

# RESIDENCY HANDBOOK

Institute of Professional Educator Development

2021-2022

**Be at Parkside.**

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## Welcome from the Teacher Education Department

Dear Teacher Candidate,

Welcome to Residency/Student Teaching at UW-Parkside! Congratulations! You have reached the capstone experience of our teacher education program. Upon completion, you will join a select group of professionals who are committed to educating all learners.

Throughout your course work, you have been introduced to theories about teaching and learning. Throughout your clinical experiences, you have been able to “try out” some of the methods modeled for you in your college classes. Now, during student teaching, you will integrate theory and method with practice as you refine and hone your skills. While practicing the methods that are effective tools in supporting student learning—the science of teaching—you will gain an understanding of when to use them and with whom—which is the art of our profession

Approach this semester and the beginning of your teaching career with a curious mind. Share your personal background and talents with others in the classroom and school. Develop an interest in learning all that you can from faculty and staff, students and parents, your mentor teacher and college supervisor. This semester, you, along with your mentor teacher and university supervisor, will be a cooperative member of the student teacher triad. Your mentor teacher has been selected because of their professional reputation, and your college supervisor will assist, guide, and collaborate with you both during the term.

The Residency experience is one that demands a great deal of time and energy. It is an exciting journey that will forever shape you, personally and professionally. You will work hard, and you must be intentionally involved in the process of becoming a thoughtful and reflective practitioner. During this term, set high standards for yourself and your students, and don't fear asking questions or seeking assistance from others.

You are setting the standards of excellence in teacher education at UW-Parkside, the focal point of which is to guide and prepare teacher candidates for pedagogical practice and professional responsibilities. We believe that you will continue our tradition of excellence in teacher education with integrity, enthusiasm, and vigor well after you leave this institution.

We congratulate you for what you have accomplished thus far in your journey, and we look forward to seeing what comes next. Best wishes for a successful semester!

Sincerely,

Teacher Education faculty and staff

## The Institute of Professional Educator Development

The University of Wisconsin-Parkside's Institute of Professional Educator Development (IPED) is focused on creating a regional 21st century learning community in southeastern Wisconsin for anyone who has the disposition and desire to teach in PK-12 classrooms. We are committed to providing "high quality academic programs rooted in the tradition of a liberal education in the arts, sciences and professions, responsive to the occupational, civic and cultural needs of the region, and actively seek the continued input of all stakeholders" (UW-Parkside Mission, 2010).

### Mission

The mission of the Institute of Professional Educator Development is to collaborate with community partners in order to provide innovative, career-long educator development experiences that respond to the needs of all learners.

### Program Themes

Four interrelated program themes provide lenses through which we filter our practice in the college classroom and to which we support your practice as teacher candidates during all clinical fieldwork and in your final residency semester.

#### Collaborative Relationships

Responsive teachers create significant relationships with their students, colleagues and community partners by developing learning communities. These nurturing learning communities provide a safe, trustworthy place where challenging and engaging questions can be considered. We model the kinds of learning communities that we expect our graduates to create. We share with our students a learning model that connects content, theory and practice in an ongoing cycle. Students and their learning are the focus for responsive teachers. Therefore, we embrace and foster a progressive and constructivist orientation.

#### Reflection and Inquiry

Responsive teachers are reflective practitioners who are students of teaching and learning. Providing numerous frameworks through which to filter our experience encourages intentional and thoughtful inquiry. Through field placements, service learning, generative questions, and classroom experiences, students and faculty develop their perspectives about teaching and learning. Critical reflection allows us to examine content, theory and practice in ways that transform our practice. We think it is important to understand and learn how to manage the many polarities inherent in the teaching and learning process.

#### Responsive Teaching

Responsive teachers embrace diversity and intentionally work to ensure that all learners, especially those who for some reason have been marginalized, learn and develop in powerful ways. We recognize that each student is unique, shaped by culture and experience, therefore differentiating instruction is essential. The perspective of multiple intelligences, learning style theory and teaching for understanding help us differentiate and enable us to provide choice, variety, and flexibility. Responsive teachers believe that all students can learn. They also have a sense of efficacy and believe that they can help all students learn.

## Innovative Leadership

Responsive teachers recognize that becoming a learning leader is a developmental process, which begins in pre-service education and continues throughout one's career. Teachers serve as innovative leaders within the classroom, and with experience, increased confidence, and professional development become leaders within the school, the district, and the community. Teacher leaders view themselves as lifelong learners. They become role models committed to their profession as a vocation rather than a job. Emerging teacher leaders keep student learning at the center of their work while advocating for instructional innovation, constructivist curricular development and systemic change.

## Residency Expectations

The Residency experience is a full-day, full-time placement for the duration of the semester of the district of the cooperating school. During Residency, the teacher candidate will follow the daily schedule and calendar of the school in which the placement occurs, which will be different from the UW-Parkside academic calendar. The candidate's Residency placement is determined by the university Clinical Coordinator and will not be changed unless initiated by the Clinical Coordinator, mentor teacher, and/or school principal.

The following tasks must be completed by the conclusion of the Residency semester and prior to a teacher candidate's application for licensure:

- Work with mentor teacher to fill out the Residency Agreement during the initial campus meeting and turn in a copy of this agreement to the Clinical Coordinator
- Write and maintain daily lesson plans in collaboration with mentor teacher
- Keep daily lesson plans, weekly reflections, and other materials collected to support your teaching in a folder or binder for review by university supervisor upon request
- Participate in four formal observations and reflections with your university supervisor
- Complete reflections in Residency seminar
- Complete pedagogical knowledge assessment, as discussed in EDU 420
- Attend Residency and Residency seminar regularly, per Residency attendance policy
- Meet all program requirements related to Residency and Residency seminar, including earning a grade of "CR" (Credit) in both EDU 420 and EDU 425

## Co-Teaching Pacing Guide for Residency

Although Residency experiences vary by content area, Residency generally follows three co-teaching phases: assist, lead, and assist. The Residency triad (teacher candidate, mentor teacher, and university supervisor) will determine when it is appropriate to move from one phase to the next.

The degree of teaching responsibility assigned to the teacher candidate is based on the principle of gradually increased participation. The teacher candidate's work should progress from assisting in duties, to small group instruction, to eventually being responsible for leading the entire class and then class schedule. The teacher education department has set forth a co-teaching pacing guide; however, the teacher candidate, mentor teacher, and university supervisor will determine the pacing that best supports the teacher candidate and the needs of the students in the classroom.

Teacher candidates are expected to assume responsibility for lead planning and teaching early in the experience. By the third and fourth weeks, the teacher candidate should be ready to take the lead on co-teaching two or three of the class periods or subject areas. Full-time lead teaching for teacher candidates should be a minimum of six weeks; the timing will be determined by the mentor teacher and teacher candidate, based on the needs of the classroom setting.

**The teacher candidate is expected to write a lesson plan for each lesson taught.** Lesson plans should be submitted to the mentor teacher well in advance of teaching the lesson. The co-teaching pair should consult each day or as often as necessary for appropriate planning. In addition to short and long-range planning, the teacher candidate is expected to devise some systematic form for recording student progress in each of the classes or subject areas.

The co-teaching guide shows a semester progression that allows for the initial orientation and assisting so that the co-teaching pair can develop a relationship. During this assist period, teacher candidates can become familiar with the curriculum and the students and observe the routines established by the mentor teacher.

Following the assist phase, teacher candidates and mentor teachers then increase co-planning and co-teaching tasks as they move toward working as instructional partners during the second phase. As the teacher candidate takes on more lead responsibilities, the mentor teacher can step back to observe more independent teaching and to support differentiated instruction in the classroom.

Finally, when appropriate, the teacher candidate shifts the lead co-teaching tasks back to the mentor teacher.

This pacing guide represents an example of how a co-teaching pair might assume instructional responsibilities across the Residency semester.

Week(s)	Teacher Candidate Residency Experience
1	Planning and orientation to school and classroom culture Assist with planning and instruction of students Set up orientation meeting with university supervisor  <b>Complete orientation meeting</b>
2	Begin leading one class/group, if appropriate Plan and co-teach short lessons throughout the day
3-5	Plan and co-teach across most of the day Observe co-teacher using new approaches or strategies  <b>Complete first observation (Week 4-5)</b>

6-13	Take the lead to co-plan and co-teach throughout the day Designate time for independent teaching with mentor observations  <b>Complete second observation (Week 7-8)</b> <b>Complete Midterm Evaluation by Week 8</b> <b>Complete third observation (Week 10-11)</b>
14-15	Return to the assist role to co-plan and co-teach throughout the day  <b>Complete fourth observation</b>
16-18 (approx.)	If appropriate, reduce co-teaching as a way to return the class back to the mentor teacher  <b>Complete Final Evaluation during final two weeks</b>

### Observation and Evaluation

Regular observation and assessment of teacher candidates is a central part of the Residency experience. Each candidate’s performance during Residency is assessed and evaluated by the mentor teacher and university supervisor, both who collaboratively make the final determination of a candidate’s level of performance. The Residency seminar (EDU 420) is graded on a Credit/No Credit basis; the final grade is assigned by the university supervisor and is based on at least four formal observations and the recommendation of the mentor teacher. A grade of “CR” (Credit) in EDU 420 and 425, along with successful completion of the Residency semester and a score of two or above in all areas of the Final Residency Course Evaluation Rubric, are required to meet exit level proficiency for Residency.

UW-Parkside requires that university supervisors make at least four formal observations throughout the term. Written evaluations, using the Residency evaluation based on the work of Charlotte Danielson, must be completed and included in the student’s permanent file. Prior to the observation, the teacher candidate needs to submit a daily class schedule and lesson plan to be taught that day to the university supervisor. The responsibility of setting up observation appointments is shared between the university supervisor and the teacher candidate.

Teacher candidates are responsible for working closely with their mentor teacher and university supervisor to schedule both informal and formal observations of teaching. Candidates are also responsible for providing evidence of pre-planning, lesson designs and plans, reflection, and other aspects of practice as needed or required by their mentor teacher and university supervisor.

All teachers design learning experiences and create lesson plans that guide their practice. All lessons and unit plans that candidates design should be submitted to their mentor teacher in a timely manner prior to actual implementation. Candidates must provide lesson plans to university supervisors at least 48 hours prior to each formal observation, which will allow sufficient time for critique, discussion, and modification.



Prior to the beginning of the Residency experience, the university supervisor will meet with the mentor teacher and teacher candidate to discuss expectations for the triad and set goals for the term. At the end of the term, the mentor teacher will complete a formal, final written evaluation of the teacher candidate's performance; this will become part of the teacher candidate's licensure file.

Teacher candidates may be denied permission to continue in the licensure program if there is insufficient evidence of progress and/or demonstrated lack of knowledge, skills, and dispositions for successful teaching. Demonstrating required proficiency in the knowledge, skills, and dispositions of the professional teacher is the responsibility of the candidate seeking licensure.

## Exit Level Proficiency for all Programs Leading to Licensure

All students seeking licensure in the educator preparation program must meet the following exit level proficiency benchmarks in order to progress through the program and must demonstrate the knowledge, dispositions, and performances to substantiate competence in the Wisconsin Teacher Standards, which qualifies them for endorsement of a Wisconsin teacher license.

### Requirements to Successfully Complete Residency

Successful completion of Residency semester (EDU 420 and 425), with Final Residency Course Evaluation Rubric from the university supervisor scoring two or above in all areas
Grade of Credit (CR) for EDU 420 and EDU 425 posted to SOLAR (grading is based on "CR" for credit and "NC" for no credit; NR is considered failing)

### Requirements for Endorsement of Licensure

Successful completion of pedagogical knowledge assessment
Residency absence logs (if applicable) filed in candidate's clinical file
Passed Foundations of Reading Test (FORT), if applicable
Degree(s) posted in SOLAR

Upon completion of ALL certification requirements, teacher candidates may apply for a teaching license. See "Licensure Endorsement Timeline" in the UW-Parkside Clinical Handbook for more information on this process.

## Residency Policies

### Attendance

During Residency, teacher candidates are expected to be present every day. The maximum number of days a student teacher will be allowed to be absent is five days. After that, extension of the placement in the following term or termination of the placement will be considered. If a teacher candidate must be absent from Residency for any reason, they must inform the placement school, mentor teacher, university supervisor, and Clinical Coordinator as early as possible regarding an absence. Before the Residency placement begins, teacher candidates should confirm with the individuals on their team how to best communicate absences. In addition to communicating the absence, all teacher candidates must complete the Residency Absence Form and submit it to their university supervisor and the Clinical Coordinator. Teacher candidates should keep the following in mind:

- Work schedules must be made outside of Residency placement hours, which include all professional development days, parent/teacher conferences and other required teacher work days.
- Personal appointments must be made outside of Residency hours.
- Job interviews are a reasonable request for absence; however, be cognizant regarding the total days absent.
- Absences that are preventable or planned will not be considered excused and will result in the program rescheduling your Residency to a later semester.
- If a teacher candidate has two placements during the semester, it is important for the Clinical Coordinator to be informed of the collective absences over the course of the two placements if they exceed five days.

Absences greater than five days in total during Residency will be reviewed by the mentor teacher, university supervisor, Clinical Coordinator, and Chair of Teacher Education to determine a plan of action where the impact of the absences on the ability of the teacher candidate to carry out Residency successfully will be discussed. A plan of action shall be developed, recorded, and shared with the teacher candidate. The plan of action may require an extension of the placement into the following semester or repeating the Residency assignment. The decision to require the teacher candidate to make up additional time in a classroom after the end of the semester will be the responsibility of the Clinical Coordinator in consultation with the university supervisor and the Chair of Teacher Education.

Student athletes are expected to follow the same procedures as other teacher candidates when they will be absent from Residency. Student athletes will not be excused from Residency for practice schedules. A student athlete's competition (game) schedule is a reasonable request for absence; however, student athletes should be cognizant regarding total absences from Residency. If a sport season will require the teacher candidate to be absent more than the five days allowed for absences, they should consider student teaching in a different semester.

#### Absence Due to Illness

Complete the Residency Absence Form and notify your mentor teacher(s), your university supervisor, and the UW-Parkside Clinical Coordinator. It is imperative that the classroom teacher be notified before the start of the school day, either at home or through the school office.

#### Absence for Pre-Determined Personal Reasons

Complete the Residency Absence Form. The form must be filled out and submitted to/approved by the Clinical Coordinator at least two weeks before the requested absence for consideration of approval.

Work, classes, and personal commitments DO NOT take precedence over a teaching schedule; plan accordingly. If you choose to work, you MUST share this intention with your university supervisor and mentor teacher. Being overcommitted could jeopardize your success in student teaching.

#### Residency Seminar (EDU 420)

Residency seminar (EDU 420) is designed to allow the teacher candidate to "touch base" with university faculty and other teacher candidates as well as to provide information relevant to the Residency experience. Mentor teachers need to be informed if a seminar conflicts with a normal classroom day. If a seminar is missed due to illness, the teacher candidate is required to contact the faculty instructor to

arrange make-up work. **You must receive a grade of “CR” (Credit) in EDU 420 in order to pass Residency and be eligible for licensure.**

#### School Policies and Procedures

Teacher candidates are expected to:

- Observe the same school policies as those followed by the mentor teacher(s)
- Arrive and leave the school at times adhered to by the faculty
- Follow the school’s work and vacation day calendar rather than UW-Parkside’s calendar
- Attend faculty, departmental, team, and in-service meetings
- Attend parent-teacher conferences, PTA, and other school related activities as appropriate
- Dress professionally and appropriately for the placement
- Follow all district policies outlined in their policy statement

#### Communication

##### Email

It is mandatory that teacher candidates communicate at least weekly with their university supervisor. Teacher candidates are required to use and check UW-Parkside email daily and are expected to check Canvas and post assignments as instructed. University supervisors can only be supportive and advocate if they know there is a problem.

##### Emergency Procedures

An emergency may arise in which a teacher candidate becomes ill or is injured. IPED can provide information for use by the school principal and mentor teacher in notifying the parent or guardian and in securing medical attention for the teacher candidate.

Teacher candidates need to complete emergency information forms in the school office when they begin their Residency experience and follow the school or district policy that governs the reporting of accidents or emergencies.

##### Professional Communication

Teacher candidates are expected to communicate professionally with mentor teachers, school staff, K-12 students, and university supervisors at all times and through all forms of communication. Failure to adhere to norms of professional communication may result in removal from the Residency placement.

#### COVID-19 Program Accommodations

Due to the COVID-19 pandemic, the teacher education department has made temporary modifications and accommodations to certain programmatic and clinical requirements. These accommodations may affect clinical hours, placements, observations, or other requirements as stated in this Handbook. The most up-to-date accommodations will be communicated via email by the Clinical Coordinator, department chair, advisor, and/or Certification Officer. Please check with the teacher education office if you have questions or concerns regarding these accommodations.

## Health and Liability

### First Aid Treatment

Teacher candidates are not to give any medication, even cough drops or aspirin, to students due to liability of improper treatment. Application of first aid should only be administered in case of extreme emergencies such as sustained bleeding and or choking.

During the first week of the Residency placement, teacher candidates should find out what procedures are followed at the school site to deal with extreme emergencies, blood-borne pathogens, and where the first aid materials are kept.

### Liability for Loss or Repair of School Equipment

Teacher candidates should be aware that they may be responsible for the security of school-owned materials and equipment during their clinical and Residency experiences. Teacher candidates are strongly encouraged to determine if their renter's or home owners' insurance policy will cover damage, loss, or theft of items belonging to the school. These items may include, but are not limited to: electronic equipment, software, books, laptop, etc. Teacher candidate liability for the security of these items may extend anytime the teacher candidate has responsibility for these items. Teacher candidates who do not have sufficient insurance coverage for these items will be held personally responsible.

### Professional Liability Coverage

All University of Wisconsin System education teacher candidates working in the schools as part of their professional preparation are protected by a personal injury and property damage liability policy. In the event that liability is the responsibility of the student teacher or intern, or the responsibility of the teacher education university, professional liability coverage is provided by sections 165.25(6) and 895.46(1) of Chapter 81 of the State of Wisconsin Statutes.

## Other Policies in the Residency Placement

### Confidentiality

Student education records are protected by the [Family Educational Rights and Privacy Act \(FERPA\)](#). Teacher candidates are expected to maintain strict confidentiality of all student and staff information gained from their clinical placements. Confidentiality is governed by state law and ethical standards. Candidates should always refer questions about students to their mentor teacher and should never repeat any confidential information to other staff, students, friends, or community members. Student work or information that is used for classwork or pedagogical knowledge assessments should be anonymized to protect student confidentiality. All video or audiotaping conducted by teacher candidates may require the use of parental consent forms.

### COVID-19 Program Accommodations

Due to the COVID-19 pandemic, the teacher education department has made temporary modifications and accommodations to certain programmatic and clinical requirements. These accommodations may affect clinical hours, placements, observations, or other requirements as stated in this Handbook. The most up-to-date accommodations will be communicated via email by the Clinical Coordinator, department chair, advisor, and/or Certification Officer. Please check with the teacher education office if you have questions or concerns regarding these accommodations.

### Grading Policy for Residency

During their final semester in the educator preparation program, all teacher candidates will enroll in EDU 425: Residency and EDU 420: Residency Seminar. These courses are graded by the candidate's university supervisor/seminar instructor on a no credit/credit basis. Candidates must receive credit in EDU 420 and EDU 425 in order to be endorsed for licensure and complete requirements for the bachelor's degree.

### Labor Disputes

If a strike or other work stoppage occurs at a partner school or district in which any teacher candidate is completing a clinical placement, the educator preparation program's policy is that all candidates placed in that school or district will be considered non-participants to all parties involved in the labor dispute. Teacher candidates in Residency should remain on standby during school or district closures until such a time when schools are declared open, with or without a resolution of the dispute. If an extended stoppage of work occurs within the school or district in which a candidate is placed, the Clinical Coordinator will arrange an alternate placement for the candidate.

### Mentor Teacher Presence

If a mentor teacher is absent during the school day, a licensed substitute must be present in the classroom. Teacher candidates are not permitted to act as substitute teachers in their clinical placement classrooms (see Teacher Candidate as a Substitute Teacher). If a mentor teacher is absent and a licensed substitute is not present, the teacher candidate may not visit their Residency during that day and should communicate this absence to the Clinical Coordinator.

Mentor teachers must always be present to supervise a teacher candidate in the Residency classroom, without exception. Teacher candidates should never be left alone with K-12 students. If the mentor teacher must leave the classroom for any reason, another school employee should be asked to take responsibility for the K-12 students in the room.

### Professional Conduct and Attire

During Residency, it is expected that teacher candidates will exercise the highest degree of professional behavior. Professional conduct and attire are always expected while a candidate is present at their Residency placement.

Professional conduct includes:

- Maintaining consistent, on-time attendance
- Maintaining a positive attitude towards students, parents, and school staff
- Communicating professionally with students, parents, and school staff, including refraining from inappropriate language or cursing
- Using technology appropriately, including refraining from texting or unnecessary phone use
- Interacting safely and appropriately with K-12 students
- Maintaining ethical behaviors at all times, including maintaining confidentiality for student and staff information and accepting responsibility for personal behaviors and actions
- Following the code of conduct of the school in which the candidate is placed

Dressing professionally lends credibility to the teacher candidate and encourages respect from K-12 students and school colleagues. Professional attire should match the dress code of the school.

Trousers/slacks, khaki pants, skirts that hit at or just above the knee, close-toed shoes, button-down shirts or polo shirts, or business casual shirts or blouses are all considered appropriate attire for a Residency placement. Items such as shorts, flip-flops, sweatpants or sweatshirts, or any clothing with political slogans or inappropriate or offensive language are never permitted. Jeans and T-shirts are highly discouraged. Candidates with questions about professional attire or who would like support in obtaining professional clothing should contact the Clinical Coordinator.

#### School District Policies

During the first week of Residency, teacher candidates need to obtain a copy of the district's regulations that govern issues such as: sexual and other forms of harassment, use of physical force, confidentiality, netiquette conduct for the Internet, email, and curriculum use, drug-free and weapon-free environments. Teacher candidates must put a copy of the district's regulations in the Residency binder during the first week.

#### Sexual Harassment Policy

All teacher candidates must abide by the UW-Parkside Sexual Violence and Sexual Harassment Policy ([Administrative Policy 36](#)). Per 36.02, "This policy prohibits acts of sexual violence and sexual harassment on university property, at university-sanctioned or university-affiliated events, and where off-campus conduct affects a member of the university community. This policy applies to all university students and employees." Any teacher candidate found in violation of this policy on campus or at a clinical site will be subject to disciplinary measures deemed appropriate by UW-Parkside.

#### Teacher Candidates as Substitute Teachers

Teacher candidates are not permitted to serve as substitute teachers during Residency. If the mentor teacher is absent from the classroom, a licensed substitute teacher must be in attendance while the teacher candidate is in the classroom. Teacher candidates should not be left alone with K-12 students in the classroom.

#### Termination of Residency Placement

It is our expectation that all Residency (student teaching) placements are successful. Sometimes the Residency experience does not go well for the teacher candidate and/or the mentor teacher. This may be due to issues of incompatibility; in other instances, it is discovered that the teacher candidate is performing at an unsatisfactory level. If the Residency placement is ended prematurely at the request of any member of the triad (mentor teacher, teacher candidate, or university supervisor):

- It is mandatory that the teacher candidate be in regular communication with the university supervisor, describing events of the week and seeking input about any matters of concern.
- If there is conflict between the mentor teacher and teacher candidate, the university supervisor should be informed and consider the type of intervention that should occur: three-way conference with the triad (if it is early in the placement and the supervisor determines that open communication could salvage the placement), OR requesting that the teacher candidate report to UW-Parkside for a conference to terminate the placement.
- If a conference is deemed necessary, the following people will be in attendance: the teacher candidate, the university supervisor, the teacher education advisor (if available and requested), the Clinical Coordinator, and the Chair of Teacher Education.

- If a teacher candidate is scoring one or more of the Danielson categories at an unsatisfactory level (Level 1), or the teacher candidate has demonstrated documented or undocumented dispositional issues, it will be determined that candidate is not meeting the expectations for a teaching license and there should be immediate intervention by the university supervisor.
- A supervisor with concerns about a Residency candidate should complete an appropriate TCPR Form. Copies will be given to all members of the triad so that everyone is aware of what the teacher candidate needs to accomplish in order to achieve success.
- If the expectations outlined by the TCPR Form are not met, then the placement will be ended, and the teacher candidate will report to UW-Parkside for another conference. Those in attendance will be the same as listed above.
- In most cases, if a placement ends because the teacher candidate is not meeting one or more of the requirements, another opportunity to student teach will not be possible until the next semester, with the teacher candidate fulfilling whatever remediation activities determined by the conference members.
- If a mentor teacher finds it difficult to share classroom responsibilities and intimacies with a teacher candidate, the teacher candidate may be removed from this classroom and assigned to a placement where leadership opportunities are invited.
- If it is necessary to end a Residency placement for reasons outside of the candidate's control, it may be possible for the teacher candidate to be placed in another setting in the same semester, depending on the reason for the placement ending, the readiness of the teacher candidate, and the availability of another mentor teacher. These decisions are made by the Clinical Coordinator on a case-by-case basis.
- It is possible that the teacher candidate determines that he/she is unable to provide what is needed to successfully engage K-12 students and chooses not to pursue licensure. Other options will be presented to the UW-Parkside teacher candidates, with full understanding of the consequences of not completing the Residency course and seminar, any financial aid ramifications, alternate paths to graduation (if applicable), and other supportive options available to the student.

## Teacher Candidate Progress Review – Overview for Teacher Candidates

Dear Teacher Candidate,

The teacher education department has established the Teacher Candidate Progress Review process to address a concern that has been identified by university faculty, staff, your supervisor, advisor, or department chair, which has the potential to become a larger, more serious issue in the future, whether here at UW-Parkside or in a future school district you may be employed in.

### Teacher Candidate Progress Review (TCPR) Form

A Teacher Candidate Progress Review is a support system for teacher education students that can be implemented at any phase of the teacher preparation program. Filling out a TCPR form for a teacher education student is an opportunity to enlist the support of the committee and the resources at UW-Parkside to ensure student success. Forms may be completed to address academic, dispositional, or other special concerns faculty, staff, advisors, supervisors, etc. may have in regard to a student.

There are two types of TCPR referrals: a notice of concern and a dispositional referral.

- A notice of concern is means to document an issue or concern that has surfaced in the classroom, field, or elsewhere. It is an opportunity for faculty, staff, your supervisor, advisor, or program director to address specific concerns with you in a formal way so that you are fully aware that the issue could become more serious if action is not taken to correct the concern.
- A dispositional referral is for issues that are quite serious and require immediate support to remediate (e.g., if a teacher candidate is asked/required to leave a clinical placement assignment as a result of their own actions). This type of TCPR referral is automatically created when a second notice of concern is completed.

The Teacher Candidate Progress Review process is not a punitive process and is meant to be supportive. Supports are identified and discussed with you, and a corrective plan is set in place.

### Who serves on the EPP Committee?

The committee, under the leadership of the teacher education department chair, is selected from teacher education faculty and staff. EPP Committee members are colleagues who are here to support you through your time in the educator preparation program. Their goal is to give you the support you need to help you be prepared for your first years as a new teacher.

### What actions does the EPP Committee consider?

Actions the committee can take include discussion with the teacher candidate, referral to additional campus services, advising specific actions for remediation, and, only in the most serious situations, removal from the teacher education program and follow-up, career advising.

If there is anything you do not understand, need clarification on, or need additional information, please ask. Be an advocate for yourself and initiate discussions to gather the support you need to help you succeed. The EPP Committee is a caring team of professionals who work tirelessly to support our teacher education students. We want to see you succeed and support your growth as an individual and future teacher.



## Teacher Candidate Progress Review – Overview for Faculty, Staff, Supervisors, Advisors, Program Directors

Dear Faculty, Staff, and Supervisors,

The Teacher Education department has established the Teacher Candidate Progress Review process to address a concern with a student that has the potential to become a larger, more serious issue in their future, whether at the university level or in a future school district the student may be employed in.

When should a Teacher Candidate Progress Review (TCPR) Form be completed?

When a specific concern exists for a teacher candidate's clinical performance, serious academic concerns, or dispositions — anything that might hinder success in the classroom — it is important to address this concern through filing a TCPR Form. Small, easy to coach issues, or instructional issues are rarely cause for a TCPR Form, but **concerns that have the potential to impact student success as an educator** are the focus of this system. If you have any questions about whether to complete a TCPR Form, please contact the department chair and/or EPP liaison or teacher education advisor.

When should a TCPR Form for a *Student Flag* be completed?

There are three options for the TCPR Form: a student flag, a notice of concern, and a dispositional referral. A **student flag** is a way to document a potential concern and bring it to the attention of the teacher education advisor. Student flags do not require a meeting with the student, although such a meeting can be requested.

When should a TCPR Form for a *Notice of Concern* be completed?

A **notice of concern** is a way to document an issue or concern that has surfaced in the classroom, in the field, or elsewhere. It is an opportunity to address specific concerns with a teacher candidate in a formal way so that they are fully aware that the issue could become more serious if corrective action is not taken. Additionally, a notice of concern provides formal documentation addressing the concern that can be used for future reference if needed. A notice of concern is automatically created when a second student flag is completed for the same issue.

When should the TCPR Form be a *Dispositional Referral*?

A **dispositional referral** is for concerns that are quite serious and require immediate support to remediate (e.g., if a teacher candidate is asked/required to leave a classroom). Completion of a dispositional referral requires a meeting between the person making the referral, the teacher candidate, the teacher education advisor, and the teacher education department chair. A dispositional referral is automatically created when a second notice of concern is completed for the same issue.

How do I address a TCPR Form with a student?

When a faculty member, staff, or supervisor deems a TCPR Form is appropriate, they should complete the form and schedule a meeting with the teacher candidate to discuss the issue in a professional way and clearly provide the expectations for the teacher candidate. After the discussion, the student should be asked to sign the form and be made aware that doing so merely signifies that the conversation took place. If possible, a signed copy should then be given to the student. Student flags do not require a meeting with the student.

Where does the signed TCPR form go once I have discussed it with my student?

The completed form should be delivered to the teacher education advisor, Mary Jo Gdovin, with a carbon copy sent to the department chair and/or EPP liaison. The form will be shared with the EPP Committee, who will guide students through the TCPR process in the event of a dispositional referral. Students who receive a dispositional referral will meet with the EPP Committee, at which time the student will provide additional information and answer questions from the committee with the goal of establishing a support process to help the student address the issue.

## **Potential Concerns**

The following is a list of potential concerns that may require a TCPR Form.

### **Responsive Teaching:**

The teacher candidate...

- Disregards the safety of students or acts in a manner that puts students at risk
- Shows overt bias or prejudice toward certain students or groups of individuals
- Makes negative comments about students' abilities to learn and succeed
- Unwillingness to adapt instruction to meet varying needs of learners
- Makes frequent content or communication errors to students, colleagues, teachers, university faculty, and others
- Fails to communicate regularly or professionally with colleagues, teachers, university faculty, and others

### **Leadership**

The teacher candidate...

- Disregards the input and assets of students, parents, teachers, community members and university faculty
- Acts negatively toward the profession and the placement

### **Collaboration**

The teacher candidate...

- Fails to interact in a positive and professional manner with students, colleagues, teachers, university faculty and others
- Regularly is unprepared to engage with peers, PK-12 students, teachers and other individuals

### **Continuous Growth/Professional Identity**

The teacher candidate...

- Makes no effort to improve teaching practices
- Fails to maintain composure in the classroom
- Reacts negatively or antagonistically to feedback about teaching performance/instruction
- Makes no effort to complete assignments on time either at the university or in their placement

### **Professional Integrity**

The teacher candidate...

- Engages in illegal or unethical conduct involving minor children
- Engages in conduct that would be grounds for dismissal from a teaching position
- Fails to maintain confidentiality of student information
- Fails to act/dress according to the standards of the school
- Violates the University of Wisconsin-Parkside's Academic Honesty Policy
- Exhibits a negative attitude toward the teaching profession

## University of Wisconsin-Parkside Teacher Candidate Progress Review Form

Purpose of Form:    Student Flag                       Notice of Concern                       Dispositional Referral

Teacher Candidate Name: Click or tap here to enter text.

Course/Program/Situation/Date: Click or tap here to enter text.

**Please comment on the concern:**

Click or tap here to enter text.

**Recommended next steps for Student Flag or Notice of Concern (please check one):**

- Form added to student's file (**Student Flag only**)
- Meeting with student                      If necessary, name other attendees requested: Click or tap here to enter text.
- Meeting with student and department chair and/or EPP liaison
- Other: Click or tap here to enter text.

**Completion of a Dispositional Referral requires a meeting between the person making the referral, the teacher candidate, the teacher education advisor, and the teacher education department chair and/or EPP liaison. Add meeting notes here:**

Click or tap here to enter text.

Signature of faculty, supervisor, advisor, department chair and/or EPP liaison, or staff:

Printed Name: Click or tap here to enter text.

Signature: \_\_\_\_\_

Signature of Teacher Candidate: I have reviewed the concerns listed on this form. This signature does not denote agreement.

Signature: \_\_\_\_\_

*Please return completed form to the teacher education advisor, Pa Houa Yang, yangp@uwp.edu. Please carbon copy the teacher education department chair (Sandra Moats).*

# Dispositional Referral Policy

## Dispositional Referral Progression

A teacher candidate may receive a dispositional referral for concerns that are quite serious and require immediate support to remediate. A dispositional referral may be generated on its own for a serious issue, and one will be generated if a student **receives a second notice of concern for the same dispositional concern** as any previous notices of concern.

If the teacher candidate **receives a second dispositional referral for the same dispositional concern** as any previous dispositional referrals, the referring person will notify the department chair and/or EPP liaison and the candidate's advisor and convene a meeting within 14 days of submitting the referral. If the meeting determines that a dispositional issue does exist, a list of actions that the candidate agrees to follow will be prepared. The candidate, the referring person, and the department chair and/or EPP liaison will sign the agreed course of action to be taken. A copy of the concern and the actions to be taken will be placed in the candidate's file and sent to the Dean of Students for review. If the **candidate does not take action, or receives a third dispositional referral** for the same dispositional concern, the candidate will be dismissed from the educator preparation program. This decision is final and will be filed with Teacher Education and the Dean of Students.

If the teacher candidate receives **dispositional referrals for two separate incidents**, the referring person will notify the department chair and/or EPP liaison and the candidate's advisor and convene a meeting within 14 days of submitting the referral. If the meeting determines that a dispositional issue does exist, a list of actions that the candidate agrees to follow will be prepared. The candidate, the advisor, and the department chair and/or EPP liaison will sign the agreed course of action to be taken. A copy of the concern and the actions to be taken will be placed in the candidate's file and sent to the Dean of Students for review.

If the candidate receives a **dispositional referral for a third separate incident**, the referring person will notify the department chair and/or EPP liaison and the candidate's advisor. The department chair and/or EPP liaison will convene a dismissal meeting within 14 days which will include the teacher candidate, the department chair, the Dean of Students, the Dean of the College of Social Sciences and Professional Studies, and appropriate faculty and academic staff. The department chair and/or EPP liaison will provide documentation regarding all three dispositional referrals, candidate action plans, and supervisor/cooperating teacher evaluations from the candidate's file. The candidate will be asked to provide any other information in writing one week prior to the meeting. During this meeting, members will review the documentation provided and meet with the teacher candidate and the teacher education advisor. Following the meeting, the candidate will be provided with one of two recommendations: to continue in the program with a revised action plan, or to be dismissed from the program. This decision is final and will be filed with the educator preparation program and the Dean of Students.

## Extreme Violations of Dispositional Standards/Dismissal

A teacher candidate may be subject to expedited dismissal from the educator preparation program for an extreme violation of dispositional standards. Examples of possible extreme violations include but are not limited to: engaging in illegal or unethical conduct involving minor children; conduct which would be grounds for dismissal from a teaching position; mishandling of private and confidential student information; or serious violations of the University of Wisconsin-Parkside Code of Student Conduct. The teacher education department chair in consultation with the Dean of Students shall make the initial determination that an extreme violation has occurred. The chair will notify the teacher candidate immediately that he/she is suspended from the educator preparation program, effective immediately.

The teacher education chair and/or EPP liaison will convene a dismissal meeting within 14 days, which will include the teacher candidate, the chair and/or EPP liaison, the Dean of Students, the Dean of the College of Social Sciences and Professional Studies, and appropriate faculty and academic staff. The chair and/or EPP liaison will provide documentation regarding any previous dispositional referrals, candidate action plans (if applicable), and supervisor/cooperating teacher evaluations from the candidate's file. The candidate will be asked to provide any other information in writing one week prior to the meeting. During this meeting, members will review the documentation provided and meet with the teacher candidate and the teacher education advisor. Following the meeting, the candidate will be provided with one of two recommendations: to continue in the program with a revised action plan, or to be dismissed from the program. This decision is final and will be filed with the educator preparation program and the Dean of Students.

## Residency Clinical Rubric

	<b>Distinguished (4 pts)</b>	<b>Proficient (3 pts)</b>	<b>Basic (2 pts)</b>	<b>Unsatisfactory (1 pt)</b>
<b>1a. Demonstrating Knowledge of Content and Pedagogy</b>	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.	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.	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.	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.
<b>1b. Demonstrating Knowledge of Students</b>	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.	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.	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.	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.
<b>1c. Setting Instructional Outcomes</b>	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,	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	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes	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

	represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.	different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.	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.	as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.
<b>1d. Demonstrating Knowledge of Resources</b>	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.	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.	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.	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.
<b>1e. Designing Coherent Instruction</b>	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.	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.	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.	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.
<b>1f. Designing Student Assessments</b>	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student

	<p>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>	<p>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>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>performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.</p>
<p><b>2a. Creating an Environment of Respect and Rapport</b></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>	<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>Patterns of classroom interactions, 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 nor conflict.</p>	<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><b>2b. Establishing a Culture for Learning</b></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</p>	<p>The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. 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</p>	<p>The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student</p>

	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.	understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.	motions,” and students indicate that they are interested in the completion of a 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.	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.
<b>2c. Managing Classroom Procedures</b>	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.	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 materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	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.	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.
<b>2d. Managing Student Behavior</b>	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	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate,	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student	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



	preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.	and respectful to students and is effective.	behavior and respond to student misbehavior.	students' misbehavior is repressive or disrespectful of student dignity.
<b>2e. Organizing Physical Space</b>	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.	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.	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.	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.
<b>3a. Communicating With Students</b>	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	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	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 explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language	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.

	opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.	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.	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.	
<b>3b. Using Questioning and Discussion Techniques</b>	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, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a 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.	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	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 predominantly 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.
<b>3c. Engaging Students in Learning</b>	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	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and	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	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,

	<p>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>	<p>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>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>or the pace of the lesson is too slow or rushed.</p>
<p><b>3d. Using Assessment in Instruction</b></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. Questions 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 instruction to address individual students’ misunderstandings.</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>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 do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment</p>
<p><b>3e. Demonstrating Flexibility and Responsiveness</b></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</p>	<p>The teacher successfully accommodates students’ questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches</p>	<p>The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the</p>	<p>The teacher ignores students’ questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of</p>

	address individual student misunderstandings. 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.	for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	lesson in response to assessment is minimal or ineffective.	success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.
<b>4a. Reflecting on Teaching</b>	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved 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.	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.	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.	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.
<b>4b. Maintaining Accurate Records</b>	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.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.	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.	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 result being errors and confusion.

<p><b>4c. Communicating With Families</b></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>	<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 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 little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.</p>
<p><b>4d. Participating in the Professional Community</b></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 promoting 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>	<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 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 school events and school and district projects when specifically asked.</p>	<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. The teacher avoids becoming involved in school events or school and district projects.</p>
<p><b>4e. Growing and Developing Professionally</b></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</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</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 professional conversation about practice, including</p>	<p>The 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</p>

	important activities to contribute to the profession.	feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.	some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.	share knowledge with others or to assume professional responsibilities.
<b>4f. Showing Professionalism</b>	The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a 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 attitudes or practices to ensure that all students, particularly those traditionally underserved, 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.	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.	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.	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.

### Residency Absence Form

Name \_\_\_\_\_ Grade/Subject \_\_\_\_\_

School \_\_\_\_\_ Mentor Teacher \_\_\_\_\_

I understand that PI 34.023(f)(1) and the Educator Preparation Program require that I am present for full school days for a full semester of the cooperating school during the Residency semester. I understand that the maximum number of days that a teacher candidate may be absent from residency is five, as indicated in the Residency (Student Teaching) Absence Policy.

I would like to notify the Educator Preparation Program of the following circumstance and request approval:

Reason for absence: \_\_\_\_\_

Date(s) of absence: \_\_\_\_\_

By submitting this request, I acknowledge the following understanding of the Residency (Student Teaching) Absence Policy if request is approved:

- I must inform the placement school, mentor teacher, university supervisor, and clinical coordinator **as early as possible** regarding any absences.
- In addition to communicating the absence, I must complete the **Residency Absence Form** and submit it to my University Supervisor and the clinical coordinator immediately.
- I am choosing to enroll in my Residency semester knowing that I may not meet the attendance requirements and that I may have to extend or repeat Residency in another semester.
- Absences greater than **5 days** in total during Residency will be reviewed by the mentor teacher, university supervisor, clinical coordinator, and Chair of Teacher Education to determine a plan of action where the impact of the absences on the ability of the teacher candidate to carry out Residency successfully will be discussed.
- The plan of action *might* require an extension of the placement into the following semester or repeating the Residency assignment.

I have read and understand the requirements stipulated in this request form and in the Residency (Student Teaching) Absence Policy.

Student Signature: \_\_\_\_\_

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

**Once received the Clinical Coordinator will review the request. A copy of this form will be returned to the teacher candidate for their records.**

Request Approved       Request Denied

Clinical Coordinator Signature:

Date:

Educator Preparation Program Chair Signature:

Date

## Lesson Plan Template

Name:

Grade Level:

Target Content/Lesson Topic:

Date:

### Planning

<p><b>Essential Question</b> What is the essential question that this lesson addresses? What is the core purpose of the lesson that includes the strategies and skills necessary to accomplish the deeper learning in the standard? How does this lesson fit into the larger unit of study?</p>	
<p><b>State Learning Standards</b> Identify relevant grade level standards and Learning Outcomes from the State Content Learning Standards, Common Core Standards, and school learning outcomes.</p>	
<p><b>Learning Targets/Objectives</b> What should the students know or be able to do after the instruction? Use a common format with a measurable verb that matches the cognitive domain standard. This should be a small piece of the standard stated in measurable terms.</p>	
<p><b>Academic Language</b> Please consider the language functions and demands that allow students to participate in this lesson. <b>Functions:</b> Active verbs within objectives <b>Demands:</b> Vocabulary, discourse, and syntax</p>	<p>Functions: Vocabulary: Syntax (Grammar): Discourse (Structure of discussion about content):</p>



<p><b>Grouping</b> Describe how and why students will be divided into groups, if applicable (random, ability, interest, social purposes, etc.)</p> <p><b>Co-Teaching Strategy</b> How did you collaborate with your co-teacher to plan, instruct, and assess learning?</p>	Grouping
<p><b>Differentiation</b> Respond to your students' needs and adjust the content, process, product, and/or environment to reach individual learners based on their readiness, interests, and learning preferences (Tomlinson, 2014). Discuss planned supports here.</p>	Co-Teaching Strategy
<b>Assessment</b>	
<p><b>Assessment/Performance Indicators</b> How will you measure that students learned the objectives of the lesson? Be specific about how your chosen assessments connect with the objectives above.</p>	
<p><b>Evaluation Criteria</b> How will students demonstrate mastery of the standard? What material(s) will you use to evaluate learning? Please attach a copy of your checklist, rubric, observation criteria, or other measure.</p>	
<b>Procedures (Teacher[s] will..., Students will...)</b>	
<p><i>Describe the presentation of the overall lesson.</i></p> <p><b>Introduction and Connection to Previous Learning</b></p> <ul style="list-style-type: none"> <li>Anticipatory Activity (Hook)</li> </ul>	

<ul style="list-style-type: none"> <li>• Activate prior knowledge.</li> <li>• Be sure students understand procedures and instructions for lesson.</li> <li>• Establish clear expectations.</li> <li>• Model concept</li> </ul> <p><i>The Introduction, During, and Wrap-up groupings/ instruction/ lesson progression might look different!</i></p>	
<p><b>During (Lesson Progression)</b></p> <p>In this portion of the lesson, you will be letting go and letting students engage in productive struggle; engaging in gradual release, inquiry, or other learning methods. Please write what you are looking for in terms of:</p> <ul style="list-style-type: none"> <li>• Students' thinking and how they will start the lesson</li> <li>• Provide appropriate support (not explaining how to do it)</li> <li>• Provide worthwhile extensions.</li> <li>• Provide opportunities for students to engage in using the academic language.</li> </ul> <p>This is where you will be <b>suggesting or modeling specific strategies</b> and helping students choose which strategy makes sense to them. However, you must make sure ideas come from students.</p>	
<p><b>Wrap-Up and Extension</b></p> <p>This is where you have students talk about their thinking and share strategies with the whole class. It's important to name strategies and use academic vocabulary here, extending the lesson to broader ideas.</p> <ul style="list-style-type: none"> <li>• Promote a community of learners</li> </ul>	

<ul style="list-style-type: none"> <li>• Listen actively and probe thinking without evaluating or telling them how you would do it.</li> </ul> <p>Summarize main ideas and identify future problems that they would be able to solve using the thinking you have discussed.</p>	
<p><b>Instructional Materials, Equipment and Technology</b></p> <p>Attach a copy of ALL materials the teacher and students will use during the lesson; e.g., handouts, questions to answer, overheads, PowerPoint slides, worksheets. List equipment or technology that needs to be available.</p>	
<p><b>Reflection (Optional)</b></p>	