

Welcome to the School of Teacher Education and Leadership at Utah State University!



We are pleased that you have agreed to mentor one of our teacher candidates. As a teacher, you know how important it is to receive quality mentoring during preparation. We hope you see this as a way to "pay it forward" and support the teaching profession as a teacher leader.

This overview will provide you with an orientation to a newly adopted student teaching evaluation system and acquaint you with the principles and practices of co-teaching, the mentoring model that we use.

Co-teaching Model

Co-teaching is a model for mentoring that involves the student teacher and mentor teacher working in collaboration, side-by-side, for the entire experience. The mentor teacher should not exit the classroom for a period of time. This "sink or swim" model is not effective or productive for the mentor teacher, student teacher, or students in the classroom.

In a co-teaching configuration:

- Two teachers work together with groups of students and share the planning, organization, delivery, and assessment of instruction.
- Although it is a partnership, the mentor teacher is still responsible for content, implementation, and management and is the teacher of record and final authority in the classroom.
- The student teacher has similar responsibilities as the mentoring teacher, but they build up gradually.
- There is no "takeover" time; instead the student teacher's responsibilities increase gradually so that for the last four weeks the student teacher and mentor teacher share instructional time relatively equally.

Goals for co-teaching model of student teaching

- Student teacher has larger amount of productive contact time with students
- Student teacher teaches and plans more, but in collaboration with cooperating teacher
- Student teacher and mentor teacher develop a partnership
- University supervisor facilitates partnership between student teacher and mentor teacher

How TO co-teach	How NOT to co-teach
<ul style="list-style-type: none"> • Student teacher and mentor teacher plan collaboratively • Mentor teacher gradually increases responsibility for student teacher, but student teacher does not "take over" • Student teacher participates in department or grade level team planning • Supervisor is a facilitator • Mentor teacher addresses problems/issues first; supervisor intervenes if needed 	<ul style="list-style-type: none"> • Mentor teacher gets extra prep time out of the classroom • Mentor teacher leaves the classroom • Student teacher writes lesson plans alone • Student "takes over" for 2 weeks • Student "sinks or swims" • Supervisor is THE authority figure who swoops in to address problems

Co-teaching Strategies

The following is not a sequential or hierarchical list of co-teaching strategies. At the beginning of student teaching experience, some strategies will be more appropriate than others. Once both co-teachers are comfortable working with each other, the co-teachers are encouraged to vary the strategies and roles, as appropriate.

One Teach, One Observe

Student teacher participates in planning and then during instruction is on his/her feet, visibly present to students, and actively observing both the mentoring teacher and the student behavior in the environment.

One Teach, One Assist

One teacher takes the lead in the delivery of instruction, while the other teacher circulates, monitors, and assists where needed.

Station Teaching

Both teachers prepare and teach different parts of the instruction in separate locations in the room; both teachers are primary instructors at their station.

Parallel Teaching

Class is divided into two groups; each teacher presents the same curriculum using different strategies or different levels of difficulty.

Supplemental Teaching

One teacher works with a small group to re-teach, pre-teach, or enrich while the other teacher instructs the rest of the class.

Team Teaching

Both teachers participate in the delivery of instruction equally; no clearly defined lead teacher in the lesson. Requires lots of trust and compatible delivery styles.

Mentoring

Your job as a mentor is incredibly important. You will need to:

- periodically observe your student teacher and provide feedback
- debrief with your student teacher after they are taught
- review lesson plans before they are taught
- observe your student teacher interacting with students outside the classroom
- facilitate your student teacher's participation in grade level team meetings, department meetings, faculty meetings, PLCs, professional development, parent/teacher conferences, etc.
- provide written formative and summative feedback using a rubric and narrative comments

Final Evaluation Instructions

Introduction

Utah State University has adopted an evaluation system for our teacher candidates that is based on the one used across Utah with inservice teachers, so it will likely look familiar to you. The evaluations are based on performance expectations grounded in the Utah Effective Teaching Standards.

Purpose

The main purpose of assessment of student teacher performance is to ensure that teaching leads to student learning. This specific evaluation serves as a summative assessment of the student teacher's performance both at mid-semester (for secondary education) and at the end of the semester (for both elementary and secondary education).

Observations and Conferences

Teaching happens wherever and whenever student teachers interact with you, students, parents, colleagues, and community members. We want you to observe student teachers both formally and informally. These observations will provide you with the evidence you need to rate them on the evaluation instrument. Observations will not give you all the information you need; some of the criteria in the evaluation will require that you confer with student teachers in order to make a decision about how to rate them on particular criteria. On the evaluation itself, items are marked as CONFERENCE or OBSERVATION depending on the nature of the judgment you need to make.

Explanation of Ratings

The ratings in this rubric are based on the Utah Effective Teaching Standards and the Utah Teaching Observation Tool (version 3.0) and provides evidence of student teacher performance. Possible scores range from 0 (not effective) to 3 (preservice proficient). The rubric is on the following pages of this document.

For each standard, the rubric provides a unique description for each level. For example, a score of 0 for Standard 2.1, *Allows learners multiple ways to demonstrate learning sensitive to diverse experiences, while holding high expectations for all*, means that the candidate is not accepting of differences and does not hold high expectations of all students. This is considered **not effective**.

A score of 1 means that the candidate is aware of learning diversity and respectful of student differences, which is considered **developing**. A score of 2 means that the candidate is aware of learning diversity and respectful of student differences AND also attempts to apply strategies to support diverse learners, which is considering **approaching**. Finally, a score of 3 means that the candidate is aware of learning diversity and respectful of student differences, attempts to apply strategies to support diverse learners, AND applies understanding of learner diversity to support learners to achieve academically, for example, by holding high expectations for all. A score of 3 is the highest score on the rubric and is considered **preservice proficient**. This is an example for Standard 2.1; each standard has its own descriptors for each level of performance.

A score of 3 for any criteria indicates proficient performance for a teacher candidate. A teacher candidate must meet the score expectation for all three sections of the evaluation with no scores of 0, 1, or “no” in order to pass student teaching. Some items cannot be judged without conferring individually with the teacher candidate. Other items will be judged based on observation. In the online rubric, you will indicate how the judgment was made by marking O for observed or C for conference.

At the end of the evaluation, we have provided a section for final comments. The comments should also serve as the letter of recommendation for the student. Please write the comments in the form of a letter.

Here’s an example:

To Whom It May Concern:

I had the privilege to serve as Jane Johnson’s student teaching supervisor while she student taught in Mary Parker’s 4th grade classroom at Southside Elementary during spring semester of 2016. Jane is a warm, genuine, kind, enthusiastic person with an obvious love for children. She is motivated to learn and eager to improve. She seeks feedback and implements suggestions. Children identify with her enthusiasm, excitement, and love of learning, and they exhibit increased interest in learning.

Jane exhibits many effective teaching strategies. She is always well prepared and designs thorough and detailed lesson plans. Her lesson objectives are student-centered and stated in terms of what student will be able to do at the end of the lesson. She gives careful, clear directions, and designs collaboration activities for students to work on together. She achieves closure at the end of each lesson. She is adept at managing students using positive reinforcement. She creates expectations for behavior such as setting the voice level for activities. She waits to start talking until children are quiet. Because she is a role model for enthusiasm and keeps lessons interesting, she has few behavior problems. Jane uses technology confidently. In one lesson she used the document camera, and then the monitor and computer to show a video to illustrate a point in a science lesson.

I can without question give a high recommendation for hire to Jane Johnson. She will be an unquestioned asset to children and adults and help make everyone feel good about themselves.

Sincerely,

Sheila Baker

USU Supervisor of Student Teachers

How to complete the online evaluation:

You will receive an email with a link that is specific to your student teacher.

- A link for the secondary education interim and final evaluations will be emailed to you about a week before they are due.
- Elementary education only uses final evaluations for student teachers, and those links will be emailed to you about a week before they are due at the end of each 7-week block.
- For elementary education INTERNS, a link for an interim and final evaluation will be emailed to you about a week before they are due.

You can complete the evaluation on a mobile phone, tablet, or computer. Once you open the link, you will see the evaluation with the definitions of each level of the rubric provided, like this →

At the end of the rubric, there is space for you to write a narrative summary of your student teacher's performance, which may also serve as your letter of recommendation. You will also sign the evaluation using a mouse or touch pad. Once you have submitted the evaluation, your responses **CANNOT** be modified. Copies of the evaluation will be sent to you, the student, and the Office of Field Experiences.

The other resources you need are available here for the ELEMENTARY GRADES:

https://teal.usu.edu/undergrad/ofe_eled/student-teaching-resources

And here for SECONDARY: https://teal.usu.edu/undergrad/ofe_sced/landing-page

Thank you,

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The Learner and Learning			
Learner Development: The teacher understands cognitive, linguistic, social, emotional, and physical areas of student development.			
Not Effective <ul style="list-style-type: none">• No differentiation• Instruction is not developmentally appropriate• Emotionally unsafe environment• Unaware of developmental needs	Developing <ul style="list-style-type: none">• Creates whole group instruction (e.g., instruction is far below or above students' developmental levels, lack of modeling, only one answer or way)	Approaching <ul style="list-style-type: none">• Creates whole group instruction AND• Incorporates superficial strategies for meeting students' developmental needs (e.g., makes reference to student interest but does not use authentic problem solving, teacher dependent problem solving)	Preservice Proficient <ul style="list-style-type: none">• Demonstrates an understanding of learners' developmental levels (e.g., instruction to meet learners' strengths, interests, and needs; hands-on, real world, appropriately scaffolded)
1.1 Creates developmentally appropriate and challenging learning experiences based on each learner's strengths, interests, and needs (1a, 2e). InTASC 1; CAEP 1.1, 3.5 (OBSERVATION)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>