



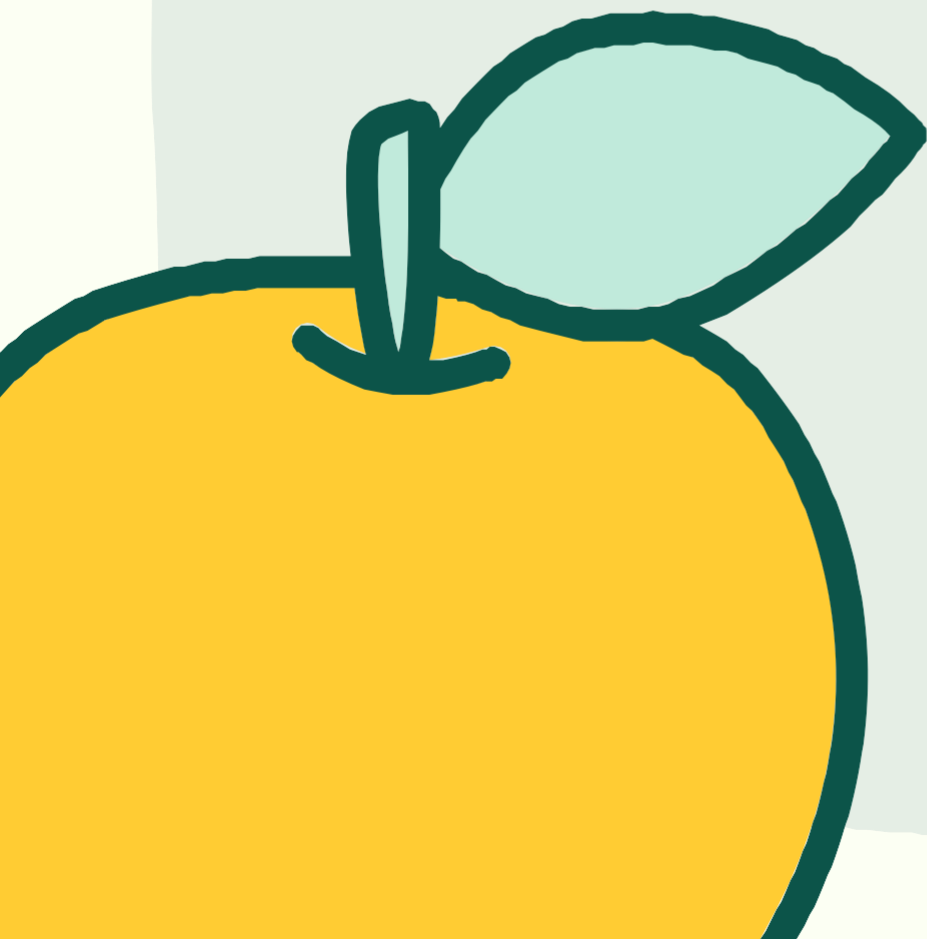
WAYNE STATE
College of Education

TEACHER EDUCATION

CLINICAL EXPERIENCES
HANDBOOK

ELE 6211, 6216, 6375, & 6385

**Elementary Literacy and
Mathematics Clinical
Experiences**



Clinical Experiences Handbook

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Welcome

Wayne State University College of Education Teacher Education Educational Partnerships and Experiences

The Office of Educational Partnerships and Experiences (EDP&E) is pleased to have your participation in a teacher education clinical experience. We are excited to have the opportunity to work with you.

The Clinical Experiences Handbook will help you have a successful clinical experience. Please carefully read the information in this handbook and follow through on the suggestions from your cooperating teacher and university supervisor. In doing so, you will be well prepared to meet the challenges of growing as a professional educator. A successful clinical experience is critical in preparing aspiring teachers to become highly effective full-time classroom teachers. You will have the opportunity to gain practical hands-on experiences in diverse, dynamic placements in urban classroom environments. The experiences will include developing instructional strategies, assessment practices, and classroom management skills to ensure positive student outcomes.

Our goal is to empower you to achieve your teacher voice and professional excellence! I sincerely hope your clinical experience will allow you to learn all you can about this gratifying profession. I hope your journey is exciting, challenging, and enjoyable! I am confident that you will find your clinical experiences satisfying and rewarding.

All the best,

Dr. Linda Hicks
Director, Educational Partnerships and Experiences

College of Education Mission and Vision

Our Mission: What We Do

We prepare teachers, counselors, coaches, health educators, healthcare workers, principals, learning designers, exercise scientists, sports administrators, and education and health researchers to be engaged citizens and leading professionals who work toward equity, excellence, and well-being.

Our Vision: What We Aspire To

We will be a highly respected college of education known for advancing equity, excellence, and well-being through our holistic student success model and its emphasis on community-based collaborative work for the public good.

Contact Information

Wayne State University
College of Education
Teacher Education Division, Northwest Suite
5425 Gullen Mall, Detroit, MI 48202

Dean, College of Education
Denise Taliaferro Baszile, PhD
hq4976@wayne.edu

Assistant Dean, Teacher Education Division
Nimisha Patel, PhD
hr0439@wayne.edu

Office of Educational Partnerships & Experiences College of Education (EdP&E)
(313) 577-9880

Director, EdP&E
Dr. Linda Hicks
am3610@wayne.edu

Partnership Districts

We are pleased to partner with various area school districts. Partner districts are vital to the development and success of the TED teacher education programs, and we are grateful for their collaboration. Please see a complete list of our [partner districts on our webpage](#).

Clinical Placement Information

Placement Procedures

Teacher candidates are not permitted to coordinate their own placements. They may not contact a school district, school administrator, teacher, or other staff member concerning a request for his/her/their placement. The Office of Educational Partnerships and Experiences (EdP&E) makes all clinical placement arrangements in collaboration with WSU COE programs and the partnership school district's central administration and/or human resource division.

EdP&E makes clinical placements based on multiple factors, including:

- existing partnerships with school districts and individual schools within the district's availability to take interns in a given semester
- matching of interns to cooperating teacher certification area(s)
- providing experiences in a diverse variety of settings
- matching of interns to the university supervisor
- other logistical factors

As part of the clinical experience application, teacher candidates complete an online application to request placements in our partnership schools/districts with the awareness that MDE requires teacher candidates to have diverse clinical experiences *across grade levels and with students of diverse strengths and needs*. To prepare teacher candidates for meeting the state's minimum requirements and in alignment with our Urban Educator mission, EdP&E is intentional in securing placements in school settings across partner districts' urban learning contexts that exist in Detroit, Metro Detroit, and the Greater Detroit area.

Given the above factors upon which placements are based, candidates are not guaranteed to *be placed in any specific school/district or within a particular distance from their residences*. Teacher candidates are responsible for transportation to/from their clinical placements.

When confirmed with our partner school districts, candidates will be able to view their placements in Exxat.

Conflict of Interest Policy

Teacher Candidates may not seek a placement in districts or schools where a conflict of interest exists.

Potential conflicts of interest may pertain to, but are not limited to, the following:

- Teacher candidate graduated from the school district
- Teacher candidate is working for the school or district in which placement is secured (except for the On-the-Job Agreement)
- A family member works for the school district in which placement is secured.

Transportation

The teacher candidate is solely responsible for transportation to and from the clinical placement. Generally, placements are limited to a 25-mile radius of the main campus. Any transportation issues/concerns related to location preferences should be clearly articulated on the clinical application form. EdP&E will try to meet the needs of the candidate, but requests are not guaranteed.

Diverse Placements

Candidate placements are in locations where they can learn to teach diverse students in diverse settings, as required by the Michigan Department of Education. “Diversity In alignment with national accreditation expectations, and to build candidate competence and marketability, it is expected that all programs provide a sequential set of supported opportunities to work with, reflect upon, and support the needs of a diverse student population. A clinically based teacher preparation program should be designed so that candidates complete an intentional, meaningful series of diverse, cohesive clinical experiences integrated with the preparation curriculum. These should occur in multiple settings that provide teacher candidates opportunities to work with learners who represent the cultural, linguistic, and socioeconomic diversity of Michigan’s diverse communities, including students who come from underrepresented or marginalized populations” (Michigan Department of Education, Clinical Experiences, August 28, 2018).

Attendance Requirements for Clinical Courses

Teacher candidates are expected to attend their placement each day assigned and follow the expectations for arrival and departure times outlined. Candidates may not deviate from the established schedule without prior permission.

- Attend placement three (3) hours, one consistent day/time a week, for the full 15-weeks.
- Teacher candidates may not “bank hours.”

Candidates should contact their CT *and* supervisor to report absences or tardies before the start of the school day. Supervisors should report absences to the Director of EdP&E.

- Teacher candidates **need** to make up missed days due to calamity days and school holidays that occur on their scheduled day before the end of the semester in order to meet expectations.
- If a candidate is absent for any reason, he/she/they must *make up the time missed* to meet the required days for the clinical experience. This may mean extending clinical experience after the end of the WSU semester; however, it is only permissible with written permission from the director.
- If a candidate misses two days or more, even when the candidate intends to make up the days, he/she/they are required to set up an appointment to meet with the director.
- Exceptions to this policy may be made on a case-by-case basis by the Director for extenuating circumstances, such as medical emergencies.

Weekly Attendance Log

- Candidates are responsible for documenting *weekly attendance* using the attendance log.
- Candidates will ask their CT to sign their completed log *every two weeks* to confirm the information.
- Candidates will scan the signed log and post it in the appropriate assignment folder in their Canvas course. Attendance logs are due on Saturdays by 11:59pm.
- The supervisor will review the posted logs every two weeks.

University Breaks and Holidays

Teacher Candidates in courses prior to student teaching will follow the Wayne State University calendar for all breaks and holidays. All candidates must make up dates missed due to WSU and/or school district breaks.

Clinical Courses Summary

Course Description

This is a school-based clinical experience course designed for candidates accepted into an Elementary Education certification program. Teacher candidates will be mentored by a university supervisor (supervisor) and cooperating teacher (CT) in same certification area. They will be involved in planning, organizing, delivering, and assessing instruction in an elementary setting. Candidates will work primarily with individuals and small groups.

Elementary Education Literacy and Mathematics Clinical Experience
Observe CT, assist in the classroom during the first 2 weeks
Gradually transition to working with individual students and small groups to leading the whole class
1 observation by the University Supervisor <ul style="list-style-type: none">• The candidate should collaborate with the CT and supervisor to determine the date of the observation.• The day/time of the observation should be communicated in writing to the CT, and candidate by the University Supervisor• Candidate will upload lesson plans and materials for the lesson into Canvas
Connect with University Supervisor minimum of two (2) times each month
3 hours per day per week for 15 weeks of the semester. The day must remain consistent throughout the semester.
Follow WSU calendar for holidays and break. All candidates must make up dates missed due to WSU and/or school district breaks.

How to Have a Successful Clinical Experience

Expectations

- Review the syllabus and handbook to ensure you understand expectations for your clinical course.
- Please review the assessment tools that will be used to assess your performance to know what is expected of you.
- Please send a *professional* email to your cooperating teacher (CT) to introduce yourself.
 - Share your personal contact information.
 - Consider sharing your resume or writing an "About Me" introduction.
 - Include what you are excited about learning. Ask about school policies and procedures that you should be aware of.
 - Please ask someone to proofread your email before you send the email to your CT
- If required, complete the emergency medical form and give to your supervisor and your CT.
- Set a day/time that you can meet with your CT weekly.
- Meet with CT early to discuss how you can become involved in the classroom. The more engaged you are with your CT and students, the more you will develop as an educator!
- Talk with your CT in advance about any specific course or program requirements you have.
- When the semester ends, send a thank you note to all who helped you during your clinical experience.

Tips

- Get to know the school and school district by reviewing the website.
- Drive around the neighborhood before your first day so that you can become acclimated to the community's culture and climate.
- Network with the staff and with other candidates that may be in your building.
- Introduce yourself to the building administrator. Kindly ask an administrator if they would be available to observe you teaching a lesson and give you feedback.
- Let your CT know that you are there to learn a variety of teaching methods and that you are trying to develop your teaching style.
- Remember, you are the teacher! You are not the students' friend or even coach. A teacher plays a unique and important role. Proudly and professionally fulfill that role!
- Go with your CT everywhere! Sit in on parent/teacher conferences and see if it is okay to observe a child study team in action.
- Don't be afraid to integrate some of your own teaching techniques or classroom management skills. Your cooperating teacher might just learn a new technique from you!
- Try to get student input about your lessons. If you aren't sure how your lesson went, ask one or two students what they thought. Sometimes, they have wonderful suggestions!
- Since you don't have much experience organizing lessons according to class time, having too much planned is better than having the students sitting there with nothing to do.
- Buddy up with other student teachers in your school to share resources and ideas.

- As the teacher, you should attend after-school events, concerts, plays, science fairs, etc. as often as possible.

Professional Attire

Professional dress for educators is typically business and/or business casual. Teacher Candidates' appearances are expected to reflect respect for their students, colleagues, families, and the teaching profession.

Co-Teaching Models

The teaching internship model is co-planning and co-teaching. Utilizing this model during student teaching allows for collaboration in the classroom, actively engaging students for extended periods of time and increasing students' opportunities to get help when and how they need it. Planning and teaching together support the diverse academic and social-emotional needs of all students.

6 Models of Co-Teaching

- One Teach, One Observe: One teacher presents the lesson while the other teacher observes and assists students as needed.
- One Teach, One Prompt: One teacher presents the lesson while the other teacher comments and encourages students to ask questions.
- Parallel Teaching: Both teachers present the same lesson to different groups of students within the same classroom.
- Alternate Teaching: Teachers present the same lesson to different groups of students within the same classroom; however, the material is presented in various ways based on the needs of the students.
- Station Teaching: Teachers present different lessons and students rotate to each teacher.
- Co-Teaching: Teachers work together to present the same lesson and are equally involved in the instruction.

CO-TEACHING IS...	CO-TEACHING IS NOT...
<ul style="list-style-type: none"> ▪ Two teachers (Mentor Teacher and student teacher) sharing the responsibilities of teaching students and leading them to success. ▪ Two teachers sharing an opportunity to incorporate co-teaching pedagogy, grouping students in ways that are not possible with just one teacher. ▪ Two teachers actively engaged in the classroom, enhancing the quality of learning for PreK-12 students. 	<ul style="list-style-type: none"> ▪ One person teaching one subject followed by another who teaches a different subject. ▪ One person teaching one subject while another person prepares instructional materials at the copy machine or corrects student papers in the teachers' lounge. ▪ One person teaching while the other sits and watches. ▪ One person's ideas prevailing regarding what will be taught and how it will be taught. ▪ One person simply assigned to act as a tutor.

Assessments

Professionalism and Dispositions

The College of Education requires candidates to be professionals with sound judgment, ethical behavior, trustworthiness, confidentiality, and responsibility and to uphold the highest professional ideals. These expectations are outlined in the Candidate Statement of Commitment to Professional Dispositions (CSCPD) and align with the Michigan Professional Educators Code of Ethics, both of which are outlined in the documents below. Teacher candidates are assessed three times during the education program.

- [Candidate Statement of Commitment to Professional Dispositions \(CSCPD\) \(pdf\)](#)
- [Michigan Code of Educational Ethics \(pdf\)](#)

The College of Education candidates are expected to uphold these standards and expectations in all aspects of their professional coursework, clinical work, interactions with education colleagues, and interactions with Birth- grade 12 students and families.

Student Support Plan

The purpose of the TED Student Support Plan is to formalize a support plan for candidates who need targeted goals and support to be successful in their academic program. Before this support plan is utilized, the following steps should be taken. This is true for all course instructors and supervisors.

- Meet with the candidate as soon as concerns are recognized and help the student develop ideas and recommendations to support his/her/their success.
- As needed, have follow-up meeting(s) with the student.
- Continue to monitor progress and provide feedback on successes and continued areas of growth.
- If progress is not exhibited, speak with the candidate's advisor and share the concerns. Ask the advisor for any assistance in supporting the candidate. Continue to monitor progress.
- If the candidate is still struggling, notify the program coordinator of the concerns and seek advice on supporting the candidate.
- If the candidate continues to struggle, it might be time to implement a Student Support Plan.
- If you are concerned about a candidate's mental health, health, etc., please contact the director of EdP&E and/or [Counseling and Psychological Services \(CAPS\)](#)
- Note: in cases of egregious behaviors, notify the EdP&E director, advisor, program coordinator, & TED Assistant Dean immediately.

Student Support Plan Procedures

- The initiator of the Student Support Plan is responsible for the following

- Please see [Appendix C](#) for additional information regarding processes for supporting students.
- Set up a meeting with the student and the advisor to discuss the purpose of the support plan, the continued areas for growth, and the specified goals/timelines. Share specific examples of struggles and recognize any areas that improved over time. If the support plan includes continued concerns related to field experiences, ensure that the Director of EdP&E is invited to the meeting. NOTE: The advisor attends as an advocate for the student.
- Ensure that all members on the distribution list receive a copy of the signed Student Support Plan at the conclusion of the meeting.
- Provide a copy of this completed and signed form to Academic Services for inclusion in the student file.
- Report any concern related to academic integrity to the [Dean of Students Office](#) so that documentation on the student may be maintained.

Addressing Teacher Candidate Concerns

Although we do our best to avoid problematic situations, teacher candidates do encounter problems in clinical experiences. If you encounter difficulty during the program, it is often the best policy to first speak with the faculty member, instructor, supervisor, etc., with whom you are having trouble. If a teacher candidate has a concern about a clinical experience, depending on the nature of the situation, the candidate is expected to follow the protocol outlined below:

- Discuss the issue with your cooperating teacher in the placement where the problem is occurring.
- Discuss the issue with your university supervisor to discuss the issue. Even if you speak to the cooperating teacher first, you will want to consult with your supervisor to make them aware of the issue.
- Contact the Director of EdP&E if you need additional assistance beyond your cooperating teacher and university supervisor.
- If concerns are not fully addressed after following each step above, the teacher candidate may contact the Assistant Dean of Teacher Education.

Addressing Significant School Events that May Impact Teaching Candidates

Regrettably, traumatic incidents occur in communities (including schools) that may negatively impact the students, school culture, and climate where WSU teacher candidates are serving. Examples include natural disasters, crimes, the death of a school community member, etc. We are committed to supporting our teacher candidates during these difficult situations.

If any such incidents should occur that have the potential to negatively impact the PreK-12 students, staff, and/or teacher candidates in the building, the intern should immediately notify their University Supervisor. The Supervisor will report the incident to the EdP&E Director. If necessary, the Director will connect with the appropriate persons in the Teacher Education Division and Counseling and Psychological Services (CAPS).

Glossary of Acronyms and Terms

Clinical Placement- A clinical placement is a structured, supervised classroom teaching experience in a teacher education program in which the candidate practices the skills being learned and gradually assumes increased responsibility for instruction, classroom management, and other related duties for a class of students. These skills are practiced under the direct supervision of the certified teacher who has official responsibility for the class. Successful completion of the clinical placements is used to meet the requirements for certification.

Cooperating Teacher (CT)- The individual from a PK-12 environment who mentors a teacher candidate during clinical experiences. CTs connect with the University Supervisor to determine the objectives and method of candidate assessment for the field experience and to identify opportunities for specific experiences. The CT provides ongoing formative feedback to the candidate throughout the experience when appropriate.

Educators Preparation Provider (EPP)- The Educator Preparation Program (EPP) are programs approved to offer teacher preparation in Michigan.

Teacher Candidate- A person who has been admitted to a teacher education program and is completing coursework prior to student teaching and teacher certification.

University Supervisor (supervisor)- The individual from a teacher preparation program who supervises and/or mentors a candidate during clinical experiences. University Supervisors maintain a working relationship with the PK-12 school and CT that includes providing specific course and fieldwork information, co-planning curriculum activities for the candidate with the mentor, and acquiring mentor feedback for the candidate and the program. The supervisor also provides candidates with clear objectives for the field experience that are cohesively connected to the course curriculum.

Weekly Attendance Log—The weekly attendance log documents Candidate contact hours that include experiences working directly with students in instructional settings within the content and/or grade band of preparation. These hours can consist of planning for classroom instruction with CTs or other teachers.

Appendix A

Teacher Candidate Observation Rubric

Teacher Candidate: _____ Date: _____ Time: ____ Class/Period _____

School District: _____ School: _____

Cooperating Teacher: _____ University Supervisor _____

Use the following scale to rate the observation:

EE= Exceeds expectations

ME= Meets expectations

EM = Emerging

DN = Does not meet expectations

Rating	A. Professional knowledge: The teacher candidate...
	A1. Demonstrates an understanding of appropriate content standards.
	A2. Demonstrates essential knowledge and skills of subject area.
	A3. Demonstrates the link between the content and students' past and future learning experiences as well as related subject areas.
	A4. Culturally Responsive Practice: Engages in self-reflection to improve practice. Understands that discipline content is evolving and potentially biased. Demonstrates the ability to honor multiple perspectives and contextualize content within student identities, abilities and experiences.
	Observation Notes and Data:
Rating	B. Assessment of and for student learning: The teacher candidate...
	B1. Sets acceptable, measurable and appropriate learning outcomes and achievement goals for student learning.
	B2. Uses formal and informal assessment of learning outcomes.
	B3. Checks for understanding to enhance student learning.
	B4. Culturally Responsive Practice: Utilizes diverse assessment methods to understand student strengths, abilities and needs. Understands the impact of assessment bias and demonstrates ability to adapt and modify for diverse student assets (with attention to cultural and linguistic strengths and students with exceptionalities).
	Observation Notes and Data:

Rating	C. Instructional Planning The teacher candidate...
	C1. Is familiar with and uses relevant aspects of student's background, knowledge, experiences, and skills.
	C2. Plans appropriate instructional strategies to meet the learning outcomes.
	C3. Integrates instructional technology in planning.
	C4. Integrates essential content in planning.
	C5. Plans time realistically for pacing and transitions for content mastery.
	C6. Culturally Responsive Practice: Facilitates planning that is inclusive and affirming, modifies content to promote differentiated instruction and creates opportunities for students to engage in discourse, provide input, build-on course content and extend the perspectives of others.
	Observation Notes and Data:
Rating	D. Learning environment: The teacher candidate...
	D1. Establishes a safe physical and psychological environment for all students.
	D2. Establishes a climate of trust and teamwork.
	D3. Maintains consistent standards for positive classroom behavior.
	D4. Culturally Responsive Practice: Communicates in identity affirming ways that inspire confidence, inclusion, mutual respect and belonging. Promotes and organizes and classroom environment that is collaborative, and community-responsive, centering equity, safety and accessibility for all.
	Observation Notes and Data:
Rating	E. Instructional delivery: The teacher candidate...
	E1. Presents procedures and outcomes clearly to students and checks for student understanding.
	E2. Presents content accurately and effectively.
	E3. Engages and maintains students in active learning.
	E4. Engages learners in a range of learning experiences using technology.
	E5. Facilitates students' use of higher-level thinking skills in instruction.
	E6. Differentiates instruction and provides appropriate accommodations to meet the needs of diverse learners.
	E7. Uses instructional and transition time for content mastery.
	E8: Demonstrates the Integration of Constellation: Implements lessons and activities that integrate Universal Design for Learning (UDL); Social Emotional Learning (SEL) and Culturally and Linguistically Responsive Teaching/Learning practices (CRT) alongside Core Teaching Practices (CTP).
	Observation Notes and Data:

Areas of strength:

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Areas for growth/goals:

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Appendix B

Teacher Candidate Observation Rubric Guidance

A. Professional knowledge: The teacher candidate...	
A1. Demonstrates an understanding of appropriate content standards.	
Exceeds Expectations/Meets Expectations	Emerging/Does Not Meet Expectations
<ul style="list-style-type: none"> - clearly demonstrates and explains the appropriate sequencing of the content standards - content standards clearly align with student learning objectives - explicitly references and clearly aligns appropriate content standards with planned activities and assessments 	<ul style="list-style-type: none"> - inaccurately references the appropriate content standards to students - in accurately references appropriate content standards in daily plans - misalignment between student learning objectives and standards - misalignment between standards and assessments
A2. Demonstrates essential knowledge and skills of subject area.	
Exceeds Expectations/Meets Expectations	Emerging/Does Not Meet Expectations
<ul style="list-style-type: none"> - uses multiple representations and explanations that capture key subject matter ideas and skills appropriate to the content area - uses representation and/or an explanation that captures key subject matter ideas and skills - contextualizes content or skills in a way that is accessible to students - identifying the lesson's enduring understanding 	<ul style="list-style-type: none"> - demonstrates limited accurate subject matter knowledge and/or skills of subject area - inaccurately presents key subject matter ideas and skills - lack of connection between content and skills to essential or big ideas
A3. Demonstrates the link between the content and students' past and future learning experiences as well as related subject areas.	
Exceeds Expectations/Meets Expectations	Emerging/Does Not Meet Expectations
<ul style="list-style-type: none"> - references content to real world experiences and applications - references content to both the students' past and future learning experiences and related subject areas - connects curriculum to students' collective and individual learning experiences - engages students in activities that applies content/skills to the real world 	<ul style="list-style-type: none"> - references content to EITHER the students' past and future learning experiences OR related subject areas - no connections made between content and the students' past and future learning experiences nor related subject areas - lack of connection to prior learning or experiences

A4. Culturally Responsive Practice: Engages in self-reflection to improve practice. Understands that discipline content is evolving and potentially biased. Demonstrates the ability to honor multiple perspectives and contextualize content within student identities, abilities and experiences.	
Exceeds Expectations/Meets Expectations	Emerging/Does Not Meet Expectations
<ul style="list-style-type: none"> -Verbally articulates areas for improvement. -Demonstrates a willingness to improve practice. -Articulates biases in a written or oral form that may have hindered practice and what is needed -to improve. 	<ul style="list-style-type: none"> Places blame on students with respect to undesirable practice outcomes. -Does not elaborate either verbally or in written manner as to how practice could improve. -Unwilling to recognize that personal bias impacts practice.
B. Assessment of and for student learning: The teacher candidate...	
B1. Sets acceptable, measurable, and appropriate learning outcomes and achievement goals for student learning.	
Exceeds Expectations/Meets Expectations	Emerging/Does Not Meet Expectations
<ul style="list-style-type: none"> - sets measurable learning outcomes and achievement goals for student learning and states these clearly on the lesson plan - matches learning outcomes and achievement goals to classroom assessments - communicates learning outcomes to students 	<ul style="list-style-type: none"> - sets unacceptable and inappropriate learning outcomes and achievement goals for student learning - sets unacceptable, immeasurable, or inappropriate learning outcomes and achievement goals for student learning
B2. Uses formal and informal assessment of learning outcomes.	
Exceeds Expectations/Meets Expectations	Emerging/Does Not Meet Expectations
<ul style="list-style-type: none"> - can articulate ways formal and informal assessments should impact future learning activities - has strategies to provide students with effective, descriptive feedback to guide their progress - employs a variety of formative assessment techniques - explicitly communicated the purpose of formative assessments and connection to learning goals 	<ul style="list-style-type: none"> - uses appropriate formal and informal assessments that are linked to learning outcomes - uses inappropriate formal and informal assessments that are not linked to learning outcomes - lack of alignment between learning goals and assessments
B3. Checks for understanding to enhance student learning.	
Exceeds Expectations/Meets Expectations	Emerging/Does Not Meet Expectations
<ul style="list-style-type: none"> - analyzes individual and group comprehension of the content AND gives all students substantive and specific feedback - uses a variety of assessment techniques to monitor comprehension of the content AND 	<ul style="list-style-type: none"> - monitors student comprehension of content AND provides students with limited feedback - makes few or no attempts to determine student comprehension AND gives students little or no feedback

<ul style="list-style-type: none"> provides students with timely meaningful feedback uses ongoing assessment to gauge student progress during the lesson 	<ul style="list-style-type: none"> does not adjust instruction based on student learning
<p>B4. Culturally Responsive Practice: Utilizes diverse assessment methods to understand student strengths, abilities and needs. Understands the impact of assessment bias and demonstrates ability to adapt and modify for diverse student assets (with attention to cultural and linguistic strengths and students with exceptionalities).</p>	
<p>Exceeds Expectations/Meets Expectations</p> <ul style="list-style-type: none"> -Designs a variety of assessment tools to address varied learning styles and demonstrates a willingness to modify the assessment if needed. -Assessment design is accessible to all learners and provides clear examples of how students earn grades. -Assessments support the learning outcomes and contain an appropriate level of objectivity. 	<p>Emerging/Does Not Meet Expectations</p> <ul style="list-style-type: none"> -Designs limited assessment tools. -Assessment design is not written or created in a way that is accessible to all learners; examples of how students earn their grade is unclear. -Assessments are subjective and place the responsibility of success on the student.
<p>C. Instructional Planning The teacher candidate...</p>	
<p>C1. Is familiar with and uses relevant aspects of student's background, knowledge, experiences, and skills.</p>	
<p>Exceeds Expectations/Meets Expectations</p> <ul style="list-style-type: none"> - demonstrates detailed understanding of the background, experience, and skill level of ALL students in the class AND plans using what they know about learners including developmental levels, prior learning, and interests through teaching practice and talk - uses relevant examples of students' background knowledge, experience, and skills of most students in the class. 	<p>Emerging/Does Not Meet Expectations</p> <ul style="list-style-type: none"> - seems familiar with the relevant aspects of the background, knowledge, experience, and skills of most students in the class but does not include in aspects of instruction - is unfamiliar with the background, experiences, and skill level of most students in the class.
<p>C2. Plans appropriate instructional strategies to meet the learning outcomes.</p>	
<p>Exceeds Expectations/Meets Expectations</p> <ul style="list-style-type: none"> - uses disaggregated data to plan appropriate, varied methods and activities to meet the learning outcomes with specific attention to students within gap groups. - uses data and plans varied methods and activities to meet the learning outcomes with specific attention to students within gap groups. 	<p>Emerging/Does Not Meet Expectations</p> <ul style="list-style-type: none"> - plans effective methods and activities to meet the learning outcomes, however planning is not data informed - plans ineffective methods and activities to meet the learning outcomes as demonstrated by student lack of coherent understanding on content and concepts

C3. Integrates instructional technology in planning.	
Exceeds Expectations/Meets Expectations	Emerging/Does Not Meet Expectations
<ul style="list-style-type: none"> - integrates a variety of instructional technology in planning, AND clearly identifies alternative plans in the event technology fails. - regularly integrates effective instructional technology in planning to meet learning outcomes. 	<ul style="list-style-type: none"> - sometimes effectively integrates instructional technology in planning. - rarely or ineffectively integrates instructional technology in planning.
C4. Integrates essential content in planning.	
Exceeds Expectations/Meets Expectations	Emerging/Does Not Meet Expectations
<ul style="list-style-type: none"> - planning is expanded to elaborate on identified essential content to enhance student learning. - integrates essential content in all planning. 	<ul style="list-style-type: none"> - integrates essential content in some planning. - integrates only non-essential content in planning.
C5. Plans time realistically for pacing and transitions for content mastery.	
Exceeds Expectations/Meets Expectations	Emerging/Does Not Meet Expectations
<ul style="list-style-type: none"> - plans include realistic pacing allowing for content mastery AND meaningful transitions that promote student learning. - plans time realistically for pacing AND transitions. 	<ul style="list-style-type: none"> - plans time realistically for pacing; however, transition time is not apparent. - plans time unrealistically for pacing and transitions.
C6. Culturally Responsive Practice: Facilitates planning that is inclusive and affirming, modifies content to promote differentiated instruction and creates opportunities for students to engage in discourse, provide input, build-on course content and extend the perspectives of others.	
Exceeds Expectations/Meets Expectations	Emerging/Does Not Meet Expectations
<ul style="list-style-type: none"> -Consistently displays mutual respect for students during instructional time. -Avoids interjecting individual bias when navigating student interaction. -Encourages respectful dialogue and interaction among students and models appropriate ways to agree and disagree with peers. -Considers individual student needs when arranging seating, demonstrations and instruction. 	<ul style="list-style-type: none"> -Inconsistently displays mutual respect for students during instructional time. -Displays individual bias when navigating student interaction. -Does not address disrespectful dialogue and interaction among students and does not model appropriate ways to agree and disagree with peers. -Creates a one-size-fits all model with respect to arranging seating, demonstrations and instruction.
D. Learning environment: The teacher candidate...	
D1. Establishes a safe physical and psychological environment for all students.	
Exceeds Expectations/Meets Expectations	Emerging/Does Not Meet Expectations
<ul style="list-style-type: none"> - effectively creates a safe physical and psychological environment 	<ul style="list-style-type: none"> - attempts to maintain a safe physical and psychological environment

<ul style="list-style-type: none"> - explains the purpose for these choices to all students - the physical and affective characteristics of the classroom set a positive tone for learning 	<ul style="list-style-type: none"> - maintains an unsafe physical and psychological environment - does not address individual physical needs in the classroom - the classroom space does not set a positive nor supportive tone for learning
D2. Establishes a climate of trust and teamwork.	
Exceeds Expectations/Meets Expectations	Emerging/Does Not Meet Expectations
<ul style="list-style-type: none"> - purposefully creates a climate of trust and teamwork, anchored in affirmation, mutual respect and validation, utilizing culturally responsive practices - fosters regular student collaboration and models high expectations for all students - fosters respect for individual differences and preferences - teacher and students share ownership of and responsibility for the classroom - students experience varied roles and responsibilities 	<ul style="list-style-type: none"> - builds relationships with all students - ignores evidence that a climate of trust and teamwork is lacking - does not include students in co-owning the classroom space - a lack of collaboration amongst students - a lack of shared responsibility for the classroom space amongst teacher and student
D3. Maintains consistent standards for positive classroom behavior.	
Exceeds Expectations/Meets Expectations	Emerging/Does Not Meet Expectations
<ul style="list-style-type: none"> - responds effectively and consistently to students' needs and behavior and can explain why the model they are using for positive classroom behavior is effective - demonstrates the ability to change and adapt classroom management plans based on students' changing needs and behavior and explain why changes were made - plans tasks that reinforce all learners can learn - posts classroom behavior expectations - establishes routines for students to follow during transitions 	<ul style="list-style-type: none"> - attempts to maintain positive classroom behavior - ignores students' needs and behavior - does not have classroom plan to address student behavior
D4. Culturally Responsive Practice: Communicates in identity affirming ways that inspire confidence, inclusion, mutual respect and belonging. Promotes and organizes and classroom environment that is collaborative, and community-responsive, centering equity, safety and accessibility for all.	
Exceeds Expectations/Meets Expectations	Emerging/Does Not Meet Expectations
-Consistently displays mutual respect for students during instructional time.	-Inconsistently displays mutual respect for students during instructional time.

<ul style="list-style-type: none"> -Avoids interjecting individual bias when navigating student interaction. -Encourages respectful dialogue and interaction among students and models appropriate ways to agree and disagree with peers. -Considers individual student needs when arranging seating, demonstrations and instruction. 	<ul style="list-style-type: none"> -Displays individual bias when navigating student interaction. -Does not address disrespectful dialogue and interaction among students and does not model appropriate ways to agree and disagree with peers. -Creates a one-size-fits all model with respect to arranging seating, demonstrations and instruction.
E. Instructional delivery: The teacher candidate...	
E1. Presents procedures and outcomes clearly to students and checks for student understanding.	
Exceeds Expectations/Meets Expectations <ul style="list-style-type: none"> - ensures that all students understand the learning objectives and can carry out those procedures - consistently presents clear procedures and outcomes, and effectively checks for student understanding 	Emerging/Does Not Meet Expectations <ul style="list-style-type: none"> - provides students with clear, accurate information about the learning objectives and procedures for instructional activities presents unclear or inaccurate information about the learning objectives or the procedures for instructional activities
E2. Presents content accurately and effectively.	
Exceeds Expectations/Meets Expectations <ul style="list-style-type: none"> - makes content relevant to students' prior experiences - continually presents material clearly and explicitly with well-chosen examples 	Emerging/Does Not Meet Expectations <ul style="list-style-type: none"> - uses effective strategies to present content to students - uses ineffective strategies when presenting content to students
E3. Engages and maintains students in active learning.	
Exceeds Expectations/Meets Expectations <ul style="list-style-type: none"> - keeps students actively involved by adapting instruction in the moment, based on student learning needs - keeps all students challenged and highly engaged as active learners and problem solvers - employs many kinds of instructional arrangements to meets of all students 	Emerging/Does Not Meet Expectations <ul style="list-style-type: none"> - attempts to keep students actively involved, but some students are disengaged - keeps students passively involved in learning, relying heavily on lectures, textbooks and worksheets
E4. Engages learners in a range of learning experiences using technology.	
Exceeds Expectations/Meets Expectations <ul style="list-style-type: none"> - engages students in learning experiences with technology that is appropriate and challenging - cultivates student collaboration and initiative in the use of appropriate technology to support student learning 	Emerging/Does Not Meet Expectations <ul style="list-style-type: none"> - provides students with guided practice in using technology to support student learning - rarely uses technology to support student learning

E5. Facilitates students' use of higher-level thinking skills in instruction.	
Exceeds Expectations/Meets Expectations	Emerging/Does Not Meet Expectations
<ul style="list-style-type: none"> - prepares students to apply existing knowledge in new areas through higher order thinking skills in instructional activities - assesses their growth and development in use of higher-level thinking skills 	<p>instruction incorporates higher level thinking skills (e.g. problem solving, critical thinking, and analysis), but students still require instruction to apply these techniques</p> <p>instruction includes only lower-level thinking skills (e.g. using only low-level questions)</p>
E6. Differentiates instruction and provides appropriate accommodations to meet the needs of diverse learners.	
Exceeds Expectations/Meets Expectations	Emerging/Does Not Meet Expectations
<ul style="list-style-type: none"> - differentiates and scaffolds instruction to accommodate most students' learning needs - successfully reaches all students by skillfully differentiating and scaffolding, using activities appropriate for a range of learners - scaffolds tasks using a variety of techniques 	<ul style="list-style-type: none"> - attempts to accommodate student learning needs but with mixed success - provides undifferentiated instruction for students
E7. Uses instructional and transition time for content mastery.	
Exceeds Expectations/Meets Expectations	Emerging/Does Not Meet Expectations
<ul style="list-style-type: none"> - consistently uses instructional and transition time effectively for content mastery - performs non-instructional procedures efficiently - plans for a clearly communicated what students should do during transitions or "down time" 	<ul style="list-style-type: none"> - inconsistently uses instructional and transition time effectively - uses instructional time inappropriately and/or on activities of little instructional value
E8. Demonstrates the Integration of Constellation: Implements lessons and activities that integrate Universal Design for Learning (UDL); Social Emotional Learning (SEL) and Culturally and Linguistically Responsive Teaching/Learning practices (CRT) alongside Core Teaching Practices (CTP).	
Exceeds Expectations/Meets Expectations	Emerging/Does Not Meet Expectations
<ul style="list-style-type: none"> -Demonstrates a knowledge of varied learning styles by creating developmentally appropriate transitions in instruction. -Checks for understanding of content before transitioning to a new task. -Utilizes methods for providing individual student support without hindering progress of students who are ready to move on to the next project task. 	<ul style="list-style-type: none"> -Does not demonstrate a knowledge of varied learning styles; developmentally appropriate transitions in instruction are absent. -Does not check for understanding of content before transitioning to a new task. -Moves all students along to the next task without utilizing methods for providing individual student support.

Appendix C

Student Support Plan Procedures

- The initiator of the Student Support Plan is responsible for the following
 - Complete Parts 1, 2, and 3.
 - Set up a meeting with the student and the advisor to discuss the purpose of the support plan, the continued areas for growth, and the specified goals/timelines. Share specific examples of struggles and recognize any areas that improved over time. If the support plan includes continued concerns related to field experiences, ensure that the Director of EdP&E is invited to the meeting. NOTE: The advisor attends as an advocate for the student.
 - Ensure that all members on the distribution list receive a copy of the signed Student Support Plan at the conclusion of the meeting.
 - Provide a copy of this completed and signed form to Academic Services for inclusion in the student file.
 - Report any concern related to academic integrity to the [Dean of Students Office](#) so that documentation on the student may be maintained.
- Faculty/staff may submit a request to the Academic Services Division to find out if additional Student Support Plans are on file for this same student.

Student Name		Access ID	
Date of Conference		Program	
Initiator of Conference		<input type="checkbox"/>	Undergraduate
Faculty/Staff Present		<input type="checkbox"/>	Graduate

1. **Information.** Provide information on all communication (email, conversations, etc.) and support provided to this student prior to the implementation of this Student Support Plan. Include information about who has been involved in the communications as well.

2. **Area(s) for Growth** (e.g., effective communication with others; tardiness/absenteeism; consistent struggles in program courses and/or field experiences, etc.) Ensure to align the Area(s) of Growth with the Action Steps in Part 3). Area(s) of Growth should be descriptive rather than interpretive.

3. **Action Steps.** Add/Remove rows as needed.

	Specific Action Steps & Measurable Outcomes	Due Date	Met/Unmet
1			<input type="checkbox"/> Met <input type="checkbox"/> Unmet
2			<input type="checkbox"/> Met <input type="checkbox"/> Unmet
3			<input type="checkbox"/> Met <input type="checkbox"/> Unmet

Agreement: By signing your name below, you are signifying your agreement with this Student Support Plan. A student who chooses not to sign the document indicates a refusal to accept these Action Steps. As such, the student will not be able to continue in the program. Provide an Explanation in Section 5.

Student refuses to accept these Action Steps.

Student accepts these Action Steps.

Role	Signature	Date
Teacher Candidate		
Conference Initiator		
Program Coordinator		
TED Assistant Dean		
Advisor		
Cooperating Teacher (if field concern)		
Supervisor (if field concern)		
EdP&E Director (if field concern)		

Additional Information. Please add any additional information if/as needed, including an explanation if the student chooses not to sign this form and to agree to the action steps.

Distribution: A copy of this signed form should be provided to the following:

• Student	• Program Coordinator
• Initiator of Conference	• Department Assistant Dean
• All faculty/administration/staff present	• COE Division of Academic Advising

Continued Concerns. Continued concerns and/or failure to meet action steps may result in one or more of the following:

• Course enrollment restriction	• Professional Assessment and/or counseling
• Field experience restriction	• Recommendation for dismissal from the program and/or college