ended. Do **not** cross picket lines or serve as a substitute in the classroom of a striking teacher. Do **not** become part of any negative discussion in the school.
12. Check e-mails regularly and reply promptly to any communication from your mentor teacher, school administration, University personnel, and supervisor.

Attendance

1. Student teaching is a full-time teaching, full-semester experience. Demonstrate your commitment through consistent attendance. Non-emergency absences during the semester will affect comments on your Letters of Recommendation and Summative Evaluation Form in the area of professional commitment. Future employers will have access to your Evaluations and Letters of Recommendation.
2. Notify both your mentor teacher and supervisor prior to any absence that occurs during student teaching. If absences are unavoidable, permission is usually granted. Teacher Candidates are responsible to leave detailed lesson plans for substitutes.
3. A maximum of four days may be missed for illness or emergency circumstances. Any additional days missed may result in removal from student teaching or an extension of the semester.

Teacher Candidate Responsibilities for Instruction

1. Consistently implement the BYU-Idaho co-teaching model by attending co-planning meetings.
2. Carefully observe your mentor teacher. Be purposeful in your observations. Identify how your mentor teacher uses learning principles, employs steps to effective instruction, creates interest, changes pace to meet attention spans, transitions from one activity to another, involves students in planning and evaluating activities, handles “off-target” comments and actions, develops discussion and participation, groups and instructs students, uses questions to stimulate thinking, gives assignments, makes provisions for fast and slow learners, gains attention of the class, employs humor, voice, and gesture appropriately and employs strategies for discipline and classroom management. Take some time each day to reflect on the practices you are observing and identify why these practices are effective.
3. Seek opportunities to help your mentor teacher with classroom support functions: arranging supplies and equipment, extracurricular work where appropriate, preparing of lessons, scoring exams and

quizzes, reading student written work, and grading daily assignments. Learning to navigate your environment, securing supplies, etc. is part of what you need to learn during student teaching.

4. Develop daily and unit lesson plans that are regularly checked and approved by your mentor teacher. These plans should follow the approved curriculum of the district and written in the format provided by your content area or education program. Plans must be written for all lessons and be available for review by supervisors and mentor teachers before the day of instruction.
5. Assist in developing an inviting learning environment.
6. Seek regular feedback from your mentor teacher. Adapt instruction to meet the expectations and suggestions of your mentor teacher and respectfully communicate your thoughts and ideas. Be teachable and willing to learn and change.
7. Pre-observation planning/conferencing (in person or otherwise) with your supervisor will ensure the success of your lesson. Prior to an observation, provide to your supervisor the Pre-observation planning sheet (Appendix 4). This will help to fine tune your lesson and encourage you to be more intentional in your practices. Meet with your supervisor after each visit and jointly go over the Formative observation of Student Teaching Form. When needed or upon request more frequent visits may be required.
8. Following your lessons, fill out the Reflections form (Appendix 4). Use the Danielson framework to help you identify evidences from your teaching and objectively evaluate your performance.
9. Study, learn, and know all areas of subject matter.
10. Demonstrate your understanding of the developmental stages of children, teaching strategies, and procedures that will enhance the teaching setting. Ask questions and seek advice when you are not sure.
11. Become knowledgeable of individual student exceptionalities and differentiate instruction to meet their needs.
12. Be available to assist students beyond the normal classroom period, but always at school and never one-on-one.
13. Plan lessons that include differentiated teaching strategies, assessments, adaptations, accommodations, and interventions. Use

activities that ensure student engagement. Demonstrate the ability to use assessment to inform instruction and measure student learning.

Responsibilities that must be completed during the Student Teaching Experience:

1. Meet with your supervisor and review written documentation of your progress. Evaluation of teaching performance is a continuous and cooperative process during student teaching and includes the mentor teacher, Teacher Candidate, and supervisor. Following each observation, the Teacher Candidate conferences with the supervisor to review his/her performance and to plan steps for improvement. The mentor teacher and supervisor can review progress and discuss support and strategies to assist you.
 - a. Formative Observation Forms should be completed after observation and reviewed during each conference between the Teacher Candidate and supervisor.
 - b. At mid-term and the end of student teaching, an Observation and Summative Evaluation Form should be completed and reviewed between the Teacher Candidate, mentor teacher and supervisor.
 - c. Copies of the Formative Evaluation and Summative Evaluation Forms are included in Appendix 7 and can be obtained from the Student Teaching Office.
2. Complete an Individualized Professional Learning Plan (PLP) through collaboration with mentor teacher and supervisor based on evaluations and feedback received during student teaching. Many candidates complete their PLP prior to student teaching as part of a senior practicum course. Revisions to this plan will naturally take place during student teaching, and all plans must be re-dated / signed to reflect the end of the student teaching experience. The State of Idaho requires the creation of a professional learning plan for each Teacher Candidate at the conclusion of the student teaching experience. The professional learning plan will identify areas of continued growth for the Teacher Candidate. The plan is to follow the Teacher Candidates as they begin their work in the school

setting. Districts and schools will use the plan in the mentoring and professional development process for each new teacher.

3. Provide artifacts to document learning and growth in Danielson.
4. Complete an Application for State Certification. You may request an Institutional Recommendation from the Student Teaching Office Certification Officer following the posting of your degree and upon completion of **all** certification requirements which includes passing of state exams. To apply for certification, go to www.byui.edu/field-services and click the certification link.

REMOVAL FROM THE FIELD

The goal of the Student Teaching Office is to create the opportunity for success in student teaching for each Teacher Candidate. However, despite the best efforts of all involved, it is understood that occasionally some Teacher Candidates may not be prepared for the total responsibilities they must assume as a classroom teacher. Attempts to assist the Teacher Candidate might include the use of additional observations, followed by a reflective conference with one or more supervisors, or other measures deemed appropriate for the given circumstances. If, after reasonable attempts to assist a Teacher Candidate who is experiencing significant problems in the classroom, the Teacher Candidate's performance continues to be unsatisfactory as measured against the department, University, or state performance standards, the University is obligated to remove the Teacher Candidate from student teaching.

The following include, but are not all inclusive reasons for removal from student teaching:

- Unsatisfactory performance. Problems with applying pedagogy or content knowledge during student teaching may result in remediation. This may include asking a Teacher Candidate to return to campus for remedial work or advising the candidate into a major better suited to their abilities.
- Violating the BYU-Idaho Honor Code and/or BYU-Idaho Dress and Grooming Standards policy even as a first offense.

- Any form of physical contact with a student done for the express purpose of correcting and/or punishing them. This includes, but is not necessarily limited to, spanking, hitting, throwing objects at the student, grabbing, pinching, pulling hair, shaking, and/or shoving.
- Other forms of abuse considered serious enough to result in removal include, but are not limited to, psychological abuse, including teasing, ridiculing, and/or other acts that result in humiliation or loss of self-esteem; sexual harassment; and illegal discrimination based on race, gender, national origin or ethnicity.
- Any violation of state or federal laws (i.e. Code of Ethics).
- Failure to follow the procedures and guidelines contained in this handbook.
- Unprofessional behavior (inappropriate dress, unauthorized cell phone use, arriving late, uncooperative attitude, lack of preparation). Teacher Candidates will be given two warnings with at least one of these being written when violation occurs. Upon a third incident, the Teacher Candidate will be removed from student teaching.
- Failure to make proper notification for absences.

The above decisions will be finalized by the Student Teaching Director through consultation with the mentor teacher, supervisor, school administrator and program director/secondary education content representative. Any decision made by a Student Teaching Director can be appealed to the Dean of Teacher Preparation Programs, and the Education Coordinating Council. Procedures for removal are clearly outlined in the Student Teaching Policy and Procedure Manual).

*Mentor teachers and principals have the right to request a Teacher Candidate's removal from student teaching.

If a student withdraws from the current semester's course(s), there is no guarantee that the student will be able to complete their field experience at a later time. The student may need to reapply and go through the same procedural process as a student who was removed from their field experience.

RESPONSIBILITIES OF THE MENTOR TEACHER

Mentor Teachers are the cornerstones of the Student Teaching experience. As certified and experienced teachers, they guide and mentor the Teacher Candidates on a day-to-day basis, assign duties and responsibilities to them, and, with the University supervisor, monitor the Teacher Candidate's progress providing continual feedback. To host a Teacher Candidate, mentor teachers need to possess a minimum of three years teaching experience in the content area(s) for which the candidate is seeking endorsement.

Mentor teachers are governed by a contract signed by the school district and the University. By accepting a Teacher Candidate, the mentor teacher assumes the responsibility to mentor and coach someone who will soon be teaching in a public school. This role will require a new dimension of planning, teaching another adult, and hard work. Mentor teachers frequently become the most significant influence in the development of a competent and qualified teacher. Thus, it becomes critical that they give honest, frank feedback on a daily basis to the Teacher Candidates. A mentor teacher serves as a coach and support to the Teacher Candidate. A trusting and open relationship is key to the mentorship process. Mentor teachers will not be asked to conduct formal observation of the Teacher Candidates, however, a mentor will be asked to give formal feedback to the supervisor regarding the Teacher Candidate's skill and disposition. Typically, this feedback will be collected 2 times during the semester. Mentors collaborate with the Teacher Candidates by assessing strengths and weaknesses and providing constructive, accurate and timely feedback with the common goal of professional growth and development. Mentor teachers' input will be critical as they provide to the supervisors feedback regarding their Teacher Candidates.

The BYU-Idaho co-teaching model maximizes teaching opportunities for Teacher Candidates. The model is based on research that demonstrates Teacher Candidates develop stronger teaching skills and dispositions, and student learning is improved, when student teaching occurs in a co-teaching

model. The model is designed so Teacher Candidates and mentor teachers work together with groups of students, sharing the planning, organization, delivery and assessment of instruction, as well as physical space. The model is based on seven different co-teaching strategies. (See Appendix 4)

Co-teaching strategies are purposefully planned during weekly co-planning meetings. During co-planning meetings Teacher Candidates and mentor teachers identify goals, a co-teaching strategy, and materials, and determine the responsibilities of the mentor teacher and Teacher Candidate. Co-planning meetings are held regularly throughout student teaching. Initially, mentor teachers take the lead in facilitating the co-planning process and implementing the co-teaching model through application of the seven co-teaching strategies. The lead role is transferred to the Teacher Candidate as directed by the mentor teacher. (See Appendix 4) Teacher Candidates are novice teachers, only months away from being hired. Each is capable of teaching shoulder to shoulder with a mentor teacher and work with groups of students so the mentor can extend him/herself in the classroom to those who need extra help.

The following is a detailed list of responsibilities of the mentor teacher:

1. Become familiar with the co-teaching strategies, co-planning process, assignments/responsibilities of Teacher Candidates and assist them in fulfilling those responsibilities.
2. Provide a safe environment and inform your Teacher Candidate of any hazardous conditions, including students or student issues that could affect them (e.g., students with communicable diseases, students with anger management issues, Individual Education Plan goals, etc.).
3. Acquaint the Teacher Candidate with your building and facilities as well as the procedures of the school. Introduce your Teacher Candidate to other faculty and support personnel to help them feel part of your school team.

4. Provide a desk or table for your Teacher Candidate. They should also have copies of textbooks, workbooks, or other teaching materials used in class, including course objectives, and curricular scope and sequence.
5. Inform each parent that their child will be having a Teacher Candidate in class.
6. Give an informative introduction to your class when the Teacher Candidate arrives. They should be treated as a professional and this attitude should be conveyed to your students. Students respond best to a Teacher Candidate who is introduced and approached as another teacher in class.
7. Discuss with your Teacher Candidate the importance of being a role model in your classroom in the areas of respect for others, diversity, and appropriate dress and language, etc.
8. Model good teaching practices and use a variety of teaching strategies as the Teacher Candidate observes your class. When using “best practice” is not an option due to constraints outside your control, help your Teacher Candidate understand why, and what you have chosen to do instead.
9. Establish specific guidelines for your Teacher Candidate to follow in formulating lesson plans and clearly indicate the amount of detail expected. Lesson planning helps emerging teachers to think through details and anticipate student needs, increasing the likelihood of a successful lesson. Help your Teacher Candidate know how and when you will review their lessons prior to the plan being implemented in class. BYU-Idaho expects Teacher Candidates to write lesson plans for each lesson taught. Initially, fully developed lesson plans using the lesson plan template from BYU-Idaho should be written for all lessons. Abbreviated lesson plans can be used only after your Teacher Candidate is proficient in classroom practice and given permission by you. The Teacher Candidate should keep a hard copy of all lesson plans taught during their time in your class.
10. Give your Teacher Candidate opportunities to experience non-classroom activities such as playground duties, advising, and/or extracurricular activities. Let them work with school counselors and participate in in-service training sessions, parent conferences, and department meetings where appropriate, so long as they do not distract from the primary role of teaching.
11. Allow your Teacher Candidate to assist you in planning lessons and learning activities. Provide reasons and clarification for them as to why you do what you do, so they can learn from your experience. Provide them with opportunities to prepare and develop original teaching materials that use a variety of teaching strategies. Model specific teaching strategies and then expect them to use these while you observe their use in the next lesson they teach. A deliberate, methodical approach to mentoring will help them grow and develop as an educator.
12. Provide your Teacher Candidate with opportunities to work with students starting the first day of student teaching. Work collaboratively with your Teacher Candidate during co-planning to determine which co-teaching strategies support the goals of the lesson and enhance student learning (See Appendix 4).
13. Collaborate with your Teacher Candidate regularly to set a professional growth goal, determine instructional strategies to be implemented in support of the goal and assist your Teacher Candidate in reflecting on the practice. The Danielson Goal Sheet should be used to document goals, implementation of instructional strategies and their reflection regarding implementation of the goal. Goals will be shared with the supervisor during post-observation conferences or during classroom visits (See Appendix 4).
14. Familiarize your Teacher Candidate with classroom evaluation techniques and procedures. Evaluation and grading of your students should be done jointly, but you should make final decision about student grades.
15. Encourage your Teacher Candidate to participate in an MDT or IEP meeting. Help them learn about how Special Education works within your school.
16. Discuss difficulties with your Teacher Candidate as soon as they become apparent. Work together to develop strategies to overcome any issues. If you feel your Teacher Candidate may not fully understand your verbal comments, provide them in writing.
 - a. When intervention and conferencing by you does not seem to produce the change needed in your candidate, please

notify the principal and encourage your Teacher Candidate to seek support and/or resources from their supervisor, Area Coordinator and campus faculty.

17. Visit with the University Supervisor regularly as they will be in the school observing other students and leading weekly cohort seminars. Please allow time for conferences between the supervisor and Teacher Candidate throughout student teaching.
18. Fill out the Mentor Feedback Form at the request of the supervisor (a minimum of 2 times per semester). There will also be a survey at the end of the semester for mentors to give additional feedback.
19. Teacher Candidates should not be used as long-term substitutes. If a need arises for the candidate to fill in for the mentor on a short term basis it must be approved through the Student Teaching Office. In order to be approved, the Teacher Candidate would need to be on the district substitute list, be paid by the district, teaching in student teaching classroom and not viewed as a permanent position by the district.
20. Write a Letter of Recommendation and submit it to your Teacher Candidate's supervisor at the conclusion of student teaching. This letter will include a description of the classroom situation, subject and grade(s) taught, teaching strategies used, special experience and expertise, and other pertinent information regarding the performance of the Teacher Candidate.
21. Participate with the Teacher Candidate and supervisor in mid-term and final evaluations of Teacher Candidate. Provide any necessary documentation.
22. Remember, you have final authority in all decisions related to how Teacher Candidates carry out their duties in the classroom

Honoraria for Mentor Teachers:

Student teaching mentors are currently awarded a monetary honorarium per semester in appreciation of the support they provide in the classroom mentoring a future teacher. Their role is critical to the success of the student teaching experience, and we would like to express gratitude for their willingness to serve the profession in this way. We recognize the commitment of time and energy and the expertise they share with a BYU-Idaho Teacher Candidate. Therefore, it is the intention of BYU-Idaho that mentor teachers are co-selected, prepared evaluated, supported and retained.

RESPONSIBILITIES OF THE SUPERVISOR

University Supervisors act as liaisons between BYU-Idaho, Teacher Candidates, mentor teachers and the public school district's school administration and staff. Supervisors are usually assigned to cohorts of four to six students at the same or nearby schools and lead the students in weekly seminar meetings. Supervisors have had P-12 certified field experience and are mutually selected and approved by the Area Coordinator and the Student Teaching Office. The supervisor demonstrates evidence of dispositions of a professional educator.

observation of a teaching episode (usually a full lesson presentation),

The following is a list of responsibilities of the University Supervisor:

1. Be trained and certified in Charlotte Danielson Framework of Teaching. Certificate must be provided to the Student Teaching Office.
2. Provide supervision, training, and observations of Teacher Candidates.
3. Arrange and conduct an initial meeting with Teacher Candidates and mentor teachers for orientation. School principals may be invited.
4. Develop and promote a professional working relationship with personnel at the cooperating school. When problems arise invite Teacher Candidates, mentor teachers and principals to contact them and/or Area Coordinator.
5. Hold 10 student teaching seminars (discussion groups) wherein learning of assigned content is facilitated using the BYU-Idaho Learning Model. Peers are encouraged to dialogue with each other in a supportive way to help find solutions and resources to address issues Teacher Candidates are facing in the classroom. Mentor teachers, district staff, and/or the school administrator can be invited as appropriate.
6. Conduct at least three formal observations of Teacher Candidates during the semester.
7. Prepare digital (or use triplicate paper copies) observation data for each observation using the Formative Observation of Student Teaching Form. Review the results with Teacher Candidates. Each visit should include examination of the lesson plan binder,

and a post-observation conference. Fully developed lesson plans must be written for all formally observed lessons. Abbreviated lesson plans are acceptable for all other lessons, once the Teacher Candidate has demonstrated proficiency in writing fully developed plans, and has been approved by their mentor teacher.

8. Prepare a Mid-term Student Teaching Evaluation Form and submit it to the Student Teaching Office along with all Formative Observations of Student Teaching Forms. Mid-term conferences should be done with Teacher Candidates and, when possible, mentor teachers. They should be scheduled in advance and be formal enough to assure the serious nature of the process is recognized. Mid-term feedback form by mentor teachers should be sought to assist Teacher Candidate in areas of noted weakness.
9. Conduct two summative evaluations (one mid-term and one final). These include examination of lesson plans as well as observing the lesson being taught. Feedback is provided orally in a one-on-one conference with Teacher Candidates and provided digitally on University approved forms.
10. Assist Teacher Candidates in analyzing their teaching, detailing teaching problems, and developing alternatives for strengthening teaching skills.
11. Assist mentor teachers in dealing with any problems Teacher Candidates may be experiencing. Assist Teacher Candidates with any problems that may arise with mentor teachers.
12. Monitor collection of artifacts demonstrating growth and learning from Teacher Candidates.
13. During the final week of student teaching:
 - a. Prepare a final Summative Teacher Candidate Evaluation Form
 - b. Review/revise and sign the Individualized professional Learning Plan
 - c. Write a Letter of Recommendation for the Teacher Candidate.

- d. Conduct an exit interview with the Teacher Candidate to review the Summative Teacher Candidate Evaluation Form and Individualized Professional Learning Plan.
 - e. Collect the mentor teacher Feedback Form and Letter of Recommendation from mentor teacher(s).
 - f. Submit all documentation from yourself and the mentor teacher(s), for placement in the Teacher Candidate's Teacher Placement File.
14. Recommend to the Student Teaching Office a final grade to be received by the Teacher Candidate. Student teaching is considered a pass/fail course. If a student is considered failing, documentation of prior remediation is required along with a plan upon completion of semester.

Nepotism and Anonymity:

In order to provide the best experience possible, supervisors avoid any practice which might be interpreted as favoritism or discrimination. Therefore, no person will be placed in a supervisory role over a family member without the expressed consent of the Student Teaching Director.

RESPONSIBILITIES OF THE AREA COORDINATOR

Area Coordinators are an extension of the Student Teaching Office. They represent what BYU-Idaho is and are a model of what is taught on campus in the Teacher Preparation Programs. Their primary role is to assure quality outcomes for Teacher Candidates and the students with whom we work in the schools. Through the relationships they establish and foster (district administration, school leaders, and teachers), they can influence teaching practices in the schools.

The following is a list of responsibilities of the area Coordinator:

1. Trained a certified in Charlotte Danielson Framework of Teaching and assist supervisors in training, certification and calibration activities as well.
2. Act as liaisons between BYU-Idaho and district/schools where Teacher Candidates are placed.
3. Provide feedback to schools regarding mentor teacher qualifications and provide guidance and direction to assign Teacher Candidates to mentor teachers who demonstrate effective practice and evidence of a professional educator and mentor.
4. Assist the Student Teaching Office in placement of all Teacher Candidates assigned to their area, especially those not selected by a partner school. Area Coordinators will also follow policy in assisting with placing students in partnership areas when partnership districts/schools are utilized to capacity.
5. Assist in the assignment of supervisors and Teacher Candidates to cohorts, as needed.
6. Assist supervisors in orienting Teacher Candidates at the beginning of the semester.
7. Assist in the formal training of supervisors at the beginning of each semester and in the selection of new supervisors as needed.
8. Mentor, train, and influence for good, supervisors throughout the semester through cohort visits, one-on-one meetings, phone calls and emails.
9. Assist in the evaluation of supervisors and if needed, assist supervisors who receive low or negative candidate evaluation.
10. Help facilitate training relative to using I-learn and supervision of ED 492 online content.
11. Visit each cohort meeting at least once and provide feedback to supervisors.
12. Observe each student at least once and provide feedback to supervisors and Teacher Candidates.
13. Resolve problems, while keeping the Student Teaching Office informed. Student Teaching will involve campus leadership and faculty in situations where student performance is lacking.
14. Follow-up, as needed, with supervisors on paperwork being completed and submitted to the Student Teaching Office.

RESPONSIBILITIES OF THE SCHOOL ADMINISTRATOR

The school principal recommends teachers for mentor teachers who have demonstrated **superior teaching practice** and are eligible to serve in those roles. Principals must assure that the mentor teacher has adequate time to serve as an effective mentor for the Teacher Candidate.

Principals consult with eligible teachers regarding their willingness to work with university Teacher Candidates and university supervisors. Additional Responsibilities would include:

1. Coordinate student teaching in the school.
2. Help Teacher Candidates to understand the philosophy, organization, program, and administrative regulations of your school.
3. Select capable mentor teachers in consultation with the supervisor assigned to the school.
4. Formally introduce Teacher Candidates to grade level team and school faculty during a faculty meeting.
5. Acquaint Teacher Candidates with the community, school, and vicinity in order for them to become a valuable part of the school team. Included should be an orientation to feeder schools for your particular school, alternative public or private schools in your area, description of the socioeconomic status of members of the community, and the needs of the families your school serves.
6. Orient Teacher Candidates to general policies and practices of your school and make the following available for future reference: mission and philosophy of your school and/or district, handbook of your school, curriculum guides, disciplinary guidelines and alternatives, daily schedule, calendar of school activities, and schedule for staff meetings.
7. Establish the same professional relationship with Teacher Candidates as you would with your own faculty.
8. Assist Teacher Candidates in becoming participating staff members. When possible, assign Teacher Candidates a mailbox and a parking space. Familiarize them with office routines and see that they receive all faculty memoranda.
9. Assist Teacher Candidates in becoming familiar with aspects of the program other than the individual classroom, such as the guidance program, group activities, faculty meetings, extracurricular activities, etc.
10. Visit the assigned school classroom of Teacher Candidates on occasion and provide them with evaluative feedback. Hold appropriate meetings with them to help them cope with problems that may arise as the student teaching experience proceeds.
11. Confer with the mentor teachers and supervisor relative to the progress of the Teacher Candidates assigned to your school. Communicate any concerns or problems to the supervisor and/or Area Coordinator.
12. Adhere to the BYU-Idaho College of Education Policy that Teacher Candidates are not to be used as substitutes for employed teachers, for long periods of time. They may serve as a short-term substitute for their mentor teacher only, provided that the candidate is on the district substitute list and will be compensated accordingly for teaching the class in the mentor's absence. Before a candidate is allowed to substitute, it must be approved through the Student Teaching Office.

Criteria for Selecting Mentor Teachers

Mentor teachers are identified **master teachers** qualified to **mentor** a Teacher Candidate as part of a teacher preparation training program.

Mentor teachers must be experienced and highly competent teachers, but also have the skills and knowledge to help others learn to be effective teachers. They must be good at mentoring other adults.

Listed below are criteria that should be used as you select mentor teachers:

1. Possess the level of academic preparation recommended for the teaching position they occupy.
2. Possess full certification and teach in the major content area of their preparation (are highly qualified). Teacher Candidates they mentor will be certifying in similar content area.
3. Have a minimum of three years teaching experience.
4. Recommended as a mentor teacher by the school administrator.
5. Show evidence of mentor qualities including personal experience with adult learners, respect for and from peers, and knowledge of developmental sequences and processes.
6. Willingly schedule the time to give one-on-one mentoring of Teacher Candidates.
7. Complete initial and on-going training on how to observe, evaluate, and mentor others, either from BYU-Idaho or through state initiative.
8. Build trust, rapport, and communication with Teacher Candidates, the University Supervisor, and other stakeholders.
9. Is recognized as being innovative and using best practices in assessment, instruction, and professionalism.
10. Effectively collaborate with grade level team members, school administration, staff, and parents.
11. Demonstrate the value of professional learning communities (PLC) to Teacher Candidates through their participation.

APPENDICES

Appendix 1 – LEGAL STATUS OF THE TEACHER CANDIDATE

Teacher Candidates, mentor teachers and University Supervisors often express concern about the legal status of Teacher Candidates in a school. In an attempt to detail the legal status of Teacher Candidates, it is important to begin with the legal status of a mentor teacher.

Mentor teachers are responsible for the health, safety, and general well-being of the students. In the performance of their duties, mentor teachers act as any normally prudent and farsighted person would, being neither negligent nor malicious. The exercise of good judgment at all times is essential. Therefore, when mentor teachers leave Teacher Candidates in charge of the class, the mentor teacher may still be held responsible for the students. However, should harm come to any pupil through malice, negligence, or poor judgment on the part of a Teacher Candidate, it might be expected that both the Teacher Candidate and mentor teacher could be held responsible. Student teaching is a supervised experience. Consequently, a mentor teacher or administrator should be available at all times. Any exceptions to this policy must be approved through the Student Teaching Office.

Appendix 2 – STUDENT TEACHING PLACEMENT FILE POLICY

Student teaching serves as the stepping stone into the workplace for most graduates in Teacher Education. The supervisor and the mentor teacher are required to provide letters and evaluations regarding each Teacher Candidate's performance which become part of an open Placement File that is kept in perpetuity. Because the files are "open", Teacher Candidates have a right to view the letters and evaluations and may occasionally feel a document should be removed or changed.

In accordance with policies already in place governing the educational files kept on Teacher Candidates at BYU-Idaho, Teacher Candidates have the right to ask to have documents corrected they believe are inaccurate, misleading, or in violation of their privacy rights. The following explains the procedures for removal of letters from the Placement File or for modification of the required letters and evaluations from supervisor(s) and/or mentor teacher(s).

A Teacher Candidate must provide a written request to amend a document to the Student Teaching Director. In so doing, the Teacher Candidate should identify the part of the record they want changed and specify why they believe it to be inaccurate, misleading, or in violation of privacy or other rights. The Student Teaching Director shall promptly review the facts and seek to resolve the complaint through informal discussions with the Teacher Candidate. If the request is for a simple modification of the existing letter of evaluation, and if the Student Teaching Director feels the request is valid and appropriate (perhaps due to a typographical or simple error), the Director

may ask the letter's author to redraft or modify the letter and/or evaluation.

Should the Teacher Candidate remain unsatisfied, after visiting with the Student Teaching Director, they may request a hearing with the Dean of the Teacher Preparation Program. The request for the hearing should be made to the Director, who will then send copies of the letter or evaluation in question and the Teacher Candidates' request to the Dean's office. The Director of Student Teaching may also include a brief description of any actions already taken. The Dean will arrange for a meeting and will provide the Teacher Candidate with reasonable advance notice of the date, place, and time of the hearing. The Dean shall have the right to contact the author of the letter and/or evaluation in question prior to, during or following the hearing. The Teacher Candidate shall be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the Placement File. The Dean will prepare a written decision to amend the record or maintain it based upon the evidence presented at the hearing.

If the contested letter and/or evaluation is maintained in the Placement File, the Teacher Candidate shall have the right to place a Statement of Disagreement in their file with the contested letter or evaluation. If BYU-Idaho discloses the contested portion of the Placement File, the University will also disclose the Statement of Disagreement.

**TEACHING FIELD EXPERIENCE AGREEMENT
COLLEGE OF EDUCATION
BRIGHAM YOUNG UNIVERSITY-IDAHO**

General Considerations:

This is the agreement (the “Agreement”) between _____ (the “District”) and BYU-Idaho (the “University”), a Utah nonprofit corporation and institution of higher education, to provide students with a teaching field experience. This Agreement outlines a cooperative education program between the University and the District in which the District provides supervision, facilities and instruction to help BYU-Idaho students acquire the skills and knowledge needed to become professional teachers. This Agreement may be terminated by either party for any reason upon written notice to the other party.

Definitions:

- A. Field Experience: A “Field Experience” includes student teaching, practicums, and after school program placements.
- B. Mentor Teacher: The teacher in a cooperating school who has full responsibility for a group of learners, and to whom a Teacher Candidate is assigned for guided teaching practice.
- C. Teacher Candidate: A BYU-Idaho education student who is placed in a public education setting for the purpose of learning appropriate practices and skills for teaching.
- D. University Supervisor: A representative of BYU-Idaho who is given responsibility for supervising and/or coordinating the direction and evaluation of a Teacher Candidate’s activities.

The District Shall:

1. Involve the Teacher Candidate for the entire period of the field experience, as specified in the Agreement.
2. Accept a Teacher Candidate without discrimination because of race, color, sex, creed, national origin, religion, age, or disability.
3. Recognize that the student teaching or practicum experience is a supervised experience and therefore accept responsibility for supervision and control of the Teacher Candidate at the work site.
4. Designate a qualified “Mentor Teacher” who will also serve as liaison with the “BYU-Idaho University Supervisor” and the TeacherCandidate.
5. Provide a work description and orient the Teacher Candidate to the School District’s rules, policies, procedures, methods, and operations.
6. Plan with the University Supervisor in selecting and implementing learning experiences for the Teacher Candidate in order to fulfill the objectives of the field instruction.
7. Take precautions to provide a safe work site for the Teacher Candidate, including notification concerning any dangerous conditions or hazards to which he/she may become exposed. If the Teacher Candidate is participating in a practicum, the teacher of record will not leave the Teacher Candidate unsupervised at any time.

8. Maintain the confidentiality of the Teacher Candidate's academic and personal records.
9. Assist BYU-Idaho in the evaluation of the Teacher Candidate's work and notify the University Supervisor of any cause of dissatisfaction with, or misconduct by the Teacher Candidate.
10. Obtain parental consent for the videotaping of students during the Field Experience and ensure that any students for whom consent is not obtained are removed from the classroom, placed outside of the camera's view, or otherwise managed in compliance with all applicable District policies.
11. Hold harmless, defend, and indemnify BYU-Idaho, its officers, trustees, agents, and employees from any and all claims, damages, losses, expenses, court costs, reasonable attorney's fees or other liabilities which may arise as a result of the negligent or otherwise wrongful acts of the District or its agents while involved with BYU-Idaho pursuant to this Agreement

The University shall:

1. Designate a University Supervisor for each Teacher Candidate.
2. Assume general responsibility for the pre-field experience orientation, academic instruction, advisement, and evaluation of the Teacher Candidate.
3. Communicate and consult with the District to discuss the Teacher Candidate's progress and to facilitate the successful operation of the field experience program.
4. Inform the Teacher Candidate that he/she is subject to the general rules, policies, and procedures of the District and applicable federal law
5. Respond in a timely manner, via the University Supervisor, to any complaints concerning the Teacher Candidate.
6. Approve, in consultation with the District, the Teacher Candidates who will be placed in the field experience, and the dates for which their field experience will be in effect.
7. Cooperate with the District in determining and formulating the duties and responsibilities of the Teacher Candidates.
8. Provide District, upon request, with a Certificate of Insurance including an Endorsement/Additional Covered Party Amendatory Endorsement/Additional Insured naming _____ as an additional insured party in conjunction with this Agreement.
9. Hold harmless, defend, and indemnify the District, its officers, agents, and employees from any and all claims, damages, losses, expenses, court costs, reasonable attorney's fees or other liabilities which may arise as a result of the negligent or otherwise wrongful acts of University or its agents while involved with the District pursuant to this Agreement.
10. Affirm that all Teacher Candidates are not employees of the District and are not entitled to benefits of any kind or nature normally provided employees of the District and/or to which employees are normally entitled, including but not limited to, State Unemployment Compensation or Workers' Compensation. University shall assume full responsibility for payment of any applicable Federal, State, and local taxes or contributions including Unemployment Insurance, Social Security, and Income Taxes with respect to Teacher Candidates.

Miscellaneous Provisions:

1. FERPA - The parties to this Agreement expressly agree that they shall not reveal, nor use for their own profit without the other party's prior written consent, any confidential information divulged by any party to the other during the course of this Agreement. The parties acknowledge that many student educational records are confidential and protected from disclosure by the Family Educational Rights and Privacy Act ("FERPA"), and that written student permission must be obtained before releasing specific student data to anyone other than University. University agrees to provide guidance to the Cooperating Agency with respect to complying with FERPA.
2. Any notice required by this Agreement shall be properly given when sent by ordinary mail addressed to the party to whom directed at its below specified address.

Appendix 4 – CO-TEACHING AND MENTORSHIP TOOLS

The Mentor Teacher, Supervisor and Teacher Candidate form a triad to work together throughout student teaching. Working as a triad, with open and honest communication, provides the Teacher Candidate with a support system and builds trust between all triad members. When concerns regarding the Teacher Candidate’s performance becomes apparent, it is critical that conversations between all three occur openly and in a timely manner. This allows the Teacher Candidate to understand areas of need and concern, and incorporate suggestions into professional practice.

Mentor teachers do not conduct formal observations of Teacher Candidates. Instead, mentor teachers continually assess their Teacher Candidate’s instructional skills and provide timely, constructive and specific feedback to assist the Teacher Candidate in improving their instructional skills. However, the mentor teacher will be asked to provide mid-term and final feedback on the candidate’s performance. The mentor will provide the supervisor with the feedback regarding the Teacher Candidates planning, subject matter knowledge, instructional delivery, management, assessment and professionalism including disposition subsequent to the observations. After reviewing the evidence and recommendations for growth from the mentor, the supervisor will discuss the feedback and help the Teacher Candidate develop goals to improve or enrich their teaching experience. The supervisor conducts a minimum of 3 formal observations and provides the Teacher Candidate meaningful feedback, with the goal of becoming a proficient teacher. Teacher Candidates work with both mentor teacher and supervisors to incorporate feedback into their teaching

Co-Teaching Strategies

The co-teaching model maximizes teaching opportunities for the Teacher Candidate. The model is based on extensive research that demonstrates Teacher Candidates develop stronger teaching skills and dispositions and student learning is improved when student teaching occurs in a co-teaching model. The model is designed so the Teacher Candidate and mentor teacher work together with groups of students, sharing the planning,

organization, delivery and assessment of instruction, as well as the physical space. This model is based on seven different co-teaching strategies that include; one teach, one observe; one teach, one assist; station teaching; parallel teaching; supplemental teaching; alternative teaching; and team teaching.

Co-Planning Process

Co-planning occurs as mentor teachers and Teacher Candidates work together to identify lessons that will be co-taught and the co-teaching strategy that will best support students in meeting the goals and objectives of the lesson. Co-planning meetings are held regularly throughout the student teaching experience.

During co-planning, mentor teachers and Teacher Candidates identify the goals to be discussed during the co-planning meeting. Goals include planning for specific skills, strategies or techniques Teacher Candidates are working to perfect. Once the goals of the meeting have been established, the pair identifies the strategy or strategies that support attainment of the goal. They then discuss the topic(s) and/or skill(s) their students are working to master. With the Teacher Candidate goal, co-teaching strategies, and lesson skills firmly identified, the pair define the roles and responsibilities of each during co-teaching, classroom set-up, necessary materials and determine who has responsibility for the materials.

The focus of the co-planning meetings is to determine which co-teaching strategies will help the Teacher Candidate grow as a teacher and select the co-teaching strategies that will best facilitate both the Teacher Candidate’s skill development and student understanding of the identified concepts. The mentor teacher and Teacher Candidate are responsible to develop their own lesson plans for specific lessons.

A co-teaching lesson planning sheet can be found at the end of this section of the Appendix 4. The lesson planning sheet is intended to act as a guide for the co-planning process. ***Teacher Candidates are not required to***

complete the planning sheet in writing but may if the mentor teacher or supervisor determines it would be helpful.








Collaboration Meetings and Danielson Goals:

The Professional Learning Plan will clearly define the goals on which the Teacher Candidate plans to work during student teaching. During each week of student teaching, the Teacher Candidate works to improve their skills to meet the identified growth goals. Following each lesson taught, and in preparation for the weekly collaboration, the Teacher Candidate will fill

out the list of Reflection Questions. At the weekly collaboration conference, the mentor teacher and Teacher Candidate reflect on the Teacher Candidate’s progress, using the completed reflections and mentor teacher’s observations. At each of these conference sessions, the Teacher Candidate’s progress toward each goal is evaluated.

The co-planning and collaboration meeting can be held simultaneously. Both meetings support the continued growth of the Teacher Candidate.

Co Teaching Models

Co-Teaching Strategy	Description
One Teach, One Observe 	One teacher has primary instructional responsibility while the other gathers specific observational information on students or the instructing teacher. The key to this strategy is to have a focus on observation.
One Teacher, One Assist 	One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments.
Station Teaching 	The co-teaching pair divides the instructional content into parts and the students into groups. Groups spend a designated amount of time at each station. Often an independent station will be used along with the teacher-lead stations.
Parallel Teaching 	Each teacher instructs half the students. The two teachers address the same instructional material and present the material using the same teaching strategy. The greatest benefit to this approach is reduction of the student teaching ratio.
Supplemental Teaching 	This strategy allows one teacher to work with students at their expected grade level while the other teacher works with those students who need the information and/or materials retaught, extended, or remediated.
Alternative Teaching 	Alternative teaching strategies provide students with different approaches to learning the same information. The learning outcome is the same for all students, however, the instructional methodology is different.
Team Teaching 	Well planned, team taught lessons exhibit an invisible flow of instruction with no prescribed division of authority. Using a team-teaching strategy, both teachers are actively involved in the lesson. From a student perspective, there is no clearly defined leader, as both teachers share the instruction, freely interject information, assist students and answer questions.

CO-TEACHING LESSON PLANNING SHEET

Date/Time of Planning Session _____

Date(s) of Lesson _____

Lead Teacher _____

Support Teacher _____

Goal(s) for this Planning Session

Strategy(ies) Used (circle those appropriate)

Observe Assist Station Parallel
Supplemental Alternative/Differentiated Team

Topic/Skills for Lesson

Roles/Responsibilities

Space Considerations (classroom set-up)

Materials and Who is Responsible for Them

Tips to Remember

- Bring ideas for modifications, accommodations and enrichment activities
- Work on what you'll be co-teaching when planning together
- Focus on communication
- Divvy up the work
- Avoid using co-planning time to plan what you're doing on your own for the lesson
- Outline questions to be used for parallel, station, etc.
- Discuss a variety of assessment strategies
- Demonstrate the attitude that you're both teaching

PLANNING TIPS FOR PAIRS

BEFORE YOUR PLANNING SESSION

- DECIDE WHAT LESSON(S) YOU WILL BE PLANNING.
- Determine who will lead the planning time or whether leadership will be shared. As the semester progresses, mentor teachers will gradually transfer leadership for planning to Teacher Candidates.
- Gather Ideas for enrichment activities and select materials that you may need.
- Collect and develop ideas for modifications and accommodations.

DURING CO-PLANNING

- Discuss curricular overview and upcoming schedule.
- Discuss when and what you will co-teach. Will solo teaching occur?
- Discuss which co-teaching strategies will best meet the needs of the students.
- Link co-teaching strategies with curriculum objectives.
- Outline the activities and content that will be used.
- Discuss a variety of assessment strategies and determine those you will use.
- Determine what each of you needs to do when you leave the planning session.
- Decide what, if any, changes are needed to the setup or organization of the classroom

- Plan ways to incorporate of the co-teaching strategies at some point in the experience.

AFTER CO-PLANNING

- Prepare plans for each lesson where you have a teaching role.
- Gather resources and materials, make copies and complete all other assigned tasks.

IMPORTANT POINTS TO REMEMBER

- Use planning time wisely, focusing on lessons to be co-taught. Planning is VERY important.
- Prioritize your time and don't allow outside distractions to interfere.
- Ensure that both teachers are actively engaged with students as much as possible.
- Identify opportunities for the Teacher Candidate to manage the classroom on their own
- Provide opportunities for the teacher conadidate to lead all aspects of the classroom, including how cooperating teachers and other adults will be involved.
- Invite the clinical Supervisor to observe at least one co-taught lesson
- Remember that YOU'RE BOTH TEACHING!



DANIELSON GOALS

Week of _____

Domain 2: Classroom Environment

Component - _____

Key question - _____

Action Plan:

Domain 3: Instruction

Component - _____

Key question - _____

Action Plan:

Domain of Choice: _____

Component - _____

Key question - _____

Action Plan:

Appendix 5 – GUIDELINES FOR LETTER OF RECOMMENDATION

Guidelines for letter of Recommendation

1. Supervisors will use the BYU-Idaho letterhead found in the materials provided by the FSO.
2. Mentor Teachers will use school letterhead if school policy allows. If not, please be sure to include contact information.
3. Letter of Recommendation should be typed.

What to Include in A Letter of Recommendation for Teacher Candidates:

1. Describe the characteristics of the class i.e. grade level, number of students, class characteristics including special needs and ESL demographics.
2. Describe the transition of the Teacher Candidate from the first day to assuming full responsibility for planning and instruction.
3. Describe areas of strength in any of the six (6) areas observed.

- a. Planning for instruction
 - b. Subject matter knowledge
 - c. Instruction delivery
 - d. Management of the learning environment
 - e. Personal characteristics and interpersonal skills
 - f. Assessment
4. If applicable, address areas that need additional work. Will additional experience in a classroom allow the needed time to develop in areas needing improvement?
 5. Give your recommendation of this Teacher Candidate as a future teacher of children in the public schools.
 6. Your letter of recommendation should not include any references to the age, ethnicity, or language dialect of the Teacher Candidate. Any other information that could be considered discriminatory should not be included in your letter.
 7. Letters must be signed to be considered complete.

Student Teaching Expectation Checklist – A Guide for Mentor Teachers

General Education Component – 6-7 weeks

General Education Component – Six to Seven Weeks The Mentor Teacher Should . . .	Document Provided	Activity Completed
<i>Week 1: Initial Collaboration and Co-Teaching Responsibilities</i>		
Provide documents for Teacher Candidate		
<ul style="list-style-type: none"> • School handbook/policies (if applicable) 		
<ul style="list-style-type: none"> • Lesson plan format 		
<ul style="list-style-type: none"> • Confidential folders for students receiving special education services 		
Collaboration and initial Co-Teaching Responsibilities		
<ul style="list-style-type: none"> • Teacher Candidate, in collaboration with mentor teacher, must complete lesson plan for each lesson taught 		
<ul style="list-style-type: none"> • Learning objectives correlated to state standards 		
<ul style="list-style-type: none"> • Teach small groups 		
<ul style="list-style-type: none"> • Teach whole group 		
<ul style="list-style-type: none"> • Provide reflection and feedback regarding areas of strength as well as areas for growth 		
<i>Ongoing: Co-Teaching</i>		
Teacher Candidate gradually assumes responsibility for collaboration, co-teaching, planning and implementation of plans developed		
Continue to provide feedback		
<i>Week 2 – 6: Collaboration and Co-Teaching</i>		
Teacher Candidate assumes much of the responsibility for collaboration, co-teaching, planning and implementation of plans developed		
<ul style="list-style-type: none"> • Uses assessment data in planning and instruction 		
<i>Final Week</i>		
Prepare Letter of Recommendation		
<i>Requested Experiences</i>		
Facilitate Teacher Candidate observation/participation in IEP meetings		
Facilitate Teacher Candidate observation/participation in Eligibility Team Meetings		
Facilitate Teacher Candidate observation/participation in parent Conferences		
Facilitate Teacher Candidate observation/participation in Open House, Back-to-School Night, etc.		

Reviewed (Date) _____

Mentor Teacher _____

Teacher Candidate _____

Student Teaching Expectation Checklist – A Guide for Mentor Teachers
Special Education Component – 6-7 weeks

Special Education Component – Six to Seven Weeks The Mentor Teacher Should . . .	Document Provided	Activity Completed
Week 1: Initial Collaboration and Co-Teaching Responsibilities		
Provide documents for Teacher Candidate		
<ul style="list-style-type: none"> School handbook/policies (if applicable) Lesson plan format Confidential folders for students receiving special education services IEP format Data collection system 		
Provide opportunity for Teacher Candidate to observe children with disabilities in the general education setting		
Collaboration and initial Co-Teaching Responsibilities		
<ul style="list-style-type: none"> In both general education and special education setting Teacher Candidate must complete lesson plan for each lesson taught in collaboration with mentor teacher <ul style="list-style-type: none"> Learning objectives correlated to IEP goals Learning objectives correlated to state standards 		
Formal Collaboration meeting with Teacher Candidate		
<ul style="list-style-type: none"> Plan and prepare co-teaching whole and small group lessons 		
Collaboration Conference: Reflection and feedback regarding areas of strength as well as areas for growth		
Ongoing: Co-Teaching		
Teacher Candidate gradually assumes responsibility for collaboration, co-teaching, planning and implementation of plans developed		
Continue to provide feedback		
Week 2 – 6: Collaboration and Co-Teaching		
Teacher Candidate assumes much of the responsibility for collaboration, co-teaching, planning and implementation of plans developed		
<ul style="list-style-type: none"> Uses assessment data in planning and instruction 		
Final Week		
Prepare Letter of Recommendation		
Required Experiences		
Facilitate Teacher Candidate collaboration with general education teachers in planning for needs of students with disabilities		
Facilitate Teacher Candidate observation/participation in IEP meetings		
Facilitate Teacher Candidate observation/participation in Eligibility Team meetings		
Requested Experience		
Facilitate Teacher Candidate collaboration with related services personnel		
Facilitate Teacher Candidate collaboration with paraprofessionals		
Facilitate Teacher Candidate observation/participation in Alternative Assessment process. If available, give them opportunities to administer standardized tests. (Candidates have advanced training administering standardized tests.)		
Facilitate Teacher Candidate observation/participation in Parent Conferences		
Facilitate teacher planning/participation in Open House, Back-to-School Night, etc.		

Reviewed (Date) _____

Mentor Teacher _____

Teacher Candidate _____

- Evaluation Schedule
- Pre-Observation Planning
- Reflection Questions
- Individualized Professional Learning Plan
- Idaho Teacher Candidate Evaluation
- Formative Observation
- Mid-term Evaluation
- Summative Evaluation

EVALUATION SCHEDULE

Week	Activity	Focus of Meeting
1	In School Orientation Meeting	Mentor, Supervisor and Teacher Candidate <ul style="list-style-type: none"> • Overview of student teaching and Teacher Candidate expectations • Review PLP • Danielson self-evaluation
2-3	First formative evaluation Holistic with a targeted focus growth	Supervisor & Teacher Candidate <ul style="list-style-type: none"> • Review collaboration strategies • Evaluation review
4 – 5	Second formative evaluation Holistic with a targeted focus for growth	Supervisor & Teacher Candidate <ul style="list-style-type: none"> • Evaluation review • Review Professionalism • Collect Mentor Feedback
6 – 7	Mid-term evaluation Holistic observation and evaluation	Mentor, Supervisor & Teacher Candidate <ul style="list-style-type: none"> • Review Danielson self-evaluation • Mid-term Evaluation review
9 – 10	Third formative evaluation Holistic with a targeted focus for growth	Supervisor & Teacher Candidate <ul style="list-style-type: none"> • Collect Mentor Feedback* • Evaluation review • Review PLP
	Fourth formative evaluation (optional) If a candidate has any marks below a 2 at mid-term, then there will need to be two formatives following mid-term instead of just one (3 rd formative week 8 – 9; 4 th formative week 10 – 11)	
12-13	Summative Evaluation Holistic – all areas evaluated	Supervisor & Teacher Candidate <ul style="list-style-type: none"> • Danielson Summative Evaluation • Collect signed PLP • Collect Letter of Recommendation

***Mentor Feedback should be collected prior to the mid-term and final evaluation conferences so that the information provided by the mentor will be included and reflected on those evaluations.**

PRE-OBSERVATION PLANNING

To which part of the curriculum does this lesson relate?

How will you engage the students in the learning? What will you do? What will the students DO? Will the students work in groups, individually or as a large group?

How does this learning fit in the sequence of learning for this class?
(Consider their background knowledge)...

How will you differentiate instruction for different individuals or groups of students in the class?

What do you know about your student?

How and when will you know whether the students learned what you intended? (What should I SEE)

What are your learning outcomes for this lesson? What do you want the students to understand?

Is there anything that you would like me to specifically observe during the lesson?

Danielson Group, 2013 Framework for Teaching Evaluation Instrument:

<https://www.danielsongroup.org/download/?download=448>

REFLECTION QUESTIONS

In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?

Did you depart from your plan? If so, how and why? What were the results from changing your plans?

Reflect on your classroom procedures, student conduct and your use of physical space. To what extent did these contribute to student learning or take away from student learning?

Reflect on different aspects of your instructional delivery (activities, grouping of student, materials, resources). To what extent were they effective or ineffective?

INDIVIDUALIZED PROFESSIONAL LEARNING PLAN FORM

Directions: Use the Framework for Teaching Reflection Assessment to determine and develop a Professional Action Plan Goal.

Professional Action Plan Goal Criteria		
S	Specific Standards-Based	<ul style="list-style-type: none"> • Is the goal clearly focused on what is to be accomplished? • Why is this goal important? • Is it based on the <i>Framework for Teaching (or Framework for Specialist) components and aligned critical attributes?</i>
M	Measurable	<ul style="list-style-type: none"> • Can this goal be measured? • Will the teacher be able to collect evidence of achievement? • Is this goal based upon multiple sources of data?
A	Aligned and Attainable	<ul style="list-style-type: none"> • Is this goal aligned to district and school improvement goals? • Will resources be available to achieve this goal?
R	Relevant	<ul style="list-style-type: none"> • How will this goal enhance teaching/professional practice/craft? • How will this goal enhance learning opportunities for students?
T	Time Bound	<ul style="list-style-type: none"> • Can this goal be attained within the required timeframe?

- **When:** Provide time frame for goal process.
- **Who:** List the students or staff that will be involved in the goal.
- **What:** List specific area of teaching/student learning that needs to be improved.
- **Data Source:** List data tool(s) that will measure progress of goal. Data tools include rubrics, check sheets, tests, etc.

Example focused upon 1c – Setting Instructional Outcomes, 1e – Designing Coherent Instruction, 2c – Managing Classroom Procedures and 3c – Engaging Student in Learning: During 2012-13 (**WHEN**), The 6th Grade Teacher (**WHO**) will increase instructional learning time and student engagement at the beginning of class each day by 1) improving student-managed procedures during the first 15 minutes of class and 2) designing and implementing “high interest” Student Learning Outcome Aligned Core Content bell work (**WHAT**), as measured by number of 25 or less tardy yellow slips and 90% of student completing accurate (85% or better) bell work (**DATA SOURCE**).

Directions for Goal Setting: Candidates must choose . . .

1. A minimum of three goals developed collaboratively between the candidate and the university supervisor (mentor teacher can be invited to participate)
2. At least one goal that addresses at least one component in 2a-2d (prioritizing those components with a proficiency of 2).
3. At least one goal that addresses at least one component in 3a-3d (prioritizing those components with a proficiency of 2).
4. A third goal chosen from any domain and prioritizes those components with a proficiency of 2).

CANDIDATE'S PROFESSIONAL ACTION PLAN

Candidate Name:	Date:	University: Brigham Young University - Idaho
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Domain Two Goal (2a – 2d): Identify Component

Action Steps/Activities (Specific Teacher or specialist Professional Activities that are part of this plan.)	Resources (Principal, Staff, PD or Materials)	Evidence (How will you know if this goal has been accomplished)	Timeline (Timeframe for Action Steps/Activities to be Completed)

Domain Three Goal (3a – 3c): Identify Component

Action Steps/Activities (Specific Teacher or specialist Professional Activities that are part of this plan.)	Resources (Principal, Staff, PD or Materials)	Evidence (How will you know if this goal has been accomplished)	Timeline (Timeframe for Action Steps/Activities to be Completed)

Third Goal: Identify Component			
Action Steps/Activities (Specific Teacher or specialist Professional Activities that are part of this plan.)	Resources (Principal, Staff, PD or Materials)	Evidence (How will you know if this goal has been accomplished)	Timeline (Timeframe for Action Steps/Activities to be Completed)

I have reviewed the above Professional Action Plan:

Candidate's Signature: _____

Date: _____

University Representative: _____

Date: _____

Danielson Group, 2013 Framework for Teaching Evaluation Instrument:
<https://www.danielsongroup.org/download/?download=448>

IDAHO TEACHER CANDIDATE EVALUATION

Danielson Group, 2013 Framework for Teaching Evaluation Instrument:

<https://www.danielsongroup.org/download/?download=448>

Teacher Candidate: _____ Term/Year: _____ Institution: Brigham Young University – Idaho

*In order to be recommended for teacher certification, Teacher Candidates must score a level two or above in all components of each domain.

*Level four is indicative of an experienced master teacher and is not an appropriate score for novice Teacher Candidates.

Level 1 Unsatisfactory

Level 2 Basic

Level 3 Proficient

Level 4 Distinguished

DOMAIN 1 PLANNING AND PREPARATION

Domain 1A	Demonstrating Knowledge of Content and pedagogy
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<p>In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.</p>	<p>The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher’s plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p>	<p>The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject</p>	<p>The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.</p>
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Domain 1B	Demonstrating Knowledge of Students
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<p>The teacher displays minimal understanding of how students learn – and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages – and does not indicate that such knowledge is valuable.</p>	<p>The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole</p>	<p>The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students’ varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.</p>	<p>The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students’ varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.</p>
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Domain 1C	Setting Instructional Outcomes
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<p>The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.</p>	<p>Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.</p>	<p>Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.</p>	<p>All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.</p>
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Domain 1D	Demonstrating Knowledge of Resources
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<p>The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.</p>	<p>The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.</p>	<p>The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.</p>	<p>The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.</p>
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Domain 1E	Designing Coherent Instruction
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<p>Learning activities are poorly aligned with the instructional outcomes. do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.</p>	<p>Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.</p>	<p>Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.</p>	<p>The sequence of learning activities follows a coherent sequence. is aligned to instructional goals. and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.</p>
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Domain 1F	Designing Student Assessments
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<p>Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.</p>	<p>Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.</p>	<p>All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</p>	<p>All the instructional outcomes may be assessed by the proposed assessment plan. with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.</p>
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DOMAIN 2 CLASSROOM ENVIRONMENT

Domain 2A	Creating an Environment of Respect and Rapport
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<p>Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.</p>	<p>Patterns of classroom interaction, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth no conflict.</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and businesslike, though students may be somewhat cautious about taking intellectual risks.</p>	<p>Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. StudentS exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.</p>
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Domain 2B	Establishing a Culture for Learning
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<p>The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little to no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</p>	<p>The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only “going through the motions,” and students indicate that they are interested in the completion of the task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p>	<p>The classroom culture is a place where learning is valued by all; high expectation for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.</p>	<p>The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.</p>
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Domain 2C	Managing Classroom Procedures
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<p>Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher’s managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines.</p>	<p>Some instructional time is lost due to partially effective classroom routines and procedures. The teacher’s management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.</p>	<p>There is little loss of instructional time due to effective classroom routines and procedures. The teacher’s management of instructional groups and transitions, or handling of material and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines.</p>	<p>Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.</p>
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Domain 2D	Managing Student behavior
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<p>There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students’ misbehavior is repressive or disrespectful of student dignity.</p>	<p>Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p>	<p>Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.</p>	<p>Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher’s response to student misbehavior is sensitive to individual student needs and respects students’ dignity.</p>
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Domain 2E	Organizing Physical Space
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<p>The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.</p>	<p>The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.</p>	<p>The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.</p>	<p>Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.</p>
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DOMAIN 3 INSTRUCTION AND ASSESSMENT

Domain 3A	Communicating with Students
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<p>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p>The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.</p>	<p>The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.</p>	<p>The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.</p>
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Domain 3B	Using Question and Discussion Techniques
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<p>The teacher’s questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominately recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.</p>	<p>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of “downtime”.</p>	<p>While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	<p>The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, change one another’s thinking, and make unsolicited contribution. Students, themselves, ensure that all voices are heard in the discussion.</p>
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Domain 3C	Engaging Students in Learning
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<p>The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.</p>	<p>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of “downtime”.</p>	<p>The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge students’ thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<p>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.</p>
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Domain 3D	Using Assessment in Instruction
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<p>Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or poor quality. Students do not engage in self- or peer assessment.</p>	<p>Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.</p>	<p>Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.</p>	<p>Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Question and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates the instruction to address individual students' misunderstanding.</p>
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Domain 3E	Demonstrating Flexibility and Responsiveness
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<p>The teacher ignores students' questions: when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.</p>	<p>The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustments of the lesson in response to assessment is minimal or ineffective.</p>	<p>The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.</p>	<p>The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstanding. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.</p>
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DOMAIN 4 PROFESSIONAL RESPONSIBILITIES

Domain 4A	Reflecting on Teaching
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<p>The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.</p>	<p>The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.</p>	<p>The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</p>	<p>The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieves its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.</p>
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Domain 4B	Maintaining Accurate Records
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<p>The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for non-instructional activities are in disarray, the results being errors and confusion.</p>	<p>The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for non-instructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.</p>	<p>The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.</p>	<p>The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Students contribute information and participate in maintaining the records.</p>
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Domain 4C	Communicating with Families
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<p>The teacher provides little information about the instructional program to families; the teacher's communication about student's progress is minimal. The teacher does not respond, or responds insensitively to parental concerns.</p>	<p>The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.</p>	<p>The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.</p>	<p>The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.</p>
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Domain 4D	Participating in the Professional Community
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<p>The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved in school events or school and district projects.</p>	<p>The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in the school events and school and district projects when specifically asked.</p>	<p>The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</p>	<p>The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in prompting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.</p>
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Domain 4E	Growing and Developing Professionally
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<p>A teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in a professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.</p>	<p>The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.</p>	<p>The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.</p>
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Domain 4F	Showing Professionalism
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<p>The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill-served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.</p>	<p>The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent and unknowingly contribute to some students being ill-served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.</p>	<p>The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.</p>	<p>The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitude or practices to ensure that all students, particularly those traditionally under-served, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p>
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Teacher Candidate Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

BYU-IDAHO CANDIDATE FORMATIVE OBSERVATION FORM

Teacher Candidate:	Date:	# of Students:	Obs. #
School Name:	Grade Level:	Subject:	
Mentor Teacher	Supervisor:		

DIRECTIONS: Using the Idaho Teacher Candidate Evaluation (rubric), place the appropriate number to represent the candidate's level of performance on each standard.

Evaluation Criteria: (1) Unsatisfactory (2) Basic (3) Proficient

Domain 1: Planning and Preparation		Domain 2: Environment		Domain 3: Instruction		Domain 4: Professionalism	
1a: Knowledge (Content/Pedagogy)		2a: Respect and Rapport		3a: Communication		4a: Reflecting	
1b: Knowledge of Students		2b: Culture for Learning		3b: Questioning / Discussion		4b: Maintaining Accurate Records	
1c: Setting Outcomes		2c: Managing Procedures		3c: Engaging Students		4c: Communicating with Families	
1d: Knowledge of Resources		2d: Managing Behavior		3d: Using Assessment		4d: Participating (Prof. Community)	
1e: Designing Coherent Instruction		2e: Organizing Space		3e: Flexibility/Responsiveness		4e: Growing/Developing Professionally	
1f: Student Assessments						4f: Showing Professionalism	

Evidence: Domain 1	Evidence: Domain 2	Evidence: Domain 3	Evidence: Domain 4
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Growth Opportunities: Domain 1	Growth Opportunities: Domain 2	Growth Opportunities: Domain 3	Growth Opportunities: Domain 4
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Evaluated by: _____

BYU-IDAHO – MENTOR FEEDBACK FORM

Teacher Candidate:	Date:	# of Students:	Obs. #
School Name:	Grade Level:	Subject:	
Mentor Teacher	Supervisor:		

DIRECTIONS: Using the [Idaho Teacher Candidate Evaluation](#) (rubric), place the appropriate number to represent the candidate’s level of performance on each standard.

Evaluation Criteria: (1) Unsatisfactory (2) Basic (3) Proficient

Domain 1: Planning and Preparation		Domain 2: Environment		Domain 3: Instruction		Domain 4: Professionalism	
1a: Knowledge (Content/Pedagogy)		2a: Respect and Rapport		3a: Communication		4a: Reflecting	
1b: Knowledge of Students		2b: Culture for Learning		3b: Questioning / Discussion		4b: Maintaining Accurate Records	
1c: Setting Outcomes		2c: Managing Procedures		3c: Engaging Students		4c: Communicating with Families	
1d: Knowledge of Resources		2d: Managing Behavior		3d: Using Assessment		4d: Participating (Prof. Community)	
1e: Designing Coherent Instruction		2e: Organizing Space		3e: Flexibility/Responsiveness		4e: Growing/Developing Professionally	
1f: Student Assessments						4f: Showing Professionalism	

Evidence: Domain 1	Evidence: Domain 2	Evidence: Domain 3	Evidence: Domain 4
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Growth Opportunities: Domain 1	Growth Opportunities: Domain 2	Growth Opportunities: Domain 3	Growth Opportunities: Domain 4
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Evaluated by: _____

BYU-IDAHO TEACHER CANDIDATE MID-TERM EVALUATION FORM

Teacher Candidate:	Grade Level:	Date:
School Name:	Subjects Taught:	
Mentor Teacher:	Supervisor:	
How many Formative Observations have been done to date by this evaluator?	0	1
	2	3

Evaluation Criteria: (1) Unsatisfactory (2) Basic (3) Proficient

Evaluators will use the same observation criteria and descriptors found on the formative observation form to complete the mid-term evaluation.

Domain 1: Planning and Preparation		Domain 2: Environment		Domain 3: Instruction		Domain 4: Professionalism	
1a: Knowledge (Content/Pedagogy)		2a: Respect and Rapport		3a: Communication		4a: Reflecting	
1b: Knowledge of Students		2b: Culture for Learning		3b: Questioning / Discussion		4b: Maintaining Accurate Records	
1c: Setting Outcomes		2c: Managing Procedures		3c: Engaging Students		4c: Communicating with Families	
1d: Knowledge of Resources		2d: Managing Behavior		3d: Using Assessment		4d: Participating (Prof. Community)	
1e: Designing Coherent Instruction		2e: Organizing Space		3e: Flexibility/Responsiveness		4e: Growing/Developing Professionally	
1f: Student Assessments						4f: Showing Professionalism	

*Please list strengths below that are evident in the above standards:

Strengths:	Strengths:	Strengths:	Strengths:

Teacher Candidate: _____

BYU-Idaho Teacher Candidate Mid-Term Evaluation Form (Cont.)

Should a candidate score a 1 in any standard, list specific measures as growth opportunities below. Attach additional documentation if necessary. In order to be recommended for teacher certification, candidates must score a level 2 or above in all components of each domain on the final summative evaluation.

Growth Opportunity:	Growth Opportunity:	Growth Opportunity:	Growth Opportunity:

Signature of Teacher Candidate

Date

Signature of Mentor Teacher

Date

Signature of University Supervisor

Date

Danielson Group, 2013 Framework for Teaching Evaluation Instrument: <https://www.danielsongroup.org/download/?download=448>

IDAHO TEACHER CANDIDATE EVALUATION FORM

Teacher Candidate:	Grade Level:	Date:
School Name:	Subjects Taught:	
Mentor Teacher:	Supervisor:	
How many Formative Observations have been done to date by this evaluator?	0	1
	2	3

Evaluation Criteria: (1) Unsatisfactory (2) Basic (3) Proficient

Evaluators will use the same observation criteria and descriptors found on the formative observation form to complete the mid-term evaluation.

Domain 1: Planning and Preparation		Domain 2: Environment		Domain 3: Instruction		Domain 4: Professionalism	
1a: Knowledge (Content/Pedagogy)		2a: Respect and Rapport		3a: Communication		4a: Reflecting	
1b: Knowledge of Students		2b: Culture for Learning		3b: Questioning / Discussion		4b: Maintaining Accurate Records	
1c: Setting Outcomes		2c: Managing Procedures		3c: Engaging Students		4c: Communicating with Families	
1d: Knowledge of Resources		2d: Managing Behavior		3d: Using Assessment		4d: Participating (Prof. Community)	
1e: Designing Coherent Instruction		2e: Organizing Space		3e: Flexibility/Responsiveness		4e: Growing/Developing Professionally	
1f: Student Assessments						4f: Showing Professionalism	

*Please list strengths below that are evident in the above standards:

Domains 1 Strengths:	Domains 2 Strengths:	Domains 3 Strengths:	Domains 4 Strengths:

Teacher Candidate: _____

Idaho Teacher Candidate Evaluation Form (Cont.)

Should a candidate score a 1 in any standard, list specific measures as growth opportunities below. Attach additional documentation if necessary. In order to be recommended for teacher certification, candidates must score a level 2 or above in all components of each domain on the final summative evaluation.

Domain 1 Growth Opportunity:	Domain 2 Growth Opportunity:	Domain 3 Growth Opportunity:	Domain 4 Growth Opportunity:

Signature of Teacher Candidate

Date

Signature of Mentor Teacher

Date

Signature of University Supervisor

Date